

## A Comparative Study of Teaching Aptitude Among B.Ed and Non B.Ed Male and Female Teachers in Bathinda District

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### ABSTRACT

The research titled "A Comparative Study of Teaching Aptitude among B.Ed and Non-B.Ed Male & Female Teachers in Bathinda District" aims to assess differences in teaching aptitude based on professional training. The study was conducted on a sample of 130 teachers, comprising 65 B.Ed and 65 Non-B.Ed teachers from various government and private schools in Bathinda district. A self-conducted questionnaire was used as the primary tool for data collection. Statistical analysis was performed using the t-test to determine the significance of differences between the two groups. The results revealed that B.Ed teachers had significantly higher teaching aptitude scores compared to Non-B.Ed teachers, indicating the positive impact of formal teacher education on professional competency. The study concludes that structured pedagogical training enhances teaching aptitude and contributes to better teaching performance.

### Introduction

The effectiveness of education is heavily influenced by the skills and competencies of educators. Teaching aptitude, which includes the knowledge, skills, and attitudes necessary for effective teaching and learning facilitation, is crucial in assessing a teacher's performance in the classroom? Recently, there has been significant discussion regarding whether formal training through programs such as the Bachelor of Education (B.Ed) offers teachers a notable advantage in teaching aptitude compared to those without a B.Ed.

The B.Ed program aims to prepare future educators with both theoretical insights and practical skills essential for addressing the varied learning needs of students. Through coursework in pedagogy, psychology, curriculum development, and assessment techniques, B.Ed graduates are expected to gain a thorough understanding of the teaching and learning process. Conversely, non-B.Ed

teachers, who are often hired based on their expertise in specific subjects, may lack formal training in teaching strategies or child development, raising concerns about their capacity to effectively manage classrooms and provide high-quality instruction.

This research intends to evaluate the teaching aptitude of B.Ed and non-B.Ed teachers, concentrating on critical areas such as lesson planning, classroom management, student engagement, and overall teaching effectiveness. By examining these distinctions, the study aims to illuminate the impact of formal teacher education on enhancing teaching aptitude and its implications for educational practices. Gaining insights into the factors that influence a teacher's performance can offer valuable guidance for educational policymakers and institutions aiming to enhance teaching quality and improve student outcomes.

**Teaching:**

Teaching is a purposeful and systematic process of imparting knowledge, skills, values, and attitudes to learners. It involves communication between a teacher and students with the goal of facilitating learning and personal growth. Effective teaching goes beyond delivering information—it includes understanding learners' needs, using appropriate methods, creating a supportive environment, and assessing progress. A good teacher acts as a guide, mentor, and motivator, shaping not only academic abilities but also character and behavior. Teaching is both an art and a science that requires passion, preparation, and continuous improvement to ensure meaningful and lasting learning experiences

**Aptitude:**

The word "aptitude" is derived from the word, "aptos" which means fitness for. It is often used interchangeably with the term, "ability". Ability refers to power or capacity to do or act physically, mentally, legally, morally, financially, etc. competence in an activity or occupation because of one's skill, training, or other qualification but aptitude is different from ability as under: Ability is concerned an individual's capacity to perform the various tasks in a job. It indicates the combinations of powers, habits and skills which an individual now has and which enables him to do something. Aptitude involves your ability to learn or excel in a particular area. For example, if you have a strong aptitude for logic you may excel in careers involving statistics and probability. Aptitude looks to the future and on

the basis of the habits, skills and abilities that an individual now has, predicts what he, with training, may become and what success he may have in a given occupation or position. In many spheres at everyday life, we usually come across the individuals who wider similar circumstances excel the others in acquiring certain knowledge of skills and prove them more suitable and efficient in certain specific abilities. Individuals having the same level of intelligence may not show the same results if they are put to the same work. Something other than intelligence is also required to be successful and that something, other thing being equal, who enables an individual to learn the task more successfully, may be characterized as aptitude.

Teaching Aptitude refers to the natural ability, skills, and inclination required to become an effective teacher. It encompasses a combination of intellectual, emotional, and social qualities that support the teaching-learning process. Teaching is not just the delivery of knowledge; it involves guiding, inspiring, and facilitating students' overall development. Therefore, teaching aptitude is essential for ensuring that a teacher can effectively plan lessons, communicate ideas, manage classrooms, assess learners, and adapt to their diverse needs.

An individual with a strong teaching aptitude demonstrates qualities like patience, empathy, good communication, problem-solving skills, and a genuine interest in student growth. Such teachers create an engaging and inclusive environment, use appropriate teaching methods and tools, and continuously assess and improve their strategies to enhance learning outcomes.

Teaching aptitude also includes a sound

understanding of educational psychology, learner behaviour, and curriculum knowledge. It is particularly important for selecting suitable candidates for the teaching profession, as it directly impacts the quality of education delivered. Evaluating teaching aptitude ensures that only those with the right potential and passion for teaching enter the profession.

### Emergence of the Study

The present study is essential to understand the role of formal teacher education in developing teaching aptitude. With increasing emphasis on quality education, it is important to assess whether B.Ed.-qualified teachers possess higher teaching aptitude compared to non-B.Ed teachers. In the Bathinda district, where schools employ both trained and untrained teachers, this comparison can highlight the effectiveness of professional training programs. The findings may help in improving teacher recruitment policies, designing in-service training programs, and enhancing overall teaching quality. This study also aims to bridge the gap between theoretical training and practical classroom performance in diverse educational settings.

### Review of Literature:

Sharma and Kaur (2021) conducted a study titled "Teaching Aptitude among Trained and Untrained Teachers in Punjab", involving a sample of 200 teachers (100 B.Ed and 100 non-B.Ed) from both government and private schools. Using a standardized Teaching Aptitude Test Battery and employing descriptive and inferential statistics (t-test analysis), the researchers found that B.Ed teachers exhibited significantly higher teaching

aptitude than their untrained teachers. The study emphasized the role of professional training in enhancing instructional planning, classroom management, and study skills.

Similarly, Verma (2020) undertook a comparative study in Haryana with a sample of 150 secondary school teachers to assess the role of teacher education in developing teaching aptitude. Through quantitative survey techniques, it was found that teachers with formal B.Ed degrees showed more valued and higher aptitude scores, particularly in areas such as teaching skills, discipline and classroom management, compared to non-B.Ed teachers.

Rani and Singh (2023) analysed gender differences in teaching aptitude among B.Ed and non-B.Ed teachers across North Indian districts, including parts of Punjab. Using a mixed-method approach combining aptitude scales and structured interviews, and a sample of 120 teachers, they reported that female teachers (especially non-B.Ed) often scored higher in affective and interpersonal domains of teaching aptitude, while male B.Ed teachers performed better in conceptual clarity and pedagogical planning.

Lastly, Chahal (2024) focused on rural districts in Punjab and surveyed 180 school teachers using standardized aptitude tests. The findings supported the assertion that teaching aptitude is significantly influenced by both professional training and school environment, suggesting that non-B.Ed teachers, although sometimes effective, lacked the structured pedagogical base provided by B.Ed programs.

**Objective:**

- To study the level of teaching aptitude among B.Ed. teachers.
- To study the level of teaching aptitude among non-B.Ed. teachers.
- To study the teaching aptitude of B.Ed. and non-B.Ed. teacher.
- To study the teaching aptitude of B.Ed. and non-B.Ed. teacher on the gender basis.
- Hypothesis:
- There is no significance difference in teaching aptitude of B.Ed. and non-B.Ed. Teachers.
- There is no significant difference in teaching aptitude of B.Ed. and non-B.Ed. on gender basis.

**Tool Used:**

Self-prepared questionnaire by the investigator.

**Description of the Tool:**

In this study, an investigator used self-prepared questionnaire. It consists of 12 items mainly related to teaching methodology.

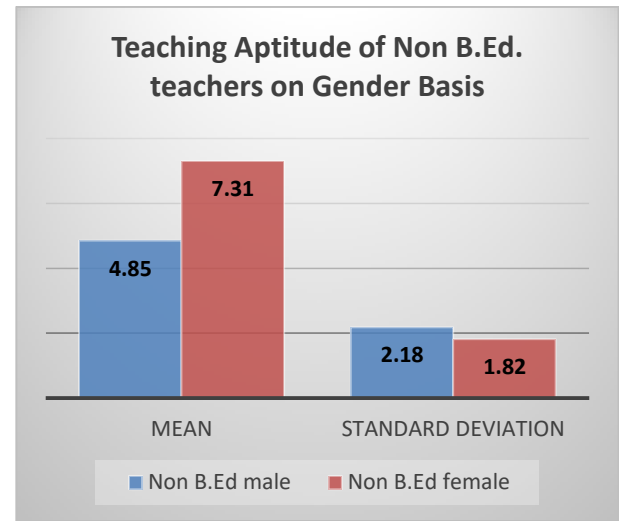
**Statistical Techniques Used:**

The data was analysed statistically by using mean, median, mode, standard deviation and t-test to access the teaching aptitude among teacher in school on gender basis (boys and girls).

**Data Analysis: Table 1.1**

Teaching Aptitude	Mean	Standard deviation	t value
B.Ed male	8.4	1.02	3.42
B.Ed female	7.82	0.71	

Level of Significance- .01 and .05



**Graph 1: Examine mean and standard Deviation of Non-B.ED. Male and Female Teachers**

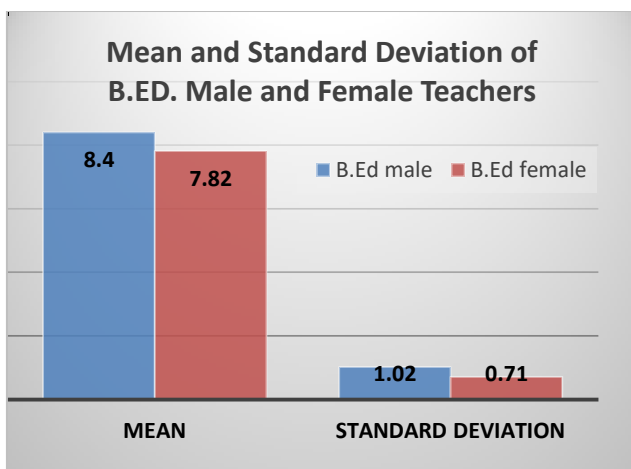
The comparative analysis of teaching aptitude between B.Ed male and female students showing that male students have a higher mean score (8.4) with a standard deviation of 1.02, compared to female students who have a mean score of 7.82 and a standard deviation of 0.71. The computed t-value of 3.42 indicates a statistically significant difference between the two groups at the 0.05 level, suggesting that the difference in teaching aptitude is not due to random chance. This finding implies that gender may play a important role in influencing teaching aptitude among B.Ed students, with male students showing a slightly higher aptitude on average. These results underscore the importance of considering gender-related factors in teacher training programs and the need for further research to explore the causes of this disparity and to develop strategies that support teaching aptitude development for all students.

Table 1.2

Teaching Aptitude	Mean	Standard deviation	t value
B.Ed male	8.4	1.02	3.42
B.Ed female	7.82	0.71	

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Graph 2: Depicts Mean and Standard Deviation of B.ED. Male and Female Teachers

## Findings

1. A significant difference in teaching aptitude was found between non-B.Ed male and female teachers. Female teachers ( $M = 7.31$ ,  $SD = 1.82$ ) outperformed male teachers ( $M = 4.85$ ,  $SD = 2.18$ ), with a t-value of -6.97, which is significant at both the 0.01 and 0.05 levels. This shows that, without formal training, female teachers may possess stronger natural teaching aptitudes.

2. Among B.Ed teachers, males ( $M = 8.4$ ,  $SD = 1.02$ ) scored slightly higher than females ( $M = 7.82$ ,  $SD = 0.71$ ), with a t-value of 3.42 indicating a statistically significant difference at the 0.05 level. This suggests a gender difference in aptitude even after gaining formal teacher education.

## Conclusion

The study concludes that formal teacher education (B.Ed) significantly improves teaching aptitude, as results show higher and more consistent scores among B.Ed teachers compared to non-B.Ed counterparts. Additionally, gender differences are apparent in both groups: non-B.Ed female teachers exhibit higher aptitude than their male counterparts, while among B.Ed teachers, males score marginally higher than females. These findings underscore the importance of structured pedagogical training and highlight potential gender-based differences in teaching interests and capabilities.

## Further Suggestions

1. Institutions should emphasize formal teacher training for all teaching aspirants, as it improves teaching aptitude and professional competency.
2. Teacher education programs should integrate

gender-responsive pedagogical practices to specific learning and teaching needs, promoting equitable development of teaching aptitude.

3. Professional development workshops and value added programs should be made accessible to non-B.Ed teachers, particularly male educators, to enhance their instructional effectiveness.

4. Variety of studies should be conducted to explore the long-term impact of teacher education on classroom performance and student outcomes. Additionally, qualitative research could help identify socio-cultural and psychological factors influencing gender differences in teaching aptitude.

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