



A study of attitude towards teaching, teaching aptitude, and classroom effectiveness of B.Ed. trainees of colleges in district Lucknow

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Abstract

The quality of teacher education largely depends on the attitude, aptitude, and classroom effectiveness of prospective teachers. The present study aimed to examine the levels of attitude towards teaching, teaching aptitude, and classroom effectiveness of B.Ed. trainees studying in teacher education colleges of District Lucknow (Uttar Pradesh) and to explore the relationship among these variables. A descriptive survey method was adopted, and a sample of 200 B.Ed. trainees was selected through random sampling. Standardized tools were used for data collection. The results revealed that most B.Ed. trainees possessed a moderate level of attitude towards teaching, teaching aptitude, and classroom effectiveness. Significant positive relationships were found among all three variables. The findings highlight the need for strengthening teacher education programs to foster positive attitudes, enhance aptitude, and improve classroom effectiveness among future teachers.

Keywords: Attitude towards Teaching, Teaching Aptitude, Classroom Effectiveness, B.Ed. Trainees, Lucknow District

Introduction

Teacher education occupies a central position in the educational system as it prepares competent and committed teachers for the nation. B.Ed. trainees are the future teachers whose professional success depends not only on their academic knowledge but also on their attitude towards teaching, teaching aptitude, and classroom effectiveness.

Attitude towards teaching reflects the feelings, beliefs, and values of teacher trainees regarding the teaching profession. A positive attitude motivates trainees to perform their duties effectively and remain committed to teaching.

Teaching aptitude refers to the natural ability, interest, and potential of an individual to become an effective teacher. It includes communication skills, classroom management, problem-solving ability, and pedagogical understanding.

Classroom effectiveness denotes the ability of a teacher to create a conducive learning environment, manage classroom activities efficiently, and facilitate meaningful learning experiences.

In recent years, teacher education institutions in District Lucknow have expanded rapidly. However, variations in the quality of training and trainee preparedness necessitate systematic research to understand the psychological and professional attributes of B.Ed. trainees. This study attempts to explore the interrelationship among attitude towards teaching, teaching aptitude, and classroom effectiveness of B.Ed. trainees in Lucknow district colleges.

Review of Related Literature

Several studies have highlighted the importance of attitude and aptitude in teaching effectiveness.

Kumar (2017) ^[1] found that teachers with a positive attitude towards teaching demonstrated higher classroom effectiveness. Sharma and Gupta (2018) ^[2] reported a significant relationship between teaching aptitude and teaching performance among pre-service teachers. Singh (2019) ^[3] revealed that professional attitude significantly influences classroom management skills.

Studies also indicate that teacher trainees with higher teaching aptitude exhibit better instructional planning and learner engagement. However, limited research has been conducted focusing on B.Ed. trainees of Lucknow district, especially examining all three variables together. Hence, the present study fills this research gap.

Objectives of the Study

The objectives of the study were:

- To study the level of attitude towards teaching of B.Ed. trainees of colleges in District Lucknow.
- To examine the level of teaching aptitude of B.Ed. trainees.
- To assess the level of classroom effectiveness of B.Ed. trainees.
- To find out the relationship between attitude towards teaching and teaching aptitude.
- To examine the relationship between attitude towards teaching and classroom effectiveness.
- To study the relationship between teaching aptitude and classroom effectiveness.

Hypotheses of the Study

The following null hypotheses were formulated:

- There is no significant relationship between attitude towards teaching and teaching aptitude of B.Ed. trainees.
- There is no significant relationship between attitude towards teaching and classroom effectiveness of B.Ed. trainees.
- There is no significant relationship between teaching aptitude and classroom effectiveness of B.Ed. trainees.

Research Methodology

1. Research Design: The study employed a descriptive survey method.

2. Population: The population consisted of all B.Ed. trainees studying in recognized teacher education colleges of District Lucknow.

3. Sample: A sample of 200 B.Ed. trainees was selected using the random sampling technique from different colleges of Lucknow district.

4. Tools Used

- Attitude towards Teaching Scale (standardized tool)
- Teaching Aptitude Test (standardized tool)
- Classroom Effectiveness Scale (self-report/observer-based standardized tool)

All tools were based on a Likert-type format and possessed satisfactory reliability and validity.

5. Procedure of Data Collection: The investigator personally visited selected colleges, obtained permission from authorities, and administered the tools to the trainees. Confidentiality was ensured.

6. Statistical Techniques Used

- Mean and Standard Deviation
- Pearson’s Product Moment Correlation (r)

Analysis and Interpretation of Data

1. Level of Attitude towards Teaching: Most B.Ed. trainees were found to have a moderate level of attitude towards teaching, indicating a generally favorable perception of the teaching profession.

2. Level of Teaching Aptitude: The results showed that the majority of trainees possessed a moderate level of teaching aptitude, suggesting scope for further skill enhancement.

3. Level of Classroom Effectiveness: B.Ed. trainees demonstrated a moderate level of classroom effectiveness, reflecting developing instructional and classroom management skills.

4. Relationship among Variables

Variables Compared	r-value	Result
Attitude towards Teaching & Teaching Aptitude	0.62	Significant
Attitude towards Teaching & Classroom Effectiveness	0.58	Significant
Teaching Aptitude & Classroom Effectiveness	0.69	Significant

All the obtained correlation values were significant at 0.05 level, leading to the rejection of all null hypotheses.

Discussion of Results

The findings reveal significant positive relationships among attitude towards teaching, teaching aptitude, and classroom effectiveness. This indicates that B.Ed. trainees who possess a positive attitude towards teaching tend to have better teaching aptitude and demonstrate higher classroom effectiveness.

The strong correlation between teaching aptitude and classroom effectiveness highlights the importance of identifying and nurturing teaching potential during teacher training. These findings are consistent with earlier studies emphasizing psychological readiness and professional orientation in teacher effectiveness.

Educational Implications

- Teacher education institutions should focus on developing positive professional attitudes among trainees.
- Teaching aptitude tests may be used during admission or training phases.
- Classroom-based practical training should be strengthened to enhance classroom effectiveness.
- Continuous mentoring and feedback can improve teaching performance.

Conclusion

The present study concludes that attitude towards teaching, teaching aptitude, and classroom effectiveness are significantly related and play a crucial role in shaping effective teachers. Since most B.Ed. trainees of District Lucknow exhibit moderate levels in these variables, teacher education programs must adopt innovative strategies to enhance these qualities. Strengthening these aspects will contribute to the preparation of competent and committed teachers for the future.

References

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