



Teaching Aptitude and Work Stress among Prospective Teachers: An Empirical Study of Their Interrelationship.

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Abstract: The present study, entitled “Teaching Aptitude and Work Stress among Prospective Teachers: An Empirical Study of Their Interrelationship,” was undertaken to examine teaching aptitude and work stress among prospective teachers and to explore the relationship between these two important dimensions of teacher preparation. Teaching is a complex and responsible profession that requires adequate subject knowledge, professional competence, appropriate teaching aptitude, emotional stability, interpersonal skills, and the ability to manage diverse classroom situations effectively. Prospective teachers, while undergoing professional preparation, are expected to develop these competencies before entering the teaching profession. At the same time, academic requirements, professional expectations, workload, and socio-personal factors may contribute to work stress, which can influence their professional development and preparedness. The study adopted a descriptive survey method to investigate teaching aptitude and work stress among prospective teachers. A sample of 120 B.Ed. students from institutions in West Tripura District was selected through purposive sampling. The Teaching Aptitude Test Battery (T.A.T.B.) developed by Dr. R.P. Singh and Dr. S.N. Sharma, Patna University, Patna, was used for assessing the teaching aptitude of the prospective teachers. Data were collected and analyzed in accordance with the objectives of the study using appropriate statistical techniques. The study is expected to provide useful insights into the teaching aptitude and work stress experienced by prospective teachers during their professional preparation. The findings may be useful to teacher educators, teacher education institutions, and policymakers in developing appropriate academic and professional support systems, strengthening teaching aptitude, and promoting effective stress management among prospective teachers. The study further seeks to contribute to the existing body of research on teacher education by highlighting the importance of both professional aptitude and psychological well-being in the preparation of future teachers.

Keywords: Teaching Aptitude, Prospective Teachers, Worked stress.

1. Introduction

Education as the process of educating or teaching, education is farther defined as “to develop the knowledge and skill.” Thus we might assume that the purpose of education is to develop the knowledge and character. The key pillar of the education process is the teacher. Education plays a vital role in India, where it has helped improve the country’s economy and plays a vital part in its ongoing development.

“Animals are trained but teachers are educated.” (According to W.H. Kilpatrick). In development of educational system mainly contributes of policy-maker, administrators, educationist and most essentially teachers. Teachers are like karma yogi those source of great ideas and knowledge, justice, courage, wisdom and nobility those do not only teach the students but transfer their values, knowledge, experience and inspire to learn. Performance of teachers depend upon effectively in order to come out desire outcome

those related to thinking skill of students, understand how to learn, ability to learn, and develop the habits of work collaboratively in groups and positive change in modification of behavior because pupil behavior is mainly contemplation of action of teacher because they have ability to see each learner strength and weakness. According to their need they can assist and guide the student's does that build a positive and inspired future generation a good life in the society.

Teaching is a creative and highly complex activity and its effectiveness is closely linked to content knowledge, instructional planning, inspire the pupil's, evaluate their competencies, establish the good growing learning environment, use efficient methods of classroom management skills. Most primarily quality of success of learning will not be only measured in forms of percentage of academic score, quality, knowledge contribution etc., but it has also include quality of life, self- restraint, and loyalist. So it's very essentially for teachers may organize you with certain traits like aptitude and attitude with regard to the profession of teaching. No student, teacher can be perfectly successful if they do not have positive attitude and aptitude with regard to the teaching profession.

Teaching is considered as one of the pious professions but the ground reality is that majority of the individuals choosing teaching, as profession does not have teaching as their first choice. The reason may be attributed to the status the teachers get in the society. Through teaching is one of the noblest professions but still it has not got the fame as equal to that of medicine, management or engineering in our country. The attitude of lay people towards teaching is not very positive. Every profession is required to have positive attitude towards one's profession to excel so is the case for teachers as well. But we still are not able to attract the best brain towards teaching profession. Still when asked to youngster there are hardly any individual who are willing to be teacher, they may have medicine engineering or management as their first choice for their career but not teaching. Teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as life concern. Teaching involves human nurturance, compassion, warmth and love and the teachers believe that their utmost duty is taking care of the students. Teaching profession has accepted the requirement of being up to date with the dynamic nature of knowledge. In general education is meant to promote human dignity as well as to promote individual development. Quality of teacher is one of the crucial factors that determine the success of education system. One of the important components which the teacher requires is not only the teaching aptitude but positive attitude towards their profession along with the basic requirement of content mastery. But every profession has its norms, moral responsibilities and personal values etc. If we talk about teaching profession, teachers moral responsibilities, personal values, expertise in using teaching skill, knowledge of subject matter. Teachers have multiple roles to play including teaching, research, consultancy, extension work, development of instructional resources, and management of classrooms. Therefore, it is necessary to know their ability can indicate his success in teaching profession.

Teacher is the main pillar in the process of education. If he is efficient, sincere, dedicated and confident, then we can be assured of the nation's future. In our country and culture a teacher is held in great respect and honoring the whole matter of temporal and transcendental, society looks at him/her with confidence and hope and seeks them A teacher should have positive attitude and right aptitude to guide the students and to motivated them to touch the highest of human development and to be responsible citizens of the country as well as good human being to serve the society in true manner. The performance of a teacher depends to a great extent on his/ her aptitudes and beliefs. The aptitude of teacher influences the performance as well as behavior of the student. Hence to achieve the objective of child development, a teacher is expected to process positive attitude towards teaching profession it would be the endeavor of work to find whether the teacher feels that they are truly sincere towards their duty.

In the present study attempt has been made to observe and compare the teaching aptitude and liability feeling among the middle class teachers and to find at the extents and limits up to which they discharge their professional obligations earnestly. "An aptitude is an innate acquired learning or developed component of competency to a certain kind of work at a certain level."

Aptitude may be physical or mental. Aptitude and intelligence quotient are related views of human mental ability. Whereas intelligence quotient sees intelligence as being a single measurable characteristic affecting all mental ability whereas aptitude refers to one of the multiple characteristics which can be independent of each other. Aptitude can also be referred as potential to acquire skill a natural tendency to do something well especially one that can be further development.

Teaching aptitude, prospective teachers refers to the qualities, traits and skills pertaining to teaching which a person possesses naturally or acquires through self effort and which gets reflected in his inclination towards teaching and are helpful to him in performing his job dexterously (Srivastava). So, teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness in teaching profession.

Stress is considered as an unavoidable experience in human life. Parents, students, laymen, politicians and workers from any field irrespective of caste, creed, color, nationality, gender, education and financial status are experiencing mild to chronic stress. It comes from many sources -a difficult examination, automobile accident, waiting in a long line, problem in the work place, and a day which everything goes wrong. Mild stress can be stimulating, motivating and desirable. But as it becomes more severe, stress can bring on physical, psychological and behavioral.

The B.Ed. College or institution of education is as complex in its functioning as any other educational institutions. A limited number of students and professors assemble together every day for duration six months (in one semester) and work and study tightly scheduled environment. Tasks need to be performed, papers have to be learned and assessments lesson plans to be signed and submitted. Yet there are some distinctions from the regular colleges .B.Ed. curriculum are new to every students and their scope are vast. All these stressors influence the individual's well being in different degrees depending upon their personality traits, attitude towards the course, interest and teaching aptitude.

Operational Definition

Teaching Aptitude: Teaching aptitude refers to the aptitude for instruction. It refers to distinct in born capacities or potentials which are indicative of some special abilities that are related for teaching job. Teaching aptitude is a combination of characteristics indicative of an individual's capacity acquire (with training) proficiency in teaching and in the study, it is represented as the total score obtained in the teaching aptitude test.

Prospective Teachers: Prospective teachers are meant the students studying for the degree Bachelor of Education. That means B.Ed. trainee who being ready to would be teachers by some educational training and practices.

Work stress: The term stress refers to a state of anxiety, heightened emotionally, and frustrations that can be diagnosed from manifestation in physical, psychological, Occupational and Socio-familial responses of an individual.

Objectives

- To find out the difference of teaching aptitude among the prospective teachers on the basis of gender.
- To find out the relationship of the teaching aptitude and work stress among the prospective teachers who are belonging from Science and Arts group.
- To find out the difference between Teaching Aptitude of Prospective teachers belonging to Rural and Urban location.

Hypotheses

- There exists no significant difference between the teaching aptitude among the prospective teachers in the basis of gender (male and female).
- There is no significant difference between teaching aptitude of prospective teachers of Science, Commerce and Arts streams.
- There is no significant difference between Teaching Aptitude of prospective teachers belonging to rural and urban location.

2. Research methodology

In the present study, the researcher will employed survey method of descriptive research, to find out the teaching aptitude of prospective teachers in relation to their work stress.

2.1 Data and sources of data:

The sample of the present study is one hundred & twenty (120) B.Ed. students under West Tripura district as taken. Purposive sampling techniques were to be used. All the B.Ed. students (prospective teachers) of the Tripura University & Institute of Advanced Studies in Education (IASE) (under the West Tripura District) would be taken as the population of this study.

2.2 Tools of the study: Selection of the suitable instruments or tools is vital importance for the collection of data in any research work. In this study, the following tool will to serve the purpose - Teaching Aptitude Test Battery (T.A.T.B.) by Dr. R.P. Singh & Dr. S.N. Sharma, Patna University, Patna.

2.3 Analysis and interpretation of data:

In accordance with the study's goals, statistical analysis testing were conducted the results are arranged in accordance with the objectives sequence below.

Objective no.1: To find out the difference of teaching aptitude among the prospective teachers on the basis of Gender.

Ho1: There exists no significant difference between the teaching aptitude among the prospective teachers in the basis of gender (male and female).

Table no.1: Showing the difference in teaching aptitude of prospective teachers on the basis of gender.

Gender	N	Mean	SD	D	df	t-value	Level of significance
Male	60	54.5	8.95	1.5	118	0.75	Not significant
Female	60	55.63	7.45				

Interpretation: From the above calculation of t-test it is found that, the calculated t-value is 0.75, which is smaller than the critical value 1.98 at 0.05 level of significance for the degree of freedom 118. So this is taken as not significant and our null-hypothesis is accepted. Therefore, we can say that, there is no significant difference between male and female students of B.Ed. in terms of Teaching aptitude and their work stress.

Objective no.2: To find out the relationship of the teaching aptitude and work stress among the prospective teachers who are belonging from Science and Arts group.

Ho2: There is no significant difference between teaching aptitude of prospective teachers of Science, Commerce and Arts streams.

Table no.2: Showing the difference in teaching aptitude of prospective teachers on the basis of academic stream.

Stream	N	Mean	SD	D	df	t-value	Level of significance
Science	54	55.89	8.41	1.50	118	0.99	Not significant
Arts	66	54.39	8.07				

Interpretation: From the above calculation of t-test it is found that, the calculated t-value is 1.09, which is smaller than the critical value of 1.98 at the 0.05 level of significance for the degree of freedom 118. So this is taken as not significant and our null-hypothesis is accepted. Thus we can say that, there is no significant difference between Science & Arts group of B.Ed. students in terms of teaching aptitude and their stress level.

Objectives no.3: To find out the difference between Teaching Aptitude of Prospective teachers belonging to Rural and Urban location.

Ho3: There is no significant difference between Teaching Aptitude of prospective teachers belonging to rural and urban location.

Table no.3: Showing the difference in teaching aptitude of prospective teachers on the basis of location.

Area	N	Mean	SD	D	df	t-value	Level of significance
Rural	59	54.23	9.41	1.50	118	1.09	Not Significant
Urban	61	55.87	6.87				

Interpretation: From the above calculation of t-test it is found that, the calculated t-value is 0.99, which is smaller than the critical value 1.98 at the 0.05 level of significance for the degree of freedom 118. So this is taken as not significant and our null-hypothesis is accepted. So we can say that, there is no significant difference between rural and urban area's B.Ed. students in terms of teaching aptitude and their work stress.

3. Conclusion

On the basis of above discussion and observation of the analysis of the data it can be concluded that the other objectives. Both male female prospective teachers have the same aptitude, that means there is no significant difference between male and female prospective teachers impact on their teaching aptitude teaching aptitude and work stress. Both rural and urban area's B.Ed. students are not significantly differing from each other impact on their teaching aptitude and work stress. In the present study stream are included in objectives and hypothesis, on the basis of stream there was no significant difference between the science and arts group of prospective teacher's teaching aptitude in relation to their work stress.

Lastly say that, after the calculation, analysis & interpretation it is found that the all hypotheses of the present study are accepted.

The overall study makes it clear that the teaching aptitude of prospective has great importance and significance. A prospective teacher with a favorable aptitude makes everlasting impact upon the students. The favorable teaching aptitude of prospective teachers towards teaching plays an important role to improve the classroom behavior of the learner and marks the teaching learning process more effective.

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