

A STUDY OF TEACHING APTITUDE AMONG PRIMARY SCHOOL TEACHERS



A

DISSERTATION

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CERTIFICATE

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“A STUDY OF TEACHING APTITUDE AMONG PRIMARY SCHOOL TEACHERS”

Her dissertation is fit for submission, in partial fulfilment of their requirements for the award of the Degree of Master in Education.

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Abstract

Teachers play an important role in shaping and moulding the habits, manners and above all, the character of prospective teachers to become effective teachers. Globally, there is an overwhelming concern over the quality of education. Education being the social system of society plays a key role in reforming and reconstructing the society from time to time. It means prospective teachers must also have some sense of belief that they can make a difference to the lives of children they are teaching and that those children are learning. The study aims to investigate the teaching aptitude among teachers teaching in primary schools in relation to their types of institution, their gender and locality. For this study random sampling technique was employed. The study was conducted on 100 primary school teachers of samba district, teaching in government and private schools. Descriptive Survey method employed for this study. For this study, '*Teaching Aptitude Test Battery*' developed by Dr. R.P. Singh and Dr. S.N. Sharma is used. To analyse the data, statistical techniques like Mean, Standard Deviation and t- test were employed. The finding of the study revealed

1. It has been found that there is not a significant difference between teaching aptitude of the primary school teachers, working in private and government school.
2. It has been found that there is not a significant difference between the teaching aptitude of the primary school teachers in relation to their gender.
3. It has been found the primary school teachers belonging to rural and urban areas do not differ significantly on their level of teaching aptitudes.

CHAPTER-I

INTRODUCTION

Teachers are assigned the status of God in our scriptures. According to the great saint Kabir, a teacher is greater than God because he guides us to the eternal God. His guidance is always of an utmost importance in a student's life. The job of teaching is not everybody's cup of tea. Every Tom, Dick and Harry cannot be a teacher. The job of teaching demands dedication, authenticity, love, compassion, enthusiasm, punctuality, patience, mastery over the subject, and teaching aptitude. A teacher has to deal with living beings, it is in the hands of the teacher to shape the destiny of the child who is just like clay that the teacher has to mould in desired shape, so it is very important that only the person who has the teaching aptitude must join this sacred profession. Teacher is a very important person in the process of education. If education should build nation builders, teachers should concern it with providing master builders, well equipped physically, intellectually, emotionally and spiritually. The destiny of India is being shaped in her classroom –has been pointed out by the education commission (1964 -66) and to that point it may be safely added that the destiny of these classrooms is being shaped by the teachers. Teacher is a flywheel of the whole educational machine. Modern school plan the best equipment, the newest of the new media or the most progressive methods, will remain dead fossils unless there is the right use of teacher's breath, life and spirit into them. Hence the teacher occupies a pivotal position in all schemes of educational reconstruction. A teacher is the embodiment of honesty, courage, justice, nobility and wisdom above all he is a karmayogi, who believes in purity of thoughts and actions. "The documents challenge of education – A policy perspective "(1985) has highlighted teacher performance in the most crucial input in the field of education. No development of new technology can revolutionize classroom teaching unless capable and committed teachers are in the teaching profession. The success of a teacher depends not only on what he does but also on who he is. A competent teacher has self-control, good teaching aptitude and a work oriented mind. So, the teaching aptitude is necessary for good results in education. Therefore here all attempts have been taken to study the teaching aptitude and its effects on the performance of the primary school teachers Teaching is the act of improving instruction to the learners in the classroom situations. It is the traditional classroom teaching in which the teacher gives information to students or one of the student reads a textbook, while the other student silently follows him in their own textbooks. This traditional concept of teaching is not acceptable either an innate endowment or of special training or both. In many spheres in everyday life, we usually come across individual who in wider similar circumstances excel in acquiring certain knowledge of skills and prove them more suitable and efficient in certain specific abilities. Individual having the same level of intelligence may not show the same results if they are put to the same work. Something other than intelligence.

Specific skill in teaching is named as teaching aptitude, which essentially play a significant role to influence pupil achievement. Teaching aptitude refers to- cognitive abilities necessary to get along in school students and with teaching skills and other requirements of teaching behaviour. It is connective abilities like love for reading, interest in people and events.

TEACHING APTITUDE

Teaching aptitude is one of the important criteria for success in the teaching profession. With regard to the increasing pressure of the 21st century society we need very competent and committed skilled teachers who can truly materialize the dream of the Kothari Commission Report that the destiny of India is being shaped in her classrooms. As such it is quite essential to accept teacher-trainees having a high level of teaching aptitude and to train them accordingly. Realizing the importance of teaching aptitude as an important criterion the present study was undertaken by the investigator with the objectives like to study the difference in the teaching aptitude of male and female, graduate and undergraduate, graduate and post graduate and postgraduate and undergraduate primary teacher trainees. As such data were collected from 100 JBT teacher-trainees of Himachal Pradesh through the administration of a standardized tool called as Teaching Aptitude Test Battery (TATB) and the study reports the findings like the male and female, the graduate and undergraduate; and the graduate and postgraduate primary school teacher trainees do not differ in their aptitude towards teaching, whereas the postgraduate and undergraduate primary school teacher trainees differ in their aptitude towards teaching.

Teacher education system is an important vehicle to bring about socio, economic, political and cultural to modern educators. The teaching is to make the pupil learn and acquire the desired knowledge, skills and also desirable ways of living in the society. It is a process in which the learner, teacher, curriculum and other variables are organized in systematic and psychological ways to attain some pre- determined goals. The word 'aptitude' is derived from the word 'aptos' which means fitness. It is often used interchangeably with the term 'ability'. Ability refers to a general trait of an individual that may facilitate the learning of a variety of specific skills; but aptitude is different from ability as -Ability is concerned with present. It indicates the combination of skills, habits and powers which an individual now has and which enables him to do something. Aptitude refers to mental capacity, native or acquired. It is the part of a person's mental equipment which gives him a special fitness for any kind of endeavour. Such an aptitude may be the result of transformations of the society. In view of this it is very essential to create a vast array of competent and committed teachers through a well-coordinated teacher education programme in terms of admission, curriculum design, content transaction modalities and evaluation system. The success of the primary teacher education programme to a large extent depends upon the quality entrants to this profession. Just like any other profession we need persons having proper aptitude towards the profession because such a category of persons can give justice to this profession in its fullest extent. Though different committees on the revitalization and strengthening of the teacher education system have already recommended

for admission to teacher training programmes through the conduct of teaching aptitude but the reality is quite different. In view of the unplanned expansion of the teacher training colleges large numbers of seats in the colleges are lying vacant and ultimately the college managements are putting undue pressure to vanish the teaching aptitude tests.

Right aptitude is the source to create competitive advantage for the organization and higher educational institutes, hence focus should be given on identification and development of right policies and strategies to nurture and evaluate right aptitude among employees and teachers (Jan F. et al., 2015). The impact of any kind of schedule or programme related to education depends on the effectiveness and productivity of the teacher; the two mentioned characteristics, which are, in turn, influenced by the right aptitude of a teacher.

Teachers should realize their importance in the education system and should carry a right and balanced aptitude towards their profession and should be acting like change agents. It is the role of teacher educators to prepare future teachers and educational workers to be life-long learners and to create a learning society (Khan M.S. et al., 2014). But, teacher educators can play their roles effectively only if their own education is better and is imparted in a proper manner.

The infrastructure, policies and strategies of Government should enable right aptitude and attitude amongst teachers working in government aided and self financed institutions equally (Jose M.M., 2008). The performance of a teacher could depend on structure, strategy and policy followed, physiological and psychological environment, motivational methods etc followed by the organization as a synchronized tool (Ramon R., 2017). Right aptitude is the source to create competitive advantage for the organization and higher educational institutes, hence focus should be given on identification and development of right policies and strategies to nurture, develop and evaluate right aptitude among employees and teachers (John J S., 2016). The employee performance could be treated as a dependent variable hovering around, structure, strategy and policy followed, physiological and psychological environment, motivational methods etc followed by organization as a synchronized tool. Despite uneven support system, teachers should carry a positive attitude towards their profession . A positive aptitude of a teacher will create a positive thrust and spark new energy in the learning environment and further will make learning a stimulating and fun filled activity. Every individual is having an independent point of view and aptitude towards teaching and learning that influence the action orientation and behavior of the teacher with respect to the task. The working environment, policy and actual working scenario of government aided and self- financed colleges are different especially in the national capital territory of Delhi and it is often complimented by the unparallel aptitude of male and female teachers.

The views of some great philosophers, statesmen and thinkers on the significance of teacher and teaching profession are briefly reproduced here:

The key stone in the educational edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can efficiently take his place or influence children in this manner and to the degree; it is possible for him alone to do so it is strongly believed that to be a teacher is to be a member of a holy order.

The Indian Education Commission (1964-1966) recommended the professional preparation of teachers to improve the quality of education. It further recommended that the teacher education programme should be treated as a key area in educational development of the country. Adequate financial provision should be made at the national and state level for the progress of teacher education programmes.

Modern society is full of professional men and women, like the Doctors, Engineers, Oilmen, Cobbler, Barber, Sweeper etc. A doctor's profession, and the engineer looks after the physical side of social life in building roads, bridges, dams, houses in devising new methods and machines. He enriches national life in building roads, bridges, dams, houses in devising new methods and machines. He enriches national life and adds to the comforts and conveniences of the common man. A weaver makes clothes, a cobbler makes shoes and in the same way the washer man, sweeper, the carpenter, the oilman, the barber etc serve mankind by their own profession. Though their profession is useful for society, it is limited to the physical side of human life. But the highest good consists in all round development of an individual's physical, social, intellectual, moral, spiritual and aesthetic aspect. It is the teaching profession, which helps an individual for his full growth in his body, mind, spirit, intellectual, emotional and moral values and artistic sensitivity. Therefore, teaching has been accepted as the noblest profession. A teacher that provides the right encouragement and direction to his/her student, can actually help them to grow into a fine young individual of tomorrow, by imparting values such as perseverance, hard work, determination and respect. Right from the child's toddler days, his/her interaction with this parent-like figure begins and goes right into his/her adulthood, and while these faces that interact with him/her may change over the years, the role remains a constant.

Aptitude refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand. It refers to part of a person's mental equipment which gives him a special fitness for any kind of endeavor. Such an aptitude may be the result of either an innate endowment or of special training or both. The mental and physical qualities giving rise to differences in aptitude are difficult to distinguish. Warren's Dictionary says, "Aptitude is a condition or a set of characteristics regarded as symptomatic of an individual's ability to acquire with some training, some knowledge, skills or set of responses such as ability to speak a language." When we refer to a person's aptitude for mathematics or music we are referring to his future too. But his aptitude, however, is a present condition having something to do with the future. Bingham makes a careful analysis of the term aptitude and confines its use to prognosis. According to Bingham, an aptitude involves:

Ability to acquire skill, knowledge, attitudes etc.

Readiness to acquire

Satisfaction in the job.

Bingham again explains, “Aptitude is a measure of the probability of success of an individual with training in a certain type of situation.” He points out that aptitude is abstract in nature.

SIGNIFICANCE OF THE STUDY

Teaching is not a mechanical process, but it is an intricate, exacting and challenging job. The modern- teaching learning process emphasizes guides and promotes learner development. Teaching, if highly developed, is an art. The art of teaching calls for a high degree of flexibility, adaptability and nobleness of mind that goes far beyond the mechanical application of step by step procedure. A teacher without teaching aptitude is lost not only to himself but also to the entire society. It is very important for the teachers to know the teaching aptitude with respect to his/her job. The basic principle of teaching professionals has high teaching aptitude. The teaching professionals should have cooperative nature, interest in the profession, scholarly attitude, fair mind and impartiality, moral values and decent behaviour, optimistic attitude, motivational aspect as well as dynamic personality. The factors, teaching aptitude may vary over a geographical boundary and especially in rural and urban areas. Therefore, it is very necessary to study that factor and compare the results for private and government school teachers.

STATEMENT OF THE PROBLEM

A STUDY OF TEACHING APTITUDE AMONG PRIMARY SCHOOL TEACHERS.

OPERATIONAL DEFINITIONS

TEACHING

Today, we will tell you about the meaning of teaching aptitude. Teaching aptitude means your interest in teaching. Your heart is telling you to teach someone because to give knowledge to others will increase your knowledge.

According to Morrison, teaching is a disciplined social process in which the teacher influences the behaviour of the less experienced pupil and helps him develop according to the needs and ideas of the society. Thus teaching is reduced to what the teacher teaches.

Smith states that teaching is an organized system of specific activities aimed to help the learner learn something. Teaching may be carried out in the absence of the teacher. Smith further elaborated the definition. He considered teaching as a tripolar process involving-

(i) Agent or source producing learning which may be human or material,

(ii) a goal or target to be achieved, and

(iii) the intervening variables consisting of learning or teaching situations involving human or physical conditions and instructional methods.

According to Clar, Teaching is a complex process which brings socially desirable behavioral change in a person. Teaching is a part of the teaching-learning process. It is required to bring certain changes in a person according to the need of his society and environment in which he is living. 'Teaching is not an act as it is dynamic in nature so it is termed as a process. It is also not a fundamental concept as it is greatly influenced by social and human factors. ke, 1970 "Teaching refers to the activities that are designed and performed to produce change in student's behaviour.

APTITUDE

Bingham, W.B.D (1937),"Aptitude is a condition or set of characteristics regarded as a symptomatic of an individual's ability of which one essential aspect is his readiness to develop an interest in exercising his ability.

According to Encyclopaedia Dictionary, " Aptitude is a capacity to acquire proficiency in a given line with a given amount of training."

TEACHING APTITUDE

Teaching Aptitude: Teaching aptitude is a natural ability, specific skill which play vital role to influence pupil achievement. In the present study, Teaching Aptitude has been assessed by *Teaching Aptitude Test Battery* developed and standardized by Dr. R.P. Singh & Dr. S.N. Sharma (2009).

Teaching Aptitude refers to a natural or acquired capacity/ability especially a tendency, capacity or inclination to learn or understand. It refers to a part of a person's mental equipment which gives him a special fitness for any kind of endeavour. In the present study, teaching aptitude of primary school teachers has been assessed with the help of *Teaching Aptitude Test Battery (TATB)* by Prof. R.P. Singh and Dr. S.N. Sharma.

● PRIMARY SCHOOL

Primary school is a school in which the student gets the education till class 5th class. Primary education starts at the age of five, in kindergarten. To qualify for kindergarten a child must be five years old on or before a cut-off date.

Teachers with rich teaching aptitude can create wonder in the minds of their children and can lead them to a world of reality, practicability and accountability. The study was undertaken to understand whether teachers teaching in primary school, have appropriate teaching aptitude or

not, if the teachers lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole teaching process is likely to be ineffective and largely wasteful.

It is very much needed in finding out whether as a profession, teaching requires people who have the aptitude of teaching because a person possessing high aptitude for teaching is bound to be a successful teacher in future. The person entering in teaching profession should have co-operative nature, consideration, wide interest and scholarly taste, fair-mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality.

OBJECTIVES:

- 1 .To study the significant difference in teaching aptitude among primary school teachers teaching in government and private schools.
2. To study the significant difference in teaching aptitude among primary school teachers teaching in government and private schools with respect to their gender(Male and Female).
- 3.To study the significant difference in teaching aptitude among primary school teachers teaching in government and private schools with respect to area (Rural and Urban).

HYPOTHESES

1. There is no significant difference in teaching aptitude of primary school teachers teaching in government and private schools.
2. There is no significant difference in teaching aptitude of teachers teaching in government and private schools with respect to their gender.
3. There is no significant difference between teaching aptitude of primary school teachers teaching in government and private schools with respect to area.

DELIMITATIONS OF THE STUDY

1. The present study will be confined to primary school teachers only.
2. The present study will be confined to 100 primary school teachers working in private and government schools of Samba District .
3. The present study will be confined to 50 government and 50 private primary school teachers.

CHAPTER-II

REVIEW OF RELATED LITERATURE

A Review of related literature is the process of collecting, selecting and reading books, journals, reports, abstracts, and other reference materials. In this, background information about the problem and related concepts, theories that explain the existence of the problem and the possible connection between contain factors and the problem, data that conform the existence and seriousness of the problem, general and specific finding of studies related to the problem and recommendations for further study given in related studies are Searched and referred for in light of the present problem. Review of related literature is a significant aspect of any research work to know what others have learned from similar research situations and to help in the formation of hypotheses for the study. It should give a theoretical base for the research and help the investigator to determine the nature of research.

A review of the related literature gives scholars an understanding of previous work that has been done in this field or area of research and what still remains to be done.

STUDIES CONDUCTED ON TEACHING APTITUDE

Londhe, G. (2003) Studied the Teaching Aptitude of student teachers with reference to Creativity and Teaching Competency. The Student teachers of B.Ed. colleges of Ahmednagar, Nashik and Pune were included in the sample. Tools used for data collection were: Thinking Creativity with Word test by Torrance, GTCS by Passi, and Teaching Aptitude test by Shah, M.M. Data were analyzed with the help of t-test and correlation. This study revealed that: There was a significant difference between the teaching aptitude of male and female student teachers. There was a significant difference between the teaching aptitude of rural and urban student teachers. There was a significant difference between the teaching aptitude of graduate and postgraduate student teachers. There was significant correlation between creativity and teaching competency. There was no significant correlation between creativity and teaching aptitude. There was no significant correlation between Teaching Competency and Teaching Aptitude.

Natesan & Khaja Rahamathulla (2003) examined the teaching profession perception, teaching aptitude, and personality factors of secondary grade teachers. The sample consisted of 200 men secondary grade teachers and 200 women secondary grade teachers. The tools used were teaching profession perception scale, teaching aptitude scale and Cattell's 16 PF Questionnaire. There was no significant difference between secondary grade assistant teachers and secondary grade headmasters in teaching profession perception and all the areas of teaching aptitude except Interest and Scholarly Taste (IST) and Fair-Mindedness and Impartiality (FMI).

Prasad (2007) conducted a study on Influence of Motivation, Competence and Aptitude of the Teachers on their English Teaching Ability on the Sample of 425 teachers teaching English Language Classes in Krishna districts of Andhra Pradesh. There is a highly significant positive relationship between Teaching Aptitude of Teachers Teaching Ability, and Teaching Competence. Teaching Aptitude of the teachers predict their English Language Teaching Ability. Various sub-components of teaching aptitude, namely, Professional information, interest in profession and attitude towards children do predict the English Language Ability of the teachers.

Sajan (2010) conducted a study of teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination, the sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) is used to measure aptitude in teaching. Analysis of the results show that the majority of students have ample teaching aptitude. The female students are found to be significantly better than their male counterparts in teaching aptitude tests. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching.

Kuraishy & Ahmed (2010) conducted a study on teaching aptitude of prospective teachers in relation to their academic background. The sample consisted of 496 prospective teachers from 10 colleges of Purvanchal University, from whom 312 were males and 184 were females. *Teaching Aptitude Test Battery (TATB)* by R.P. Singh and S.N. Sharma was used in the study. It was found that the high academic group had high teaching aptitude in comparison to the low academic group. Moreover, male prospective teachers were found to have higher levels of teaching aptitude as well as mental ability and professional information in comparison to female prospective teachers.

Fatima, Kaneez & etal. (2011) conducted research on B.Ed. trainee teachers towards teaching and academic achievement. The study was conducted at Aurangabad on the sample of 143 trainee teachers. Teaching Aptitude Test Battery by Dr. R.P. Singh and Dr. S.N. Sharma was used to study teaching aptitude and academic achievement was obtained from the college records. They concluded that B.Ed. trainees have above average level of teaching aptitude & high academic achievement. The coefficient of correlation between teaching aptitude and academic achievement is positive and low. There is no significant difference between male and female B.Ed. trainees for both the variables.

Kant (2011) conducted a study on teaching aptitude of secondary school teachers in relation to their sex and locale. The sample for the study consisted of 100 secondary school teachers which was equally divided on the basis of sex and locale. *Teaching Aptitude Test Battery (TATB)* by R.P.Singh and S.N.Sharma was used in the study. The result revealed no significant difference in teaching aptitude among male and female secondary school teachers. But, in some cases the higher value of mean in case of male teachers indicates that they have better teaching aptitude in

comparison to female teachers. Further, it was also found from the study that the urban teachers have better teaching aptitude as compared to rural teachers.

Kumari & Kochgaway (2011) conducted a study on teaching aptitude among elementary school teachers (male and female) of Patna district. The sample for the study consisted of 300 elementary school teachers of Patna district, from whom 150 were males and 150 were females. Teaching Aptitude Test Battery (TATB) developed by Singh and Sharma (2011) was used in the study. A significant difference was found between male and female elementary teachers of Patna district. It was found that female teachers possessed higher teaching aptitude than male teachers.

Anvar & Bibi (2012) conducted a study on teaching aptitude of teachers teaching at primary level in relation to their residential background. The sample for the study consisted of 600 teachers. Self-developed instrument was used to measure the teaching aptitude in the study. There existed a significant difference among the teachers teaching in rural and urban areas. It was found that the average aptitude was low among the teachers teaching in rural areas as compared to the teachers teaching in urban areas.

Chugh (2012) examined the teaching aptitude of the teachers of District Institutes of Education and Training Mewat (Haryana) in relation to their academic achievements, residential background and gender. The sample for the study consisted of 275 students selecting from urban and rural areas of Haryana district which include both male and female. Teaching Aptitude Test Battery (TATB) (1998) by R.P. Singh and S.N. Sharma was used in the study. No significant relationship was found between previous educational qualification and teaching aptitude of the teachers, however, females teachers teaching aptitude was found to be significantly higher than that of males.

Jena (2012) conducted a study on teaching aptitude of Harijan Madhyamik Vidyalaya of U.P. state. In this study he studied the relation of teachers to their teaching competency. The sample for the study consisted of 100 teachers (50 males and 50 females) from 10 Harijan Madhyamik Vidyalaya. *Teaching Aptitude Test Battery (TATB)* by R.P. Singh and S.N. Sharma was used in the study. It was found that there exists a significant difference in teaching aptitude of the teachers.

Mishra (2012) conducted a study on teaching aptitude of science teachers teaching in secondary schools. The sample for the study consisted of 60 science teachers, 30 from government schools and 30 from private secondary schools of Faridabad. A standardised tool namely *Teachers Teaching Aptitude Questionnaire* by Srivastava and Tiwari (1986) was used to collect data. No significant difference in teaching aptitude between government and private school teachers was observed. *Teaching Aptitude Test Battery (TATB)* by R.P. Singh and S.N. Sharma was used in the study. It was found that there exists a significant difference in teaching aptitude of the teachers.

Dr. Prakash Chandra Jena (2012) examined the teaching aptitude of Harijan Madhyamik teachers in relation to their teaching competency and organizational climate. It is a descriptive study and the investigator has selected only 100 teachers as a sample for his investigation (50 male and 50 female) from 10 Harijan Madhyamik Vidyalaya of Deoria district of Uttar Pradesh. The total number of sample teachers is further subdivided into (25 science males, 25 arts males, 25 science females and 25 arts females) by using simple random sampling technique. For collection of data the investigator has used, Teaching Aptitude Test Battery (T A T B) constructed and standardized by Singh and Sharma (2005), General Teaching Competency Scale constructed and standardized by Passi & Lalita (1994) and Organizational Climate Scale constructed and standardized by Chaudhari & Pethe (2001). For analysis and interpretations of results the investigator has used F-test (Analysis of Variance) and Product moment coefficient of correlation techniques.

D.Seetharaman, Dr. Rajasekar (2012) conducted a study on 820 B.Ed. student teachers studying in B.Ed. colleges situated in Kanchipuram District and Chennai city affiliated to Tamilnadu Teachers Education University. It was found that the Teaching aptitude of the entire sample of B.Ed. The student teachers were Below Average. The correlation value Teaching Effectiveness, Teaching Aptitude and Academic performance are significant and positive.

Kaur (2014) conducted a study on comparative teaching aptitude of B.Ed (General) pupil teachers of Kurukshetra district in relation to their gender, location, stream, and professional experience. The data for the study consisted of 70 pupils from four different teacher training colleges of Kurukshetra district. A standardised tool namely *Teaching Aptitude Test Battery (TATB)* by R.P.Singh and S.N.Sharma was used. No significant difference was found in teaching aptitude of pupil teachers in relation to gender, location, stream but a significant difference was identified in relation to their professional experience.

Srivastav (2014) examined the teaching aptitude of fresh category of students teachers with those of in-service category in relation to their socio-economic status. The sample consisted of 500 students (250 males and 250 females) of B.Ed. training colleges and in-service teachers of elementary schools from satna district of Madhya Pradesh. A standardised tool namely Teaching Aptitude Test Battery (TATB) standardized by Dr.S.N.Sharma (patna) and Socio- Economic status scale by Srivastava were used in the study. No significant effect of sex and socio-economic status of fresh category teachers and in-service category teachers on their teaching aptitude was found.

Anjali (2015) conducted a study on teaching aptitude of school teachers in relation to their residential background. Random sampling technique was used to collect data. The sample consisted of 400 teachers (200 from urban and 200 from rural areas), within these 200 respondent 100 females and 100 males had been selected for the study . Teaching Aptitude Test Battery (TATB) BY Shamim Karim and Ashok Kumar Dixit was used for the study. The finding of the study revealed significant differences between rural and urban teachers in relation to their

teaching aptitude. Moreover, it was found that urban teachers have wide interest and scholarly taste as compared to rural teachers.

Jan & Qureshi (2015) conducted a comparative study on teaching aptitude of male and female student-teachers in secondary teacher education institutions of Jammu division with reference to their subjects (science and arts). The sample for the study consisted of 300 students teachers to (150 males and 150 females) selected through random sampling. A standardized tool namely Teaching Aptitude Test Battery (TATB) by Gakhar and Rajnish was used to collect data. Significant differences between male and female student teachers with respect to their teaching aptitude was found, the arts students-teachers have less teaching potential as compare to the science student teachers.

Sindhu (2015) conducted a study on teaching aptitude of B.Ed. pupil teachers in relation to their teaching competency . The sample for the study consisted of 600(300 males and 300 females) from urban and rural colleges of three districts of Haryana. A standardised tool namely *Teaching Aptitude Test Scale (2002)* by L.C.Singh and Dahiya was used to collect data . It was found that the urban male and female teachers had high teaching competency in comparison to rural male and female prospective teachers.

Singh (2015) conducted a study on teaching aptitude of B.Ed. teacher trainees of Himachal Pradesh in relation to their gender and stream. Findings of study reveals that (i) There was no significant difference in teaching aptitude of male and female B.Ed. teacher trainees. (ii) Teaching aptitude of arts and science teacher trainee differs significantly. (iii) Teacher aptitude did not differ significantly in case of male and female science and arts B.Ed. Pancholi (2015) [9] explored a study on student teachers.’

Ahmed & Sharma (2016) studied the teaching aptitude of prospective teachers in relation to their educational background. The Teaching Aptitude Test constructed by Dhahiya and Singh (2004) was used to collect data. It consisted of 50 items and each item was followed by four alternatives responses. ANOVA was computed on the total score for assessing the teaching aptitude with respect to educational background. No significant difference was found among the prospective

teachers from science and arts groups with respect to the teaching aptitude.

Bedi Sharma (2016) Conducted a study on teaching aptitude of the secondary teachers in relation to their residential background and sex. The sample for the study consisted of 14 secondary school teachers, selecting 7 from urban areas and 7 from rural areas. Survey method used in the study to collect the data. It was found from the study that there exists a significant difference between rural and urban secondary school teachers. In urban areas both male and female teachers have the aptitude but in rural areas significant difference between male and female teachers was found in favour of female teachers.

Kalita (2016) Studied Teaching Aptitude of the high school school teachers in relation to their gender and educational level. The sample consisted of 120 teachers of 12 provincial high schools of Kamrup district of Assam. The Teaching Aptitude Test Battery by Shamima Karim and Ashok Kumar Dixit was used for the study. It was found that the study that accepts an attitude, teaching aptitude of high school teachers in all categories is very high and there exists no significant difference in the teaching aptitude of the male and female high school teacher.

Appadurai & Saraldevi (2017) investigate the effect of teacher aptitude and teaching attitude on teacher efficacy. Sample consists of 400 high secondary school teachers. Tools chosen for the study were Teacher Efficacy Questionnaire by Gibson and Dembo (1984), Teaching Aptitude Questionnaire by Shamim Karim and Ashok Kumar Dixit (1986), Teacher Attitude Questionnaire by Cook, Leeds, and Callis (1951). The means of the variables were recorded and statistical analysis was done on the different variables scores. It was found that teaching aptitude and teaching attitude increase the level of teacher efficacy.

Lata (2017) conducted a study on teaching aptitude of prospective teachers as related to their level of Aspiration. The sample for the study consisted of 100 prospective teachers from two teacher training colleges of district Mohali. Level of Aspiration test by Bhargava and Shah (1996) tool was used. It was found from the study that Teaching Aptitude and its variable are significantly related and which increase the level of Aspiration in the prospective teachers and which shows the importance of these variables in the selection of teaching profession.

Pany (2017) examined the teaching aptitude of male and females, the graduates and undergraduate, postgraduates primary level teacher trainees in relation to their academic background. The sample consisted of 100 JBT teacher-trainees of Mandi district (Himachal Pradesh). Teaching Aptitude Test Battery (TATB) by Dr. R.P Singh was used in the study. Findings showed that male, graduate and undergraduate; the graduate and postgraduate primary school teacher trainees did not differ significantly in their aptitude towards teaching, whereas the postgraduate and undergraduate primary school teacher trainees differ in their aptitude towards teaching.

CONCLUSION: From the perusal of the related literature, it is clear that studies, conducted in relation to socio-economic status, residential background, stream and academic achievement, but no study has been conducted to find the difference in the teaching aptitude of primary school teachers. Hence, it is worthwhile to conduct this research.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The proper direction in any research work yields positive and meaningful results. The direction determined by the research methodologies and strategies, the investigator has adopted for completing the task. This chapter provides the information about the sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and statistical techniques used.

A research design describes in detail the methodology adopted for the study, the nature and size of the sample and sampling techniques used in selecting the sample, the tool used and the process of preparation of the tools, the data collection process and the techniques of the data analysis. In other words, it provides the blueprint of the research.

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience.

“Research is an honest, exhaustive, intelligent searching for facts and their meaning or implications with reference to a given problem. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The best research is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence.”(Cook)

The present chapter throws light on the research methodology being adopted for the present study. Here research objectives and designs of the study i.e. sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data have also been discussed.

3.2 DESIGN OF THE STUDY

The design of the study is actually the blueprint of the procedure for the completion of the various research steps and thus reaching the valid conclusion. A well conceived, adequately planned and executed design helps greatly in permitting to rely both on observations and inferences. A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine the relevance to the research purpose with economy in procedure. Experts in research methodology like Seltiz, Johada, Deutsch and cook (1916) State:

“A research design is the arrangement of collections and analysis of data in a manner that aims to combine relevances to the research purpose with economy in procedure.”

3.2.1 METHOD

By method one means a systematic approach towards a particular phenomenon. Methodology used in investigation, determines its destiny. It is the nature of the techniques and procedures adopted which determines the reliability, precession and validity of the data. Therefore , it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of present study Descriptive Survey Method Was used.

3.2.2 VARIABLES FOR THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variables were taken for the study.

- **INDEPENDENT VARIABLES:** The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. In this study, the following independent variables are:
 - Types of school-Govt./Private
 - Gender-Male/Female
 - Residential background-Rural /urban
- **DEPENDENT VARIABLE:**

The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. In this study, the following dependent variables are:

- Teaching Aptitude

3.2.3 POPULATION

A population refers to any collection of specified groups of human beings or of non-human entities such as objects, educational institutions ,time units, geographical areas. The population in this study includes all the primary school teachers in Samba District.

3.2.4 SAMPLE

Sampling is an essential activity in the field of research. A sample is a small proportion of a population selection for observation and analysis. It is a collection consisting of a part or sub- set of the object or individual of the population for the purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population. For this present study, With the help of Random Sampling, a sample of 100 primary school teachers were selected, in which 50 teachers from government primary school and 50 from private school were selected.

The description of the sample is given in the table:

Table no. 1

List of govt. primary schools from where the sample was collected.

S.NO.	NAMES OF SCHOOL	MALE	FEMALE	NO.OF TEACHER
1.	Govt. primary school mawa	1	2	3
2.	Govt. Primary School Hassath	2	1	3
3.	NPS Rajpura Basti No.2	1	2	3
4.	Govt. primary school jatwal	2	1	3
5.	Govt . Primary School Ghagwal	2	2	4
6.	Govt. Primary School Randwal	1	2	3
7.	Govt.Primary School Rajli	2	2	4

8.	Govt.primary school Diani	1	2	3
9	Govt.primary school Madwal	2	1	3
10	Govt. primary school sangwali samba	1	2	3
11.	Govt. Primary School Samthayal	2	1	3
12.	Govt. Public School Swankha	1	2	3
13.	Govt.Primary School Pardi	2	2	4
14.	Govt.Primary School Palura	1	2	3
15.	Govt.Primary School Samba W.No. 2	2	1	3
16.	Govt. Primary School Regal	2	2	4
	Total	25	25	50

Table no. 2

List of private primary schools from where the sample was collected.

1.	Indira Academy Arazi Samba	3	2	5
2.	Vidhya Public School Palli	2	3	5
3.	Kailash Shiksha Public School	3	2	5
4.	Shishu Niketan Academy	3	2	5
5.	PS Future Star Rajpura	2	3	5
6.	Modern Mandla Academy	3	2	5

7.	PS Modern Sharma Academy Chak Dulma	3	2	5
8.	Bhartiya Vidhya Mandir	2	3	5
9.	Krishna Academy Diani	2	3	5
10.	New Light Public School	2	3	5
	Total	25	25	50

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

The instruments employed to collect data and explore new fields of knowledge are called tools. The selection of tool depends upon the nature of the problem. The selection of appropriate tools leads the researcher towards the generalization about the problem. The selection of suitable tools is of vital importance for successful research. The success of any research endeavor is largely dependent upon the tools which are used for the data collection. The investigator used the below mentioned tool of research for the conduct of present investigation:

Teaching Aptitude Test Battery (TATB) developed by Dr. R.P. Singh and Dr. S.N. Sharma.

RELIABILITY

Reliability of the test was examined by three different methods, namely *split-half method*, *test retest method*, and *K – R method*. Table A gives the reliability coefficients of the test by different methods.

TABLE A

Method used	N	Reliability Coefficient	Per
Split-half Method	1000	0.98	0.002
Test-Retest Method	1000	0.97	0.004
K-R Method	1000	0.89	

VALIDITY

The scores on the total test were validated against the rating of the instructors of teacher training institutions. Product moment coefficient of correlation was calculated between scores obtained on the test and the positions of trainees given by the instructors. The value of coefficient of correlation was found to be 0.421 with a probable error +0.026.

3.4 DATA COLLECTION AND ADMINISTRATION OF THE TOOL

The investigator visited the randomly selected primary school of samba district personally with the selected tool for the collection of the data. First of all, the investigator approached for permission of data collection from the heads of the institutions and the purpose was explained to them. An attempt was made in every school to explain the purpose of the study to the teachers. They were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the questions. After giving the necessary instructions, the investigator distributed the copies of the *Teaching Aptitude Test Battery (TATB)*. The primary school teachers were directed to read statements one by one and tick the suitable responses for the respective item in the questionnaire. After filling up the responses by the teachers, copies were collected back. In this way the tool was administered on primary school teachers and thus data was collected.

STATISTICAL TECHNIQUES USED

In order to arrive at certain conclusions, it was necessary to analyze the success of subjects obtained from the test. After tabulation of the scores following statistical techniques were applied to analyze the scores. First of all, the administered tool was scored and entries were made in excel. With the help of SPSS, the investigator employed the following statistical techniques.

In this study, the investigators employed the following statistical techniques.

- Mean
- Standard Deviation
- ‘t’-test

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The proper direction in any research work yields positive and meaningful results. The direction determined by the research methodologies and strategies, the investigator has adopted for completing the task. This chapter provides the information about sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and statistical technique used. The most important step in any research project is the analysis and interpretation of data collected. This chapter includes the information regarding the analysis of data and inference drawn. After the data has been collected and it must be processed and analyzed properly. So as to draw proper inference. Analysis of the data means the study of the tabulated material in order to determine inherent facts or meaning. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. The interpretation of data calls for a critical examination of the results of analysis in the light of all limitations of gathered data.

Data analysis is a process of assigning meaning to the collected information to determine the conclusions, significance, and systematically processed or analyzed so as to achieve the objectives of investigation. Besides, data analysis is referred to calculations and computations based on certain parameters viz.- viz. searching for pattern of relationships which exist in the variables and thereafter tested in the light of hypotheses. It is to be noted that collection of data merely presents a stock of facts unless it is systematically analyzed.

Analysis is the process of breaking up the whole study into its constituent parts. It is a process of inspecting, cleaning, transforming, and modeling data with the objective of discovering useful information. Therefore, the purpose of analysis of data is to reduce to an intelligible and interpretable form so that the relations of research problems can be studied and tested and conclusions drawn. Data analysis refers to the process of generating values from the raw data. about the development of the intervention and its performance.

Collection of data has no meaning unless it is tackled properly; analyzed and interpreted by sophisticated statistical technique. However, Valid, reliable and adequate data may not serve any worthwhile purpose unless these are carefully edited, systematically classified and tabulated.

Barr says, “Analysis is an important phase of the classification and summarization of data.” So the interpretation is considered to be the most important step in the total procedure of research.

According to Burns & Grove (1998) Data analysis is a mechanism for reducing and organizing data to procedure findings that require interpretation by the researcher.

4.2 RESULTS AND FINDINGS

The results and findings were analysed by computing Mean, Standard Deviation and t- value.

4.2.1 Research Objective 1

To study the significant difference in teaching aptitude among primary school teachers teaching in government and private schools.

Table 4.1

To achieve the objective, investigator, find mean, standard deviation and t-value for teaching aptitude Of primary school teachers teaching in government and private schools. Resulting data have been given in the table 4.1

TATB	School	N	MEAN	S.D	SEm	Df	t	Level of Significance
	Govt.	50	67.31	7.61	1.07	98	0.22	N.S
	Private	50	67.60	5.58	0.78			

INTERPRETATION: The above table shows the mean value of the Government Primary school teacher and private school teacher is 67.31 and 67.60 and the value of standard deviation is 7.61 and 5.58. The calculated t-value is 0.22(less than the table value) which is not significant at both the levels of significance (0.01level and 0.05 level). Hence the t-value is not significant, the hypothesis is accepted.

4.2.2 Research Objective 2

To study the significant difference in teaching aptitude among primary school teachers teaching in government and private schools with respect to their gender(Male and Female).

Table 4.2

To achieve the objective, investigator, find mean, standard deviation and t-value for teaching aptitude Of primary school teachers teaching in government and private schools with respect to their gender. Resulting data have been given in the table 4.2

TATB	Gender	N	MEAN	S.D	SEm	Df	t	Level of Significance
	Male	50	66.95	7.79	1.10	98	0.75	N.S
	Female	50	67.96	5.28	0.74			

INTERPRETATION: The above table shows that the mean value of Male and Female is 66.95 and 67.96 and the value of standard deviation is 7.79 and 5.28. The calculated t-value is 0.75 (less than the table value) which is not significant at both the levels of significance (0.01 level and 0.05 level). Hence the t-value is insignificant, the null hypothesis is accepted.

4.2.3 Research Objective 3

To study the significant difference in teaching aptitude among primary school teachers teaching in government and private schools with respect to their areas (Rural and Urban).

Table 4.3

To achieve the objective, investigator, find mean, standard deviation and t-value for teaching aptitude Of primary school teachers teaching in government and private schools with respect to their areas. Resulting data have been given in the table 4.3

TATB	AREA	N	MEAN	S.D	SEm	Df	t	Level of Significance
	Rural	50	86.89	7.48	1.21	98	2.42	Significant
	Urban	50	88.15	9.44	2.81			At 0.05

INTERPRETATION: The above table shows that the mean value of primary school teachers living in rural and urban areas is 86.89 and 88.15 and the value of standard deviation is 7.48 and 9.44. The calculated t-value is 2.42 (less than the table value) which is significant at the level of significance (0.05 level). Hence the t-value is significant, the null hypothesis is rejected.

CHAPTER-V

FINDINGS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 FINDING

After processing the data, obtaining and interpreting the result in the previous chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. Keeping the major finding in view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. The chapter is therefore devoted to focusing the findings, conclusions, discussions of results of the study and for indicating their implications and suggestions for further research.

The major findings of the present study are reported in the following sub sections:

5.1.1 Research Objective 1:

To study the differences in teaching aptitude of primary school teachers teaching in government and private schools.

The calculated t-value is 0.22 (less than the table value) which is not significant at both the levels of significance (0.01 level and 0.05 level). Hence the t-value is not significant, the null hypothesis is accepted. It was found from the study that there is not a significant difference between teaching aptitude of primary school teachers teaching in government primary school and private primary school.

5.1.2 Research Objective 2:

To study the significant differences in teaching aptitude of primary school teachers teaching in government and private schools with respect to their gender (Male and Female).

The calculated t-value is 0.75 (less than the table value) which is not significant at both the levels of significance (0.01 level and 0.05 level). Hence the t-value is not significant, the null hypothesis is accepted. From the results, it was found that there is not a significant difference between teaching aptitude of primary school teachers teaching in government primary school and private primary school with respect to their gender.

5.2.3 Research Objective 3

To study the difference in teaching aptitude of primary school teachers teaching in government and private schools with respect to their areas (Rural and Urban).

The calculated t-value is 2.42 (less than the table value) which is significant at 0.05 level of significance. Hence the t -value is significant, the null hypothesis is rejected. From the results, it was found that there is a significant difference between teaching aptitude of primary school teachers teaching in government primary school and private primary school with respect to their areas.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

Aptitude is one's potential for success in a specific field. Simply put, if a teacher has a high aptitude for teaching, they typically respond quickly and demonstrate more understanding to teaching and try to engage him in many types of learning for functioning effectively. Teaching is not a mechanical job. It is a social and professional activity and development process. It requires skills like any other profession. It calls for exercise of talent, creativity, love, for knowledge, patience, and dedication toward a job. The teaching aptitude plays a significant role in deciding performance level in the teachers. Every scientific research is supposed to contribute towards theory buildings or improvement of prevailing educational practice.

The following educational implications have been drawn keeping in mind the results of the present study.

1. By knowing the teaching aptitude of a teacher, senior teachers and educationists can suggest him about his/her teaching behaviour. The teacher can improve his/her teaching process.
2. If a teacher is well adjusted and has a good level of teaching aptitude, he can impart the best quality of education. By knowing their teaching aptitude and adjustment one can improve himself or herself and provide better education.
3. Educationists and planners can suggest the problems of teachers related to their teaching aptitude and adjustment. They can make policies for better teaching.
4. It is recommended that pre-service and in-service programmes should be organized for school teachers to acquaint them with the teaching aptitude and adjustment. This type of programme can improve the adjustment level of the school teachers.
5. The present study shows that degree of teaching aptitude does not influence the adjustment of the primary school teachers whether he is male or female and govt. of private school teacher. Therefore they are independent of each other.

6. A person may be well adjusted but have no good teaching aptitude. Similarly a person may have high teaching aptitude but not well adjusted. It indicates that the teachers' adjustment may be dependent on other variables. Degree of teaching aptitude is not only the one factor which affects the teacher's adjustment.

7. Through this study planners and educationists will know that both these variables, teaching aptitude and adjustment are independent with each other. One cannot influence the other. So they can make policies keeping these things in mind.

SUGGESTIONS AND FURTHER RESEARCH

Research is a never ending process. Researchers which usually are limited in the fields of education cannot solve all the problems. Hence more and more research is required to be undertaken at various levels of education. Present investigation also could not cover up all the dimensions of the problem. So further research can be undertaken on the following lines:-

1. The sample has been collected from 15 schools and 100 primary school teachers only. It is suggested that this study can be conducted on a large sample also.
2. The present study was conducted on the variables of gender, It is suggested that it can also be conducted on the other variables like age, marital status and qualification etc.
3. The Study can also be conducted on secondary and higher secondary school teachers and college teachers.
4. It would be interesting to undertake a comparative study of teaching aptitude at different stages of education namely primary, secondary, higher secondary, college and university.
5. The study can be conducted on the other states of the country.

Summary

TITLE: TO STUDY TEACHING APTITUDE AMONG PRIMARY SCHOOL TEACHERS

A.THE PROBLEM

Teachers are assigned the status of God in our scriptures. According to the great saint Kabir, a teacher is greater than God because he guides us to the eternal God. His guidance is always of an utmost importance in a student's life. The job of teaching is not everybody's cup of tea. Tom, Dick and Harry cannot be teachers. The job of teaching demands dedication, authenticity, love, compassion, enthusiasm, punctuality, patience, mastery over the subject, and teaching aptitude. A teacher has to deal with living beings, it is in the hands of the teacher to shape the destiny of the child who is just like clay that the teacher has to mould in desired shape, so it is very important that only the person who has the teaching aptitude must join this sacred profession. Teacher is a very important person in the process of education. If education should build nation builders, teachers should concern it with providing master builders, well equipped physically, intellectually, emotionally and spiritually. Specific skill in teaching is named as teaching aptitude, which essentially plays a significant role to influence pupil achievement. Teaching aptitude refers to- cognitive abilities necessary to get along in school students and with teaching skills and other requirements of teaching behaviour. It is connective abilities like love for reading, interest in people and events.

TEACHING APTITUDE

Teaching Aptitude refers to a natural or acquired capacity/ability especially a tendency, capacity or inclination to learn or understand. It refers to a part of a person's mental equipment which gives him a special fitness for any kind of endeavour. In the present study, teaching aptitude of primary school teachers has been assessed with the help of *Teaching Aptitude Test Battery (TATB)* by Prof. R.P. Singh and Dr. S.N. Sharma.

PRIMARY SCHOOL

Primary school is a school in which the student gets the education till class 5th class. Primary education starts at the age of five, in kindergarten. To qualify for kindergarten a child must be five years old on or before a cut-off date.

Teachers with rich teaching aptitude can create wonder in the minds of their children and can lead them to a world of reality, practicability and accountability. The study was undertaken to understand whether teachers teaching in primary school, have appropriate teaching aptitude or

not, if the teachers lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole teaching process is likely to be ineffective and largely wasteful.

It is very much needed in finding out whether as a profession, teaching requires people who have the aptitude of teaching because a person possessing high aptitude for teaching is bound to be a successful teacher in future. The person entering in teaching profession should have co-operative nature, consideration, wide interest and scholarly taste, fair-mindedness and impartiality, moral character and discipline, optimistic attitude, motivational aspect and dynamic personality.

B.NEEDS AND SIGNIFICANCE OF THE STUDY

Teaching is not a mechanical process, but it is an intricate, exacting and challenging job. The modern- teaching learning process emphasizes guides and promotes learner development. Teaching, if highly developed, is an art. The art of teaching calls for a high degree of flexibility, adaptability and nobleness of mind that goes far beyond the mechanical application of step by step procedure. A teacher without teaching aptitude is lost not only to himself but also to the entire society. It is very important for the teachers to know the teaching aptitude with respect to his/her job. The basic principle of teaching professionals has high teaching aptitude. The teaching professionals should have cooperative nature, interest in the profession, scholarly attitude, fair mind and impartiality, moral values and decent behaviour, optimistic attitude, motivational aspect as well as dynamic personality. The factors, teaching aptitude may vary over a geographical boundary and especially in rural and urban areas. Therefore, it is very necessary to study that factor and compare the results for private and government school.

C. OBJECTIVES

- 1 .To study the significant difference in teaching aptitude of primary school teachers teaching in government and private schools.
2. To study the significant difference in teaching aptitude of primary school teachers teaching in government and private schools with respect to their gender(Male and Female).
- 3.To study the significant difference in teaching aptitude of primary school teachers teaching in government and private schools with respect to area (Rural and Urban).

D. HYPOTHESES

- 1.There is no significant difference in teaching aptitude of primary school teachers teaching in government and private schools.
- 2.There is no significant difference in teaching aptitude of teachers teaching in government and private schools with respect to their gender.

3. There is no significant difference between teaching aptitude of primary school teachers teaching in government and private schools with respect to area.

E. SAMPLE

For this present study, With the help of Random Sampling, a sample of 100 primary school teachers were selected, in which 50 teachers from government primary school and 50 from private school were selected.

F. TOOL USED

Teaching Aptitude Test Battery (TATB) developed by Dr. R.P. Singh and Dr. S.N. Sharma(2009) has been used.

G. VARIABLES OF THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variables were taken for the study.

- **INDEPENDENT VARIABLES:** The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. In this study, the following independent variables are:
 - Gender-Male/Female
 - Types of school- Govt./Private
 - Residential Background-Rural/Urban
- **DEPENDENT VARIABLE:**

The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. In this study, the dependent variable is :

- Teaching Aptitude

H. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in Table 1,2 and 3 respectively.

mean, standard deviation and t-value for teaching aptitude Of primary school teachers teaching in government and private schools. Resulting data have been given in the table 1

TABLE 1

TATB	School	N	MEAN	S.D	SEm	df	t	Level of Significance
	Govt. Private	50 50	67.31 67.60	7.61 5.58	1.07 0.78	98	0.22	N.S

Mean, standard deviation and t-value for teaching aptitude of primary school teachers teaching in Government and Private schools in relation to their gender(Male & Female).

TABLE 2

TATB	Gender	N	MEAN	S.D	SEm	df	t	Level of Significance
	Male Female	50 50	66.95 67.96	7.79 5.28	1.10 0.74	98	0.75	N.S

mean, standard deviation and t-value for teaching aptitude Of primary school teachers teaching in government and private schools with respect to their areas. Resulting data have been given in the table 3.

TATB	AREA	N	MEAN	S.D	SEm	df	T	Level of Significance
	Rural Urban	50 50	86.89 88.15	7.48 9.44	1.21 2.81	98	2.42	Significant At 0.05

I.FINDINGS

- No significant difference was found in teaching aptitude among primary school teachers teaching in Government primary school and Private primary school.
- No significant difference was found in teaching aptitude among primary school teachers teaching in Government primary school and Private primary school in relation to their gender.
- Significant difference was found in teaching aptitude among primary school teachers teaching in Government primary school and Private primary school in relation to their areas (Rural & Urban)

J.EDUCATIONAL IMPLICATIONS OF THE STUDY

Aptitude is one's potential for success in a specific field. Simply put, if a teacher has a high aptitude for teaching, they typically respond quickly and demonstrate more understanding to teaching and try to engage him in many types of learning for functioning effectively. Teaching is not a mechanical job. It is a social and professional activity and development process. It requires skills like any other profession. It calls for exercise of talent, creativity, love, for knowledge, patience, and dedication toward a job. The teaching aptitude plays a significant role in deciding performance level in the teachers. Every scientific research is supposed to contribute towards theory buildings or improvement of prevailing educational practice.

The following educational implications have been drawn keeping in mind the results of the present study.

- 1.By knowing the teaching aptitude of a teacher, senior teachers and educationists can suggest him about his/her teaching behaviour. The teacher can improve his/her teaching process.
2. If a teacher is well adjusted and has a good level of teaching aptitude, he can impart the best quality of education. By knowing their teaching aptitude and adjustment one can improve himself or herself and provide better education.

3. Educationists and planners can suggest the problems of teachers related to their teaching aptitude and adjustment. They can make policies for better teaching.
4. It is recommended that pre-service and in-service programmes should be organized for school teachers to acquaint them with the teaching aptitude and adjustment. This type of programme can improve the adjustment level of the school teachers.
5. The present study shows that degree of teaching aptitude does not influence the adjustment of the primary school teachers whether he is male or female and govt. of private school teacher. Therefore they are independent of each other.
6. A person may be well adjusted but have no good teaching aptitude. Similarly a person may have high teaching aptitude but not well adjusted. It indicates that the teachers' adjustment may be dependent on other variables. Degree of teaching aptitude is not only the one factor which affects the teacher's adjustment.
7. Through this study planners and educationists will know that both these variables, teaching aptitude and adjustment are independent with each other. One cannot influence the other. So they can make policies keeping these things in mind.

K. SUGGESTIONS AND FURTHER RESEARCH

1. The sample has been collected from 15 schools and 100 primary school teachers only. It is suggested that this study can be conducted on a large sample also.
2. The present study was conducted on the variables of gender, It is suggested that it can also be conducted on the other variables like age, marital status and qualification etc.
3. The Study can also be conducted on secondary and higher secondary school teachers and college teachers.
4. It would be interesting to undertake a comparative study of teaching aptitude at different stage of education namely primary, secondary, higher secondary, college and university.
5. The study can be conducted on the other states of the country.

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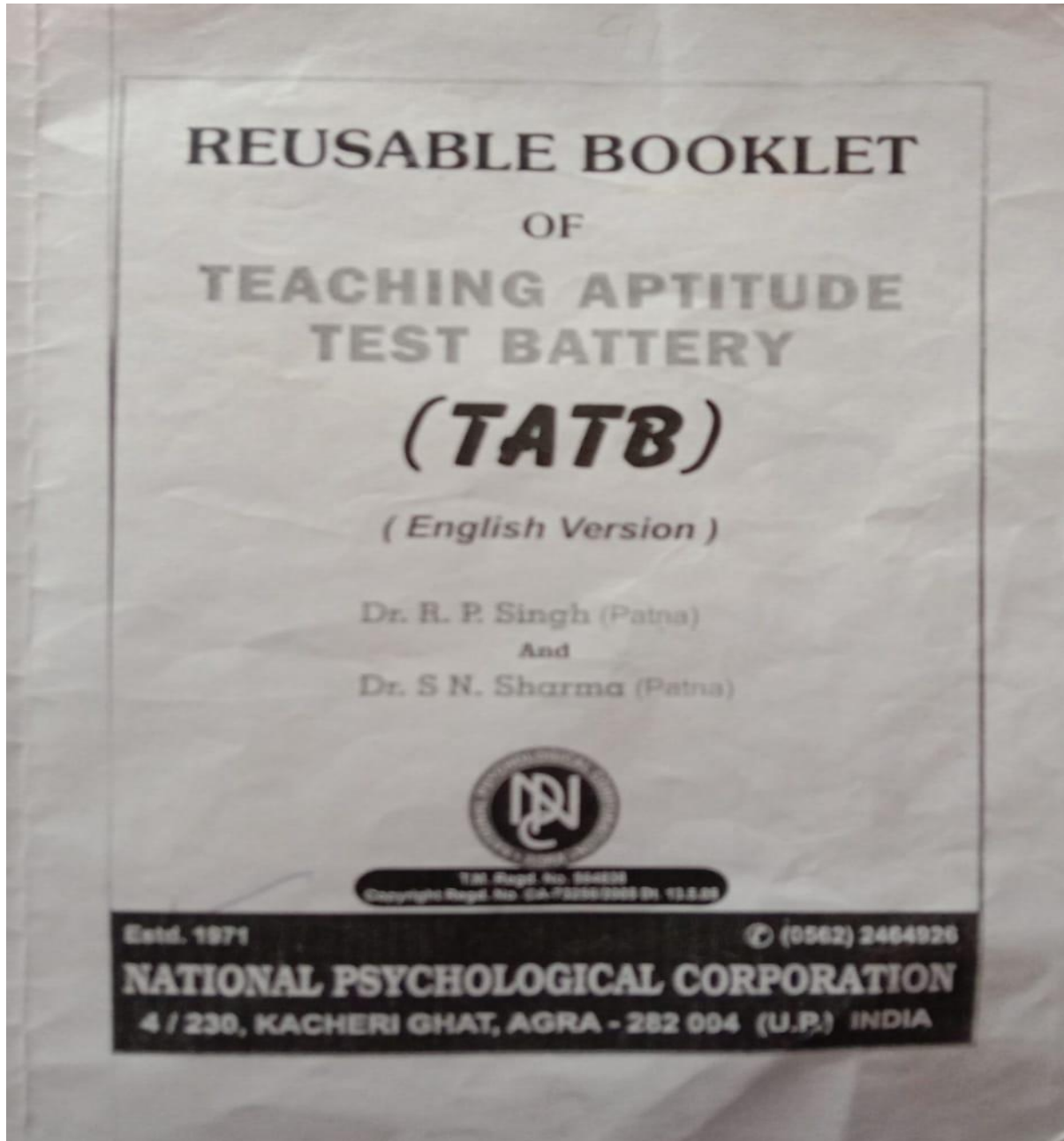
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Appendice-A Teaching Aptitude Test Battery (TATB) 2009



INSTRUCTIONS

1. In this test booklet there are five sub-tests and in every sub-test there are many items. You have to answer all the items.
2. In the beginning of every sub-test necessary instructions are given alongwith example, read those instructions very carefully and then start giving answers.
3. Write the answers of each item on the answer-sheet at the proper place. Do not write anything on the test booklet.
4. Write the answer of the item without any fear and hesitation.
5. Work fast as much as possible.

Do not turn the page untill you are told to do so.

PART - I

(A) Fill in the blanks of list 'A' by appropriate word from the words given in list 'B' on answer-sheet.

Example : List 'A'

List 'B'

Big : Small :: High :

Himalaya, Sea Low Pit

Sr.	List 'A'	List 'B'
1.	Pan, Green :: Milk _____	Cow, Goat, Light, Sweet
2.	Mountain, Stone :: Sea _____	Milk, Dead Water, Train
3.	Cotton, Spinning Wheel :: Cloth _____	Cotton plant, Yarn, Tail, Weaver's loom
4.	Birth, Death :: Rise _____	Start, Sun, Name, Set
5.	Wood, Chair :: Iron _____	Axis, Mine, Talasagar, Durganagar
6.	Length, Kilometre :: Heavy _____	Yard, Mile, Kilogram, Metre
7.	Pleasure, Sorrow :: Laughter _____	Marriage, Cry, Game, Johnnywalker
8.	Speed, Newton :: Electricity _____	J. C. Bose, Raman, Faraday, Archimedes
9.	Yamuna, Agra, Garden city _____	Nagpur, Ranchi, Lucknow, Bareilly
10.	Chariot, Horse, Motion _____	Wheel, Driver, Engine, Conductor

(B) Fill in the blanks in the following number series by the proper number to complete appropriate number series.

Example : 12, 10, 8, 6, 4,

2

11. 70, 60, 51, 43, 36, 30,

12. 15, 12, 9, 6,

13. $1, \frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \dots$

14. $\frac{1}{10}, 1, \dots, \frac{1}{20}, \dots$

15. 16 : 4 :: 4 :

16. $1, \frac{9}{10}, \frac{8}{10}, \frac{7}{10}, \dots$

17. 14 : 35 :: 20 :

18. 9 : 150 :: : 1750

19. $2 : 4 = 7 : 14 = 16 : 32 = \dots : 42$

20. 1, 4, 7, 10, 13,

21. 4,, 20, 28, 36

22. 40, 37, 34,, 28, 25

(C) Write logical answer of the following on answers-sheet against proper item number.

23. Brother of a doctor or Patna, resides in Calcutta who is a lawyer. But there is no brother of that lawyer in Patna. What relations he is having with doctor.

24. Three relatives are going on road. Two younger were daughter and son of the third. But the third was not his son. Tell the relation of the children with the third.
25. An electric train is going from Poona to Bombay. If the wind is blowing from West to East then in which direction the smoke will blow?
26. An insect was climbing up a 16 ft. high pillar. It climbs 1 ft. up and comes down 2 feet. In how many minutes it will reach the top of the pillar?
27. Some boys are divided into two groups. Leader of first group said that if you send one boy from your group we will be equal in number to your group. Leader of the second group said to the leader of the first group that if you send one boy from your group we will become three times in number to your group. Tell the number of boys of both the group.
28. Ram is 10 years elder than Shyam. Gita is 5 years younger to Shyam. If age of Ram on 18-08-36 is 30 years then tell the age of Gita on 18-08-43.
29. Total of age of three boys is 40 years. After adding a fourth boy, their average age becomes 13 years. Tell the age of the fourth boy.
30. Ram said to Shyam that if you give one rupee to me, I will have double the rupees of your. Shyam said to Ram that if you give me one rupee my rupees will become equal to your. How many rupees do each have?
31. A man employed a servant on a pay Rs. 5/- and a pigeon per month. After working for 5 days he went away taking pigeon as his salary. Tell the price of pigeon.
32. How much half of two and two will be equal to?

PART - II

In this part, there are 20 statements, every statement is to be adjusted by five ideas on the answer-sheet. No statement is right or wrong, you decide on your own personal feeling and ideas that how you feel that statement. If you totally agree with the statement then encircle No. 5 on answer-sheet. If agree then No. 4, if neutral then No. 3, if disagree then No. 2 and if totally disagree then No. 1.

1. Children feel to togetherness if they are given affection.
2. Children spoils due to the affection given by teachers.
3. Behaviour of the teacher should be such that students are afraid of them.
4. Students listen those teachers carefully with whom they are afraid.
5. The teachers who beats the students, discipline remains good of that section.
6. Students do not study properly if they are given freedom of playing.
7. Teachers punishing the children for getting them rid of stubbornness are praise-worthy.
8. Children wants full freedom.
9. One should be sympathetic toward the needs of the children.
10. Opinion of the students in school matters should be taken.
11. Students should be allowed to speak in debate freely.
12. Students should be free to criticize teachers in seminars.
13. Opinions of the students are considerable.

14. Children should be punished very hard for disobedience.
15. Teacher should not come face to face with the students.
16. Students should be punished physically for coming late.
17. Children are unable to take decision.
18. Quarrel some students should be expelled from the school.
19. Children are spoiled if not beaten.
20. Students should not speak more than the required.

PART-III

In the following some incomplete suggestions are given and to complete these some alternative suggestions are given. Write any one of the suggestion a, b, c or d you feel best on the answer-sheet against appropriate items number.

1. You are traveling by a train. One person is smoking cigarette and you hate that smoke. Will you.
 - (a) ask him not to smoke cigarette ?
 - (b) go away for a short while ?
 - (c) show him that law which is written on the railway compartment ?
 - (d) throw the cigarette after snatching it away.
2. Suppose a teacher of your school is suspended. Will you.
 - (a) suggest him to induce the students.
 - (b) suggest him to appeal.
 - (c) suggest him to go on fast till death.
 - (d) suggest him to search the service somewhere else ?
3. There is no games material in the school. You are physical instructor. Will you
 - (a) ask the head for purchasing the material ?
 - (b) close the physical training programme ?
 - (c) induce students against school head.
 - (d) inform the higher authorities ?
4. Suppose a teacher comes late daily. Will you
 - (a) Suggest him to come in time ?
 - (b) Inform the school head ?
 - (c) make him ashamed in the presence of other teachers ?
 - (d) advertise it among the students and parents ?
5. A student comes late daily. Will you

(a) beat him ?	(b) inform the parents ?
(c) inquire the causes ?	(d) make him feel ashamed ?

6. Inspector has arrived in your school. A parent is complaining against you. Will you
 - (a) feel angry with parents?
 - (b) satisfy the parent calmly?
 - (c) decide to take revenge with their children?
 - (d) clarify yourself to the inspector?
7. A teacher is having enmity with you. Will you
 - (a) also feel enmity with him?
 - (b) conspire against him?
 - (c) not care of him?
 - (d) try to make him friend?
8. A lawyer make a complaint of your profession. Will you
 - (a) also make complaint against him?
 - (b) start feeling enmity with him?
 - (c) not hear his talks?
 - (d) not pay any attention inspite of hearing his talks?
9. You are principal, one or two your teachers remain sitting in the clase. Will you
 - (a) attract the attention of administrators?
 - (b) inquire into the reasons?
 - (c) complain to the teachers and parents?
 - (d) call him and make him understand in lonely?
10. There is a meeting of teacher association. Two teachers beside you start discussing on any topic. It will be better if
 - (a) you side that person who is speaking right.
 - (b) request the president for an order of silence.
 - (c) you keep silent.
 - (d) ask both of them to keep quite.
11. Which class children, you would like to teach?
 - (a) class one
 - (b) class five
 - (c) class seven
 - (d) class nine
12. To keep the relations good with the colleagues, it is essential
 - (a) to praise of them to the school head.
 - (b) not to bring into mind their mistakes.
 - (c) to share with their pleasure and sorrow.
 - (d) to flatter them always.
13. One of your colleague speak much. He use to come to you daily at 4.00 P. M. when you are tired. Will you
 - (a) hear his talks unwillingly?
 - (b) ask him to come afterwards?
 - (c) refuse him to come at that time?
 - (d) get yourself busy in come other work?
14. You are secretary of teacher association. Few people are present in the meeting. Will you
 - (a) request every member?
 - (b) request some specific teachers who a e your friends?

- (c) all the meeting?
(d) Gender your resignation.
15. You get hurt by a player on football ground. Will you
(a) quarrel with him? (b) excuse him?
(c) like to be asked by him for forgiveness? (d) decide not to play with him?
16. You are being obliged by someone. Will you
(a) forget his obligation? (b) work according to his instructions?
(c) do his work in reciprocation? (d) praise him?
17. There is a cultural programme in your school. You also recited a poem written by you in it. One teacher declares that poetry to be written by somebody else. Will you
(a) break out of anger on him?
(b) ask proof from him?
(c) set anger with him?
(d) remain quiet thinking of taking revenge with him?
18. Your neighbour is of cruel nature. You cleans the lane daily your onself but he regularly throws rubbish near you. Will you
(a) go to his house to quarrel with him?
(b) throw rubbish in front of his house?
(c) change you house?
(d) request landlord to remove him from house?
19. You teaches tuition to a boy. He is declared fail in annual examination of his class. Will you
(a) make approach to the principal for him?
(b) try to make approach by the parent?
(c) work hard with the boy, giving proper advice to the parent?
(d) request to re-examine the copies?
20. A boy has beaten your son badly, Will you
(a) start beating that boy? (b) beat your son?
(c) quarrel with the parent (d) find the reason of the quarrel?
of that boy?
21. Your principal is angry with you without any reason. Will you
(a) try to remove his doubt? (b) not care of him?
(c) make complaint of him? (d) create an atmosphere against him?
22. Two persons are quarreling for space in a railway. Will you?
(a) help the weak? (b) see the scene?
(c) call upon the strong? (d) mediate?

23. Your friend ask some money from you. You were unable to give money. He felt ill of it. Will you
 (a) try to remove his doubt? (b) hate him?
 (c) not worry for him? (d) criticize with him?
24. You do not like humour, but persons do not leave from humouring. Will you
 (a) quarrel with them? (b) blow-up in humour?
 (c) not like to meet them? (d) stop talking with them?
25. Who made the grand-truck road, with his problem two students approaches you. Will you
 (a) return both after scolding? (b) tell the correct answer?
 (c) tell them to ask the history-teacher? (d) assure to tell in class?
26. Your friend request you for false evidence in the he court. Will you
 (a) give false evidence (b) refuse to give evidence?
 (c) ask friend to take away the case? (d) give-up friendship?
27. You are principal. One teacher regularly makes complaint of a teacher to you. Will you
 (a) not give importance to his talks?
 (b) ask them not to do such things?
 (c) show anger to him?
 (d) call and asks whose complaint in being made?
28. You have been appointed in Santhal area. You do not know Santhali language. Will you
 (a) try for transfer? (b) try to learn Santhali language?
 (c) leave the service? (d) sit back taking leave?

PART-IV

Following every Items is incomplete, complete the statements by choosing anyone of the two given sub-items. Answer by encircling 'a' or 'b' on the answer-sheet against proper items number.

1. Examine previous knowledge of the student before starting teaching, because -
 (a) students may not make noise in the class.
 (b) teacher may know the difficulties of the students.
2. Good knowledge in the teacher is essential, because -
 (a) he may keep the students in their control.
 (b) he may be able to remove the difficulties of the students.
3. Reading of newspaper is essential for a teacher, because -
 (a) he may affect the people in a good manner.
 (b) he may give essential informations to the children.

4. Teacher should read periodicals regularly, because –
 - (a) teacher may get ideas from books.
 - (b) teacher may know latest information.
5. Diagrammatic presentation is necessary while teaching because –
 - (a) children have interest in diagrams.
 - (b) children may understand the lesson easily.
6. Brief note should be prepared before teaching, so that –
 - (a) teacher may understand properly after seeing the note that what, how much and how the teaching is being done.
 - (b) teacher may be aware that what, how much and how it is taught.
7. Maximum answers should be taken from the students, so that –
 - (a) students may take active interest in the lesson.
 - (b) student are kept evaluated.
8. Home-work should be given to the students definitely, so that –
 - (a) students may not spend time in play.
 - (b) students have practice of learning.
9. Subject-matter should be related with life, so that –
 - (a) subject-matter may be helpful in life.
 - (b) subject-matter looks to be useful.
10. Teaching methods are essential for the teacher, so that –
 - (a) teacher may have to work less while teaching.
 - (b) students may understand the lesson well.
11. Teaching should be dependent of the age of student, because –
 - (a) teacher have convenience.
 - (b) development of intelligence depend on the age.
12. Teacher should take active part in games, so that –
 - (a) teacher may play well.
 - (b) teacher may give appropriate value of the play of students.
13. It is essential for a teacher to have knowledge of child-psychology, because–
 - (a) teacher may be dear of the students.
 - (b) teacher may understand the students.
14. Children should be taught in mother-tongue, so that –
 - (a) children may understand the lesson more easily.
 - (b) mother-tongue is our language.
15. One should go and come to school in time, so that –
 - (a) school time-table may run satisfactorily.
 - (b) school authorities remain happy.
16. Group division should be done on intelligence level, so that –
 - (a) teaching is done successfully.
 - (b) students do not quarrel with each other.

17. **Teacher should necessarily have the knowledge of objects of teaching, so that –**
 - (a) teacher have knowledge of the aims of education
 - (b) teacher may help the students in achieving their goals
18. **Home-work should be corrected daily, so that –**
 - (a) students are afraid of studies
 - (b) students may have regular time to remove their weakness
19. **Regular practice of arithmetic is necessary because –**
 - (a) arithmetic is useful in our daily routine.
 - (b) arithmetic can be kept remembered on by practice.
20. **Formation of students-union is necessary, so that –**
 - (a) students remain disciplined.
 - (b) students may prepare for the future life.
21. **Competition of speech, essay, story, poetry etc. is necessary, so that –**
 - (a) intellectual development in student may occur.
 - (b) students may remain always busy.
22. **Cultural programmes are necessary for students, because –**
 - (a) schools look active.
 - (b) development of sentimental power of children takes place.
23. **Mass cleaning in school is necessary, so that –**
 - (a) school remains clean.
 - (b) awareness for cleaning is developed in the students.
24. **To keep gradual record of the work of the students is necessary, because –**
 - (a) proper evaluation of the students is done properly.
 - (b) students may work in time.
25. **All students may not have equal knowledge of all the subjects, because –**
 - (a) all children do not have similar interests
 - (b) all subjects are not equally difficult.
26. **Students school definitely be given prize, so that –**
 - (a) those students who do not get prize may also study hard for getting prize.
 - (b) student who gets prize is encouraged to study more.
27. **Students should definitely take part in social functions, because –**
 - (a) society gets development.
 - (b) children are socially developed.
28. **There should necessarily be schools in society, so that –**
 - (a) society gets development.
 - (b) children may study.

PART - V

Following incomplete statements are given. To complete them some suggestions are given below each statement. Write the correct suggestion on the answer-sheet against proper item number by encircling either a, b, c or d.

1. **Success of a primary teacher depends on-**
 - (a) central government.
 - (b) teachers.
 - (c) state government.
 - (d) local government.
2. **You have adopted teaching profession because-**
 - (a) your father was a teacher.
 - (b) you have means of teaching in college.
 - (c) you thought to become a teacher.
 - (d) you did not get any service.
3. **You decided to become a teacher at that time when-**
 - (a) you failed after trying for another service.
 - (b) you did not get the expenses for further studies from the parents.
 - (c) your studies discontinued after being failed in the college.
 - (d) you acquired sufficient education for becoming a teacher.
4. **Your view regarding teaching profession is that it is-**
 - (a) very good.
 - (b) to be adopted in helplessness.
 - (c) good to be left away.
 - (d) any service is better than this.
5. **Which book you will like to read from the following ?**
 - (a) Urvashi
 - (b) Gordaan
 - (c) Techniques of teaching.
 - (d) In Discovery of Science.
6. **You do service because-**
 - (a) your service is in your village or city.
 - (b) there is no other means to support your family.
 - (c) you enjoy the service.
 - (d) you pass your time.
7. **You pass your leisure time in-**
 - (a) touring
 - (b) household jobs
 - (c) gossips
 - (d) self-study.
8. **You do service also because-**
 - (a) you were compelled to do service.
 - (b) your friends do service.
 - (c) the aim of education is to do service.
 - (d) you have strong desire to donate knowledge.
9. **Whose help will you take for the following work ?**
 - (a) Touring historical places.
 - (b) Village reform.
 - (c) Night school
 - (d) Family planning



Prof. R. P. Singh (Patna)
Dr. S. N. Sharma (Patna)

Answer Sheet

of

T A T B

कृपया निम्न सूचनाएँ भरिए (Please fill up the following informations)—

नाम (Name)..... आयु (Age).....

लिंग (Sex)..... शैक्षिक योग्यता (Educational Qualification).....

खण्ड-I (Part-I)

(अ) उदाहरण नीचा (A) Example Low	(ब) उदाहरण 2 (B) Example 2	(स) (C)
1	11	23
2	12	24
3	13	25
4	14	26
5	15	27
6	16	28
7	17	29
8	18	30
9	19	31
10	20	32
	21	
	22	

Estd. 1971

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खण्ड-II (Part-II)					
क्रमांक (Serial No.)	बिल्कुल सहमत (Totally Agree)	सहमत (Agree)	उदासीन (Neutral)	असहमत (Disagree)	बिल्कुल असहमत (Totally Disagree)
1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1
4.	5	4	3	2	1
5.	5	4	3	2	1
6.	5	4	3	2	1
7.	5	4	3	2	1
8.	5	4	3	2	1
9.	5	4	3	2	1
10.	5	4	3	2	1
11.	5	4	3	2	1
12.	5	4	3	2	1
13.	5	4	3	2	1
14.	5	4	3	2	1
15.	5	4	3	2	1
16.	5	4	3	2	1
17.	5	4	3	2	1
18.	5	4	3	2	1
19.	5	4	3	2	1
20.	5	4	3	2	1

खण्ड-III (Part-III)

- | | |
|-----------------------------|-----------------------------|
| 1. क (a) ख (b) ग (c) घ (d) | 15. क (a) ख (b) ग (c) घ (d) |
| 2. क (a) ख (b) ग (c) घ (d) | 16. क (a) ख (b) ग (c) घ (d) |
| 3. क (a) ख (b) ग (c) घ (d) | 17. क (a) ख (b) ग (c) घ (d) |
| 4. क (a) ख (b) ग (c) घ (d) | 18. क (a) ख (b) ग (c) घ (d) |
| 5. क (a) ख (b) ग (c) घ (d) | 19. क (a) ख (b) ग (c) घ (d) |
| 6. क (a) ख (b) ग (c) घ (d) | 20. क (a) ख (b) ग (c) घ (d) |
| 7. क (a) ख (b) ग (c) घ (d) | 21. क (a) ख (b) ग (c) घ (d) |
| 8. क (a) ख (b) ग (c) घ (d) | 22. क (a) ख (b) ग (c) घ (d) |
| 9. क (a) ख (b) ग (c) घ (d) | 23. क (a) ख (b) ग (c) घ (d) |
| 10. क (a) ख (b) ग (c) घ (d) | 24. क (a) ख (b) ग (c) घ (d) |
| 11. क (a) ख (b) ग (c) घ (d) | 25. क (a) ख (b) ग (c) घ (d) |
| 12. क (a) ख (b) ग (c) घ (d) | 26. क (a) ख (b) ग (c) घ (d) |
| 13. क (a) ख (b) ग (c) घ (d) | 27. क (a) ख (b) ग (c) घ (d) |
| 14. क (a) ख (b) ग (c) घ (d) | 28. क (a) ख (b) ग (c) घ (d) |

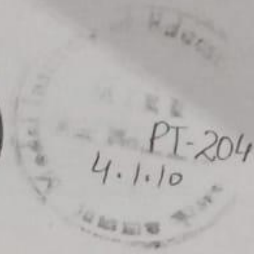
खण्ड-IV (Part-IV)

- | | | | | | |
|-----|-------|-------|-----|-------|-------|
| 1. | क (a) | ख (b) | 15. | क (a) | ख (b) |
| 2. | क (a) | ख (b) | 16. | क (a) | ख (b) |
| 3. | क (a) | ख (b) | 17. | क (a) | ख (b) |
| 4. | क (a) | ख (b) | 18. | क (a) | ख (b) |
| 5. | क (a) | ख (b) | 19. | क (a) | ख (b) |
| 6. | क (a) | ख (b) | 20. | क (a) | ख (b) |
| 7. | क (a) | ख (b) | 21. | क (a) | ख (b) |
| 8. | क (a) | ख (b) | 22. | क (a) | ख (b) |
| 9. | क (a) | ख (b) | 23. | क (a) | ख (b) |
| 10. | क (a) | ख (b) | 24. | क (a) | ख (b) |
| 11. | क (a) | ख (b) | 25. | क (a) | ख (b) |
| 12. | क (a) | ख (b) | 26. | क (a) | ख (b) |
| 13. | क (a) | ख (b) | 27. | क (a) | ख (b) |
| 14. | क (a) | ख (b) | 28. | क (a) | ख (b) |

खण्ड-V (Part-V)

- | | | | | | | | | | |
|----|-------|-------|-------|-------|-----|-------|-------|-------|-------|
| 1. | क (a) | ख (b) | ग (c) | घ (d) | 7. | क (a) | ख (b) | ग (c) | घ (d) |
| 2. | क (a) | ख (b) | ग (c) | घ (d) | 8. | क (a) | ख (b) | ग (c) | घ (d) |
| 3. | क (a) | ख (b) | ग (c) | घ (d) | 9. | क (a) | ख (b) | ग (c) | घ (d) |
| 4. | क (a) | ख (b) | ग (c) | घ (d) | 10. | क (a) | ख (b) | ग (c) | घ (d) |
| 5. | क (a) | ख (b) | ग (c) | घ (d) | 11. | क (a) | ख (b) | ग (c) | घ (d) |
| 6. | क (a) | ख (b) | ग (c) | घ (d) | 12. | क (a) | ख (b) | ग (c) | घ (d) |

MANUAL FOR



TEACHING APTITUDE TEST BATTERY

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MANUAL
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TEACHING APTITUDE TEST BATTERY

INTRODUCTION

The present *Teaching Aptitude Test* has been designed for use among teachers and prospective **teachers of elementary schools**. The test will work with Hindi knowing population. It is intended to serve as a tool for selecting students for admission in teacher training institutions and also teachers for teaching in elementary schools.

A list of 21 factors that contributed to success in teaching was prepared from the pool of 900 descriptive phrases assembled by Wherry (1950) and the desirable qualities of a teacher studied by Roy and Baral (1964). The list was presented to forty judges working in Training Colleges, Departments of Psychology, Elementary School Headmasters and Inspectors. After averaging the ranks assigned by them five areas were selected, viz., (1) mental ability, (2) attitude towards children, (3) Adaptability, (4) professional information, and (5) interest in profession. A total of 225 items covering these areas were prepared and after careful judging by ten judges 145 items were selected for item analysis.

Item Analysis

The try-out test, consisting of 145 items, was administered on a sample of 370 teacher trainees in Training Schools of Bihar. The biserial correlations and the difficulty values were computed and only such items were retained which yielded the value of biserial correlation more than 0.20. Twenty-five items were rejected on this ground. Thus, the test consists of 120 items.

Standardization Sample

The final form of the test, consisting of 120 items, was administered on a sample of 1090 pupil teachers reading in Primary Teacher Training Institutions of Bihar. Ninety cases were rejected as they were not properly answered. Hence the standardization sample consisted of 1000 subjects. The distribution of scores for the total and for the five areas of it were tested for normality by applying Chi-Square technique. The distributions did not depart significantly from normality.

Reliability

Reliability of the test was examined by three different methods, namely *split-half method*, *test-retest method*, and *K - R method*. Table 1 gives the reliability co-efficients of the test by different methods.

TABLE 1

Method Used	N	Reliability Coefficient	PEr
Split-half Method	1000	0.98	0.002
Test-Retest Method	1000	0.97	0.004
K-R Method	1000	0.89	

Validity

The scores on total test were validated against rating of the instructors of teacher training institutions. *Product moment coefficient of correlation* was calculated between scores obtained on the test and the positions of trainees given by the instructors. The value of coefficient of correlation was found to be 0.421 with a Probable error +0.026.

Norms

Standard score norms, T-score norms and Percentile norms were established. Table 2 gives the Standard score norms and T-score norms and Table 3 gives the Percentile norms of sub-tests and total for male, female and total samples.

TABLE 2

Raw Score	Standard Scores M=100, SD=20	T-Score	Raw Score	Standard Scores M=100, SD=20	T-Score	Raw Score	Standard Scores M=100, SD=20	T-Score	Raw Score	Standard Scores M=100, SD=20	T-Score
1.	15.62	—	31.	59.12	30	61.	102.02	51	91.	145.22	73
2.	17.06	—	32.	60.26	31	62.	103.46	52	92.	146.66	74
3.	18.50	—	33.	61.70	32	63.	104.90	53	93.	148.10	74
4.	19.94	—	34.	63.14	33	64.	106.34	54	94.	149.54	75
5.	21.38	—	35.	64.58	33	65.	107.78	54	95.	150.98	75
6.	22.82	—	36.	66.02	34	66.	109.21	55	96.	152.42	75
7.	24.26	—	37.	67.46	34	67.	110.66	56	97.	153.86	76
8.	25.70	—	38.	68.90	35	68.	112.10	56	98.	155.30	78
9.	27.14	—	39.	70.34	36	69.	113.54	57	99.	156.74	81
10.	28.58	—	40.	71.78	37	70.	114.78	58	100.	158.13	—
11.	30.02	—	41.	73.22	37	71.	116.42	59	101.	159.82	—
12.	31.46	—	42.	74.66	38	72.	117.86	59	102.	161.06	—
13.	32.90	—	43.	76.10	39	73.	119.30	60	103.	162.50	—
14.	34.34	—	44.	77.54	39	74.	120.74	60	104.	163.34	—
15.	35.78	—	45.	78.98	40	75.	122.29	61	105.	165.38	—
16.	37.22	—	46.	80.42	40	76.	123.62	62	106.	166.82	—
17.	38.66	—	47.	81.86	41	77.	125.06	63	107.	168.26	—
18.	40.10	—	48.	83.30	41	78.	126.50	64	108.	169.70	—
19.	41.54	—	49.	84.74	42	79.	127.94	64	109.	171.14	—
20.	42.98	—	50.	86.18	42	80.	129.38	65	110.	172.58	—
21.	44.42	23	51.	87.62	43	81.	130.82	66	111.	174.02	—
22.	45.86	24	52.	89.06	44	82.	132.26	67	112.	175.46	—
23.	47.30	25	53.	90.50	44	83.	133.70	68	113.	176.90	—
24.	48.74	26	54.	91.94	45	84.	135.14	69	114.	178.34	—
25.	50.18	27	55.	93.38	45	85.	136.58	69	115.	179.78	—
26.	51.62	28	56.	94.82	46	86.	138.02	70	116.	181.22	—
27.	53.06	28	57.	96.26	47	87.	139.46	70	117.	182.65	—
28.	54.50	29	58.	97.70	48	88.	140.90	71	118.	184.10	—
29.	55.94	29	59.	99.14	49	89.	142.34	72	119.	185.54	—
30.	57.38	30	60.	100.58	50	90.	143.78	72	120.	186.22	—

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Manual for T A T B 5

TABLE 3

Percentile	Score	Percentile	Score	Percentile	Score	Percentile	Score
P ₁	24.40	P ₂₆	51.20	P ₅₁	60.30	P ₇₆	68.90
P ₂	29.50	P ₂₇	51.60	P ₅₂	60.60	P ₇₇	69.20
P ₃	31.20	P ₂₈	52.00	P ₅₃	60.90	P ₇₈	69.60
P ₄	32.80	P ₂₉	52.30	P ₅₄	61.30	P ₇₉	70.30
P ₅	34.50	P ₃₀	52.70	P ₅₅	61.60	P ₈₀	71.00
P ₆	36.20	P ₃₁	53.10	P ₅₆	62.00	P ₈₁	71.60
P ₇	37.80	P ₃₂	53.40	P ₅₇	62.30	P ₈₂	72.30
P ₈	39.50	P ₃₃	53.80	P ₅₈	62.70	P ₈₃	73.00
P ₉	40.30	P ₃₄	54.10	P ₅₉	63.00	P ₈₄	73.60
P ₁₀	41.00	P ₃₅	54.50	P ₆₀	63.40	P ₈₅	74.30
P ₁₁	41.80	P ₃₆	54.90	P ₆₁	63.70	P ₈₆	75.00
P ₁₂	42.50	P ₃₇	55.20	P ₆₂	64.10	P ₈₇	75.60
P ₁₃	43.30	P ₃₈	55.60	P ₆₃	64.40	P ₈₈	76.30
P ₁₄	44.00	P ₃₉	55.90	P ₆₄	64.70	P ₈₉	77.00
P ₁₅	44.80	P ₄₀	56.30	P ₆₅	65.20	P ₉₀	77.60
P ₁₆	45.60	P ₄₁	56.70	P ₆₆	65.40	P ₉₁	78.30
P ₁₇	46.30	P ₄₂	57.00	P ₆₇	65.80	P ₉₂	79.00
P ₁₈	47.10	P ₄₃	57.40	P ₆₈	66.10	P ₉₃	79.80
P ₁₉	47.80	P ₄₄	57.80	P ₆₉	66.50	P ₉₄	81.60
P ₂₀	48.60	P ₄₅	58.10	P ₇₀	66.80	P ₉₅	83.00
P ₂₁	49.30	P ₄₆	58.50	P ₇₁	67.20	P ₉₆	85.00
P ₂₂	49.80	P ₄₇	58.80	P ₇₂	67.50	P ₉₇	86.70
P ₂₃	50.20	P ₄₈	59.20	P ₇₃	67.80	P ₉₈	88.50
P ₂₄	50.50	P ₄₉	59.60	P ₇₄	68.20	P ₉₉	92.40
P ₂₅	50.90	P ₅₀	59.90	P ₇₅	68.50		

Table 4 gives the percentile norms in respect of male, female and total samples as well as of each of the five Sub-tests on total sample.

TABLE 4

Percentile	Whole Test			Sub-Tests				
	Total	Male	Female	I	II	III	IV	V
P ₉₅	77.60	78.00	76.40	20.30	18.30	20.55	22.55	9.36
P ₈₀	71.00	71.50	69.20	17.30	15.50	17.75	19.30	8.06
P ₇₀	66.90	67.20	65.30	14.70	13.90	15.40	17.70	7.08
P ₆₀	63.40	63.90	61.40	13.30	12.95	13.55	16.10	6.30
P ₅₀	59.90	60.60	58.00	11.95	12.00	12.00	14.55	5.66
P ₄₀	56.30	56.40	54.90	10.65	11.05	10.60	13.00	4.84
P ₃₀	52.70	53.00	51.80	9.25	10.10	8.70	11.50	3.98
P ₂₀	48.59	48.90	47.20	7.20	8.60	6.40	10.10	1.90
P ₁₀	41.01	41.00	41.20	5.20	5.90	4.30	6.90	0.50

Scoring

All the items in sub tests I, III, IV and V are to be marked right or wrong. For each right response 'One' is to be given and for each wrong 'Zero'. Items in Sub-test II are to be scored on a five-point scale. The best answer is to be given a credit of 'five' while the worst answer is to be given the credit of 'One'. Final score of a testee on this sub-test is obtained by dividing the so obtained scores by 5. The score on the whole test of a testee is obtained by adding his scores on all the five sub-tests. The maximum score one can obtain on this test is 120.

Scoring can be made with the help of scoring key given on the next pages.

Instructions for Test Users

1. The examiner should frankly and honestly tell the purpose of the test, if and when statement is raised regarding this.
2. It is a self administering test. The examiner should read the instructions on the front page and the testees should be asked to read them silently with the examiner.
3. There is no time limit for answering the test, usually a testee takes 90 minutes.
4. The test administrator should emphasise at the outset that the subjects must attempt all the statements.

SCORING KEY**Sub-Test I****(अ) Word Analogy**

1. मीठा (Sweet)	6. किलोग्राम (Kilogram)
2. पानी (Water)	7. रूढ़ (Cry)
3. करघा (Weaver's Loom)	8. फेराडे (Faraday)
4. अस्त (Set)	9. लखनऊ (Lucknow)
5. धुरी (Axis)	10. इन्जन (Engine)

(ब) Number Series

11. 25	17. 50
12. 3	18. 105
13. 1/16	19. 21
14. 1/2	20. 16
15. 1 and 2	21. 12
16. 6/10	22. 31

(स) Reasoning

23. बहन (Sister)	28. 22
24. माँ (Mother)	29. 12
25. कहीं नहीं (Nowhere)	30. 5 तथा 7 (5 and 7)
26. 14 मिनट (14 Minutes)	31. 1 रुपया (1 Re.)
27. 3 तथा 5 (3 and 5)	32. 3

Sub-Test II**Attitude Towards Children**

1. 5, 4, 3, 2, 1	11. 5, 4, 3, 2, 1
2. 1, 2, 3, 4, 5	12. 5, 4, 3, 2, 1
3. 1, 2, 3, 4, 5	13. 5, 4, 3, 2, 1
4. 1, 2, 3, 4, 5	14. 1, 2, 3, 4, 5
5. 1, 2, 3, 4, 5	15. 1, 2, 3, 4, 5
6. 1, 2, 3, 4, 5	16. 1, 2, 3, 4, 5
7. 1, 2, 3, 4, 5	17. 1, 2, 3, 4, 5
8. 5, 4, 3, 2, 1	18. 1, 2, 3, 4, 5
9. 5, 4, 3, 2, 1	19. 1, 2, 3, 4, 5
10. 5, 4, 3, 2, 1	20. 1, 2, 3, 4, 5

Sub-Test III

Adaptability

1.	ख (B)	11.	क (A)	21.	क (A)
2.	घ (D)	12.	ग (C)	22.	घ (D)
3.	क (A)	13.	घ (D)	23.	क (A)
4.	क (A)	14.	क (A)	24.	ख (B)
5.	ग (C)	15.	ख (B)	25.	ख (B)
6.	घ (D)	16.	घ (D)	26.	ग (C)
7.	घ (D)	17.	ख (B)	27.	क (A)
8.	घ (D)	18.	ग (C)	28.	ख (B)
9.	घ (D)	19.	ग (C)		
10.	घ (D)	20.	घ (D)		

Sub-Test IV

Professional Information

1.	ख (B)	11.	ख (B)	21.	क (A)
2.	ख (B)	12.	ख (B)	22.	ख (B)
3.	ख (B)	13.	ख (B)	23.	ख (B)
4.	ख (B)	14.	क (A)	24.	क (A)
5.	ख (B)	15.	क (A)	25.	क (A)
6.	ख (B)	16.	क (A)	26.	ख (B)
7.	क (A)	17.	ख (B)	27.	ख (B)
8.	ख (B)	18.	ख (B)	28.	क (A)
9.	क (A)	19.	ख (B)		
10.	ख (B)	20.	ख (B)		

Sub-Test V

Interest in Profession

1.	ख (B)	5.	ग (C)	9.	ग (C)
2.	ग (C)	6.	ग (C)	10.	क (A)
3.	घ (D)	7.	घ (D)	11.	घ (D)
4.	क (A)	8.	घ (D)	12.	ख (B)

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