

**TEACHING APTITUDE, ACADEMIC ACHIEVEMENT AND
ATTITUDE TOWARDS TEACHING PROFESSION AMONG
PROSPECTIVE SECONDARY SCHOOL TEACHERS OF
MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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**TEACHING APTITUDE, ACADEMIC ACHIEVEMENT AND ATTITUDE
TOWARDS TEACHING PROFESSION AMONG PROSPECTIVE
SECONDARY SCHOOL TEACHERS OF MIZORAM**

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In partial fulfillment of the requirement of the Degree of Doctor
of Philosophy in Education of Mizoram University, Aizawl.**

SUPERVISOR'S CERTIFICATE

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This research work is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education.

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I **ESTHER LALRINNGHETI**, hereby declare that the subject matter of this thesis is the record work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

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(ESTHER LALRINNGHETI)

Scholar

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CHAPTER 1

CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

“What all great teachers appear to have in common is love of their subject, an objective satisfaction in arousing this love in their students, and an ability to convince them that what they are being taught is deadly serious.” – Epsiten (1981)

The modern era is marked by fierce competition brought about by the explosion of knowledge and advancement in science and technology. The quality of education received by our children affects their future survival in today's competitive environment. The quality of education imparted by teachers and their instruction predicts the quality of education offered, which impacts a child's success later in life.

The place of teachers in a society is of immense importance, as their role in moulding and transforming society is pivotal in nature. They have occupied a very high position from ancient times till today. During ancient India, the teachers— "Gurus"—were "considered the supreme instructor and were revered as the ultimate God. The gurus were responsible for providing physical, intellectual, moral, and spiritual upliftment to their disciples (Gurunathan, 2022). They had, in fact, enjoyed high social status and respect within Indian society since ancient times. The status of teachers in the modern times has deteriorated over time as compared to other professions like lawyers, doctors or engineers, even though their significance in the society is still prodigious. They are now considered to be the agents for transferring knowledge and skills to children enabling them to compete with their peers for academic excellence and future opportunities. Anjaneyulu (1971) pointed out that in India, they loss of their special recognition and the profession has been infested with a number of other evils which include enormous rise in the workload, lack of security of service-especially under private managements, growing indiscipline among the students and too much domination by the non-official political bosses. The condition

and status of teachers in India has led to the declining quality of education within the country as compared to the other countries.

The teacher, thus, plays an important role in the preparation of the incoming generation for vocations, homemaking, civic and social life, leisure-time activities, healthful living, use of the 3R's and other related aspects of life and work of mankind. The teacher draws the richest, finest, and best in human thinking and feeling and transmits it to the younger generation to assist them in developing an appreciation and love of human thinking and in building up their character.

With the advancement of technology and the ever-changing scenario in knowledge and society, the role of teacher has become a challenging endeavour. Teachers' knowledge encompasses subject matter knowledge, pedagogical knowledge, and professional skills.

Teachers' content knowledge should be enriching such that teachers are able to answer any type of question that the students may ask during the course of their study and also be able to incorporate the most recent developments in knowledge within their subject area.

How to teach students in a particular situation for a particular topic requires the teachers to understand the psychological, philosophical, and sociological considerations relating to teaching students. How and when to evaluate the student's performances is another factor that needs deep understanding. Knowledge of different methods of teaching is not enough to be a good teacher.

Teachers are also required to grow within the teaching profession. They continually need to improve their soft skills like counseling skills, communication skills, interpersonal-intrapersonal skills, technological skills, lifelong learning skills, and the like to keep themselves abreast of the teaching profession.

Teachers of the 21st century are expected to enable students to acquire life skills, technological literacy, and effective thinking skills to enable them to survive in the recent technological age. Effective teaching skills, like creativity, communication skills, decision-making, and critical thinking, should be developed in students through the curriculum developed for the students. Technological skills that encompass the knowledge of different devices and software related to education and an ability to discern the reliable source of information are required both for teachers and students.

The interest in teaching, teaching aptitude, and positive attitude towards teaching profession are of immense importance for teachers to continually grow in the profession and become effective teachers. In fact, Zadeng (2023) found in her study among secondary school teachers that teaching aptitude and attitude towards teaching profession predicted the effectiveness of teachers inside their classroom. This indicates the need for nurturing a high level of teaching aptitude and a positive attitude towards teaching profession in the preparation of teachers in teacher education programmes.

1.2 TEACHING APTITUDE

1.2.1 Teaching

Teaching can be considered a foundation of humanity's success, as it facilitates transmission of valuable information, skills, normative culture, and technology needed by humanity for its survival. Teaching is integral to an education system.

The concept of teaching is subject to change over the years. The change in the connotation of teaching can be attributed to the dependency of teaching on the societal characteristic at large, which is dynamic depending upon the need, time, place, and nature of society. The evolving system of education gives new meaning to the concept of teaching. The main focus of education is the transmission of knowledge for the preservation, conservation, and promotion of culture (Mathew & Savarimuthu, 2020) and preparation of an individual for life. Initially, teaching was perceived as the process of transmission of knowledge, as knowledge was considered to be of prime importance. This connotation later evolved into the transfer of skills. Teachers were

considered as the masters and sources of knowledge at the time. The whole meaning of teaching has recently changed in recent years due to an exponential growth in knowledge, culture, technology, and expertise in different domains of activity. Teaching is now considered as the process of stimulation, facilitation, organization, and direction of the learning process by enabling the learners to construct their own meaning. The role of teacher has evolved into manager of the learning process, portraying the centrality of teachers in the teaching-learning process.

Teaching is sometimes used synonymously with terms like conditioning, training, directing, instructing, and indoctrinating. These terms denote various modes of teaching, as teaching is considered in a wider scope. Teaching as a whole can be considered as the wholesome experiences provided by the teacher to the students to bring about changes in the behaviour of the learners. Teaching is defined by different educationists in varied ways.

“Teaching is the arrangement and manipulation of a situation in which there are gaps or obstructions that an individual will seek to overcome and from which he will learn in the course of doing so” (John Brubacher, 1939).

This definition indicates that the students occupy a central role in the teaching process and the role of the teachers is confined to the arrangement and organization of the learning environment. Decisions relating to what and how to learn are left in the hands of the students, which enables them to develop the capability for independent learning and problem solving.

“Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors: those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (ways of asking questions about instruction and ways of structuring information or ideas gleaned) (Smith, B.O., 1963).”

This definition of teaching indicates that teaching is an organized system that aims at modification of behaviour through a tripolar process that involves the agent, which is the source of knowledge (teacher, student, and material); a target, which he mentioned as ‘those which he can modify’; and the learning environment.

“Teaching is a triadic relation and tripolar process involving the source of teaching (human or material), the student, and a set of activities designed and manipulated primarily to bring changes in the behaviour of the student (Mangal & Mangal, 2022).

The definition given by Mangal & Mangal (2022) reveals that teaching is a tripolar process that involves the teacher, the students, and the learning experiences provided to the students by the teacher. The learning environment is designed and manipulated by the teachers to bring about desirable change in the behaviour of the students. This definition is the most functional and comprehensive definition of teaching.

1.2.2 Characteristics of teaching

The characteristics of teaching as evident from the definitions given by different educationists are as follows.

Teaching can be considered a social process. It requires an intimate contact between a teacher (a more mature individual) and the pupil (a less mature one) to influence a behavioural change in the pupil by the teacher according to the needs and ideals of the society (Morrison, 1934).

Teaching is both an art and a science. Teaching as an art requires teachers to exercise their creativity and talent in front of the students while teaching. Teaching also involves techniques, procedures, and skills that can be systematically studied, described, and improved as in science (Silverman, 1978).

Teaching is a professional activity. Teaching is a task performed by teachers for the wholesome development of a child (Green, 1971). Teaching as a professional activity of teachers leads to a desirable change in the students according to the educational objective.

Teaching is a tripolar process. Teaching is a tripolar process that involves the teacher, the students, and the learning environment, which is directed towards bringing a desirable change in the behaviour of the students (Mangal & Mangal, 2022).

Teaching is an interactive process. According to Amidon (1967), teaching entails an interaction between the teacher and the pupils that leads to the alteration of the latter's behaviour. It is a two-way traffic where information and knowledge are exchanged between the teacher and the student, resulting in improvement and growth for both.

Teaching is a specialized task. The task of teaching is comprised of a set of teaching skills possessed and performed by teachers in order to achieve instructional objectives set for bringing about a desirable change in learners' behaviour (Jangiri & Singh, 1983).

Teaching results from the activity of teachers. The task of teaching is purely an effort performed by teachers to bring about the realization of educational aims and objectives by inducing learning among the students. It can thus be assumed that teaching is purely an outcome of the effort of teachers (Mangal & Mangal, 2022).

1.2.3 Aptitude

No two individuals are born exactly alike. Every individual differs in their characteristics in one way or another. For a teacher, it is an understood fact that individuals differ in the speed with which they are capable of comprehending new knowledge or acquiring new abilities. These differences can be attributed to genetic and environmental factors in which an individual grows up. Each individual is born

with innate characteristics that, with nurture through the environment, become the innate ability of an individual. Aptitude is presumed to be this natural inclination or ability possessed by an individual that enables him/her to learn/understand or develop a particular trait or skill better compared to others/other traits.

Defining aptitude is still a very contested topic. The first contested theme in defining aptitude is its scope. The main argument revolves around the inclusion of cognitive and non-cognitive components in aptitude. The second theme relates to the question of whether aptitude is inherent to an individual's potentiality or is a product of the interaction of an individual with a specific situation. The third argument is concerned with the nature of aptitude, whether it is fixed or modifiable in an individual (Stemler & Sternberg, 2013). These questions were dealt with through the following definitions given by different educationists and psychologists.

Aptitude is indicative of the readiness of an individual to achieve proficiency in his potential ability and his readiness to develop an interest in exercising his capability. It can be summarized as a specific talent, potential, interest, satisfaction, and fitness in a profession (Bingham, 1942). Good (1945), in his dictionary of education, defined teaching aptitude as a distinct intrinsic capability or ability of an individual in a certain area, such as particular arts, school subjects, or professions. According to English & English (1958), aptitude is the innate capability of an individual that enables him to gain proficiency in a certain area of activity with a given amount of training. Aptitude can also be understood as a capacity or set of qualities or a quality that is suggestive of an individual's ability to acquire knowledge and skills through proper education or training in a certain area or line of work (Traxler, 1957).

Aptitude can thus be best understood in three ways. Firstly, aptitude is concerned with the traits and ability of an individual in a particular area. It enables the individual to qualify him/her for a particular occupation or profession. Secondly, aptitude is based on the idea that occupations or professions require particular traits or specializations depending upon the nature of work they offer.

1.2.4 Characteristics of aptitude

The characteristics of aptitude as evident from the concept discussed above are given below:

- i) *Aptitude is suggestive of an individual's potentialities.* Due to individual differences, the potentials among individuals differ. Aptitude is always directed toward certain lines of work or skills; therefore, it indicates areas where a person is likely to have potential. Carter (1945) stated that aptitude is an intrinsic capability or skill of an individual that enables him to acquire proficiency in certain areas in the future.
- ii) *Aptitude is an outcome of both hereditary and environment.* An individual can inherit certain innate capabilities from his/her parents through genes. These capabilities, when nurtured through the environment, will help in the display of these capabilities and potentialities by the individual. Cattell (1971) opined that an aptitude of an individual is a learned trait as much as it is an inborn trait. Therefore, both hereditary and environment are important for the development of aptitude.
- iii) *Aptitude encompasses cognitive and non-cognitive abilities.* The concept of aptitude as a cognitive construct, defined as the prediction of an individual's cognitive ability, was contested. To gain a comprehensive picture of an individual's potential abilities and capacities, all aspects of his or her abilities must be addressed. Snow (1977, 1978, 1992) firmly argued that aptitude is more than just an individual's cognitive ability; it also includes emotive and conative processes. He maintained that personality, motivation, self-concept, and skills are also fundamental components of aptitude. Other psychologists, such as Alfred Binet and David Wechsler, have related cognitive capacity to feelings and attitudes (Corno et al. 2001).

- iv) *Aptitude is person-by-situation characteristics.* Aptitude cannot be fully understood without first comprehending the situational context of the assessment (Cornbach, 1957). For example, an individual may acquire knowledge quickly in one domain (for example, mathematics) but struggle to learn in another domain (like language). In such cases, aptitude only makes meaning when examined in light of the situational context. This viewpoint implies that there is no single cognitive feature within individuals' minds that allows for the prediction of rate of learning across all domains and time periods. There may be multiple aptitudes based on their situational context; therefore, it is better not to presume aptitude as general knowledge structures that apply across domains, persons, situations, and time (Stemler & Sternberg, 2013).
- v) *Aptitude can be modified.* Aptitudes are attributes of an individual that can be developed through training. Silzer & Church (2009) opined that aptitude is constituted by foundational dimension and growth dimension. The fundamental dimension refers to certain fixed attributes of an individual that enable him to perform well in an activity or profession, and the growth dimension refers to the other attribute that contributes to the growth of an individual in the activity or profession. English & English (1958) & Traxler (1957) also iterated that attitude is the potential of an individual in a certain profession, which can be perfected through training.
- vi) *Aptitude is not limited to ability or achievement.* Aptitude is sometimes used alongside ability and achievement. These three terms can be distinguished roughly as achievement represents the achievement acquired by an individual in the past; ability is the capability of an individual to perform certain skills in the present and aptitude in the innate capability that will enable an individual's future performance, which can be assessed through achievement and ability in a particular situation (Stemler & Sternberg, 2013).

1.2.5 Concept of teaching aptitude

Teaching is one of the tools of education wherein the teachers act as agents who bring about learning in the students. The primary purpose of a teacher is to provide understanding, knowledge, and competence among the learners. Teaching is the process of connecting the child and the subject by the teachers in the learning environment designed for the child. Aptitude is a unique talent or a special ability of an individual in a specific area of performance (Kanaparthi & Rani, 2018). It is the ability that aids an individual in developing specific skills and talents required for success in a given endeavour. Therefore, teaching aptitude can be defined as the specific skills and talent required by teachers or prospective teachers to perform well in the profession. Teaching aptitude is the ability to flourish in teaching under proper conditions (Suri, 2017).

Rathod & Patel (2021) stated that teaching aptitude is the innate ability of an individual that helps in developing his teaching capability. It can be further said that teaching aptitude is an ability to teach a particular subject area, which develops through proper training.

Teaching aptitude is the innate potential, skills, and talents necessary for effective instruction. It includes a variety of characteristics that allow a teacher to impart knowledge, assist learning, and favourably influence students' academic and personal development. The concept of teaching aptitude is multidimensional, encompassing cognitive, affective, and behavioural characteristics.

The teaching aptitude means an interest in the teaching work orientation and implementing teaching principles and methods. Under the gamut of teaching aptitude, teaching skill occupies a major place. Every student is a different entity from the viewpoint of his intelligence, aptitude, and interest. Under a particular situation, different students may have different perceptions, actions, and reactions to a given issue/subject.

Teaching aptitude has become one of the most important attributes for becoming an effective teacher. It has been recognised as an important component in teaching and is included in the syllabus of the UGC NET examinations and CUET. Teaching aptitude encompasses a wide range of subjects, including teaching levels, the application of teaching skills, identifying the characteristics of learners, producing teaching aids, understanding the learning environment, and so on. Teaching aptitude encompasses cognitive, affective, and behavioural characteristics of an individual. A teacher has an unrivalled impact. Teachers with strong aptitude can make a significant impact in making learning effective and engaging. Even if a person lacks an intrinsic capacity to teach, a proper teacher education programme can mould the individual into becoming an effective teacher.

1.2.6 Characteristics of teaching aptitude

The characteristics of teaching aptitude as is evident from the concept of aptitude, teaching aptitude, and its nature are as highlighted below:

- 1) Teaching aptitude assesses an individual's potential and suitability for the teaching profession. Potential and suitability in the teaching profession are determined by the characteristics and requirements of teaching.
- 2) Teaching aptitude is the result of both heredity and environment. An individual's teaching potential may be inherent to a certain level, but good-quality teaching requires interaction with the learning environment and training in the field of teaching.
- 3) Teaching aptitude embodies a wide range of an individual's characteristics that are essential for teaching. It includes cognitive, emotive, and conative processes. Teaching necessarily included knowledge of subject matter, psychology of children, pedagogical knowledge, teaching skills, good personality characteristics, self-concept, and a positive attitude towards the

profession. Teaching aptitude requires an individual to be equipped with talent for teaching, which includes skills and knowledge required for teaching.

- 4) Teaching aptitude can be modified with proper training and education. Teacher education is designed with the belief that ‘teachers are made, not born.’ This indicates that an individual who has a zeal for teaching can be moulded to become an effective teacher with proper training.
- 5) Teaching aptitude is indicative of the present and its bearing on future capability. Teaching aptitude refers to an individual's potential to thrive in the teaching profession rather than their refined ability at present or previous performance in teaching. It is indicative of the potential of an individual to thrive well in the profession even though it may not be evident in the present or the past performances in teaching.

1.2.7 Components of teaching aptitude:

Teaching is an organised activity undertaken by teachers to bring forth learners change in behaviour. It is the process of developing an interpersonal relationship between a teacher and students. A teacher must possess specific attributes to develop the ability to teach effectively. The basic components of teaching aptitude are described below:

- 1) *Subject matter knowledge*—Teaching involves transactions of knowledge and information from a teacher to the students. Successful transfer of learning requires teachers with a repository of knowledge in their subject areas. The ability of a teacher to dissect the concepts and principles in the subject matter into easy-to-understand units will enable successful teaching. Therefore, subject matter knowledge forms an important aspect of teaching aptitude.
- 2) *Interest in the teaching profession*—Knowledge about a profession and interest in the profession will enable an individual to develop the capability to excel in

a profession. The teaching profession necessarily included teachers' relationships with the learners and other stakeholders of the education system; responsibilities discharged by teachers towards learners, parents, society, and institution administration; ethical codes of teachers; and pedagogical content knowledge.

- 3) *Interest toward students*—The pivotal point in the teaching-learning process is the students. All the activities in an educational institution are designed around the students. The main focal point in teaching is bringing about change in the behaviour of students through the curriculum and the teacher's activity. Knowledge and interest in the students' characteristics, like physical and mental development, interest, readiness to learn, psychological and sociological makeup, etc., will enable the teachers to make effective plans for students learning, making the teaching endeavour successful.
- 4) *Mental Ability*—A lot of mental processes are involved in teaching. A teacher needs to be dynamic as he or she performs in front of the learners to bring about the desired learning. Knowledge of subject matter, educational theories and practices, student needs, and different methods involved in transacting curriculum and evaluation requires good mental ability. Capable teachers are always those with good mental ability.
- 5) *Pedagogical knowledge*—*knowledge* of the methods applicable for teaching any subject area—is an important aspect of teaching. Pedagogical knowledge encompasses the special knowledge possessed by teachers relating to the appropriate approach to teaching, the ability to organize knowledge, and communicating the subject matter clearly. To enable the students to apply their learned knowledge in real-life situations required the teachers to transact the curriculum such that the students developed thorough knowledge about the subject matter. A teacher needs to have effective communication skills and knowledge of suitable teaching methods appropriate for different topics in a subject matter, keeping in mind the individual differences among students.

- 6) *Professional ethics*—Teachers are required to manifest good character as it involves discharging services towards the society and aids in the development of a whole individual. There are certain guiding principles that outline the standard of behaviour expected of teachers. Knowledge of professional ethics for teachers, which consists of a set of standards of behaviour to be exhibited by teachers, is within the purview of teaching aptitude.
- 7) *Teaching skills*—Teaching embraced certain activities performed by a teacher in front of the students as an artist. This requires skills on the part of a teacher, which may differ according to the subject matter involved. Knowledge of teaching skills for successful delivery of lessons is an important component that makes up teaching aptitude.

1.3 ATTITUDE TOWARD TEACHING PROFESSION

1.3.1 Teaching profession

The place of a profession within any community is of immense importance. The world of work is meticulously divided into many labour divisions based on the level of technical specialisation necessary. Many fundamental aspects of social organisation rely heavily on professional activities performed by professionals. Education is the key to the preparation of an individual for his/her life, which enables him/her to survive economically and psychologically. Education, thus, ultimately strives to build an individual's entire personality to benefit them in their future endeavours. This implies that education will eventually produce professionals. The course of education is eventually affected by the nature of professions available for individuals in the ever-changing society.

A profession is a sort of line of work that embodies specialised knowledge and skills acquired through specialized training, which elevates it above the level of an occupation. A profession involves providing professional services and guidance to humanity for generating remuneration free of cost. A profession is an occupation that claims an exclusive monopoly on knowledge and adheres to specific standards and

possesses the capacity to persuade the public of the uniqueness of its service (Oyeleye & Soremi, 1985). It is bounded by ethical components for its practitioner that make it distinct from other jobs. A profession claims exclusive technical expertise while simultaneously adhering to service goals and professional ethics (Obidi, 1975). It is taken up by an individual having the aptitude for the specialized work and undergoing training for a limited period of time before taking up the career. The other characteristics of a profession include autonomy, commitment, and responsibility (Kaplan & Owings, 2023).

“....a profession is an organized group of individuals that acquires a monopoly over specialized knowledge and skills that are of acknowledged social benefit. Whether the monopoly is simply assumed, as on a functionalist account, or gradually acquired, as on an interactionist account, expertise and knowledge form the basis of professional work. The level of expertise and standards of performance—a professional ethic—are set and maintained by members of the profession. Consequently, professionals in this sense claim autonomy, together with an accountability, toward the designated work of the profession. Because of the standards and ethical guidelines under which their work is performed, members of a profession also claim, by entitlement and right, remuneration for their work, a fee for service.” (Buijs, 2005)

The above definition indicates a profession from a sociological perspective. It highlights the basic features of a profession as a monopoly of specialized knowledge having social benefits, professional ethics, autonomy, accountability, rights, and remuneration for their services.

Teaching as a profession is indeed fundamentally a noble profession both theoretically and ideally. Teaching is inherently distinct from other occupations due to its wide range of dimensions. In teaching, significantly more is necessary to be achieved compared to other occupations. Teaching as a profession entails social service, expertise knowledge, professional training, autonomy within the profession, professional organization, in-service growth, and a code of conduct.

Teaching is necessarily a social necessity. It is linked to significant actions that educate students and shape the future of society and the nation. It is often acknowledged that education is a powerful instrument for enacting change in any country. The development of society is formed through the educational system.

One of the distinct features of the teaching profession is the professional knowledge and specialization in the field. The teachers specialized knowledge includes the integration of subject matter knowledge, the theoretical base of education, curricular and pedagogical knowledge, and teaching skills.

Teacher education programme in India are of two years duration for all levels of teacher preparation, from pre-primary level to teacher educator. The teacher education programmes are offered by institutions recognized by the National Council for Teacher Education (NCTE).

The teaching profession assumes significant autonomy in its practice. The autonomy of teachers pertains to the activities performed within the profession that include determination and development of plans, pedagogical methods, curriculum delivery, evaluation of learning outcomes, and use of technology and the like. All exercises are designed to meet educational goals within a given time frame.

The teaching profession is characterized by professional organisations that continually work towards improvements of teaching as a profession. It aims at protecting the professional members, teachers, in their teaching profession.

The teaching profession requires continual professional development. The professionalism of teachers grows with the length of service and the in-service training undergone by its practitioners. The National Policy on Education 2020 has, in fact, mandated 50 hours of professional training for teachers within India. In-service training for continual professional development for teachers is, in fact, provided through face-to-face mode, blended mode, and technological platforms like SWAYAM & DIKSHA.

The teaching profession is governed by a professional code of behaviour. The code of conduct for school teachers published by NCERT, which was jointly developed by the National Council of Educational Research and Training (NCERT) jointly with the All India Primary Teachers' Federation (AIPTF), the All India Secondary Teachers' Federation (AISTF), and the All India Federation of Educational Associations (AIFEA), has been adopted by different states within India for its teachers (NCERT, 2010). The University Grant Commission (UGC) has also published a professional code of ethics for college teachers within the country to ensure professionalism among the teachers of higher education institutions.

The teaching profession, indeed, meets the criteria that classify it as a profession. Teaching is, in fact, a complicated profession that adapts as per the demands and standards of a constantly evolving society. Attributes like advancement in society, economics, and political ideologies impacted the professional practice. Knowledge in the profession is accumulated through synthesis of the past practices from different countries. Besides that, the major clientele, the students, differ in their psychological, sociological, and physical makeup, requiring the teacher to adapt according to the needs of their clientele. These contributing factors contribute to the unique nature of teaching, which makes it a wonderful career choice directed mainly towards benefiting society.

1.3.2. Attitude

The main purpose of any educational endeavour is modification of behaviour of the learner, which is aligned with societal need and expectation. A person's motivation, views, feelings, attitudes, interests, values, prejudices, and so forth are all components of their behaviour. An individual's attitude toward a concept, item, object, or trait has a significant impact on their personality. Attitude is an important factor in deciding what to do. Attitude is crucial for comprehending human behaviour. It is generally understood to be a complicated mental state made up of feelings and beliefs.

“An attitude is a readiness to respond in such a way that behaviour is given a certain direction.” – Travers (1973)

The above definition holds that behaviour has a certain and defined pattern that is determined by one's attitude. An individual will be drawn to, admire, and strive for an object if they maintain a positive and optimistic attitude toward it. Conversely, a person with a negative or unfavourable attitude may make an effort to avoid it and may even feel antagonistic toward it. A person's actions will reflect his attitude.

“We define an attitude as an organization of concepts, beliefs, habits, and motives associated with a particular object.” - McKeachie & Doyle (1966)

McKeachie & Doyle (1966) opined that attitudes acknowledge the concepts, beliefs, habits, and motives of an individual connected with an object. An attitude's motivations are referred to as its affective component, its habits as its action component, and its conceptions and beliefs as its cognitive component. In this way, one's attitude toward an object is expressed via everything they think, feel, and do.

“An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations that involve that something, whether person, idea, or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual.” - Sorenson (1977)

Sorenson (1977), in his definition of attitude, clarifies why a person acts in a specific manner when responding to an item toward which he has formed an attitude, either positive or negative. He has some sort of clear preferences or dislikes for that item, which are based in part on emotion and partially on reason. However, they are all acquired and learned in diverse situations. A person's attitude toward certain attributes may be a learned predisposition or propensity. A person's attitude is not born with apathy or zeal. Because of his personal experiences from his early years, he may form a favourable attachment toward an object or attribute. He experiences emotions

mixed with reason. He may be able to provide compelling arguments for supporting and valuing his feelings, yet some of them are grounded in unconscious reasoning.

“An attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli.” – Whittaker (1970)

According to the description given by Whittaker (1970), attitude is defined as a propensity or disposition to respond in a specific manner to a given circumstance. A person's attitude determines how they will react to a given stimulus. A person formed an attitude toward an object; one has a predisposition or tendency to act in a particular way in response to all stimuli relating to that object.

It can be concluded that a person's attitude determines how they behave toward a thing, concept, or other person. However, attitude is a consequence of the propensity that results in an action that is portrayed through behaviour rather than an absolute function of an individual's behaviour. It is safe to say that an attitude causes an individual to respond in a specific way to certain stimuli, but it is not safe to forecast how that individual would behave toward an object associated with that attitude. As a result, attitude can be defined as a determining propensity that primes an individual to act in a particular manner toward an item or class of objects, contingent upon the circumstances present in the surrounding environment.

1.3.3 Characteristics of attitude

An individual's attitude is a trait that may be observed directly and deduced from their overt behaviour by their reactions, both verbal and nonverbal (Mangal, 2018). One could argue that the idea of attitude has to do with a person's inclination to respond to particular types of stimuli. It is linked with the emotional state of a person. It adds to personal distinctions. Nevertheless, attitudes are not fixed in nature. Attitude persists as long as they provide satisfaction. As the psychological, economic, and technological environments shift, so do attitudes. Any attitude can be altered with the

right stimuli applied. But deeply ingrained attitudes are difficult to modify. The characteristics of attitude can be summarized as follows:

- 1) *Attitudes entail subject-object relationships.* Attitudes are always defined by the individual's relationship to specific items, people, groups, institutions, and values or norms in his environment.
- 2) *Attitudes are acquired.* Attitude is a learned and acquired disposition. They are not innately present in an individual. As a result, they may be distinguished from physiological motivations. An attitude is a dispositional willingness to respond to specific organizations, persons, or objects in a consistent manner that has been learned and has become one's usual style of response (Freeman, 1962).
- 3) *Attitudes are an ongoing state of preparedness.* A person's attitudes indicate how prepared they are to react to a certain stimulus. The same is true for physiological reasons. However, in situations such as hunger and sexual tension, the states of preparedness vanish momentarily as they receive satisfaction. Conversely, attitudes are comparatively stable states of preparedness.
- 4) *Attitudes are motivational-affective in nature.* Attitudes exhibit distinct motivating properties. Dispositions toward one's family, nation, religion, or other sacred and hallowed institutions have distinct motivational and affective traits. Both failure and success in life are greatly influenced by one's attitude, which also serves as a motivational force behind behaviour that impacts all human values (affective traits). An attitude refers to a persistent arrangement of a person's motivational, emotional, perceptual, and cognitive processes concerning certain facets of their environment (Krech & Crutchfield, 1948).
- 5) *Attitudes are numerous and diverse.* Depending on the variety of stimuli a person is exposed to, a variety of mindsets develop. Implicit response is what attitude is. Because of this, it is subject to change depending on how many and

what kind of comments each person provides. Diverse attitudes are expressed in different ways due to changes in circumstances and surroundings. Therefore, it is accurate to state that attitudes are as varied as the things they are directed at and the contexts in which they are expressed.

- 6) *Attitudes occur in different magnitudes and directions.* Attitude varies from strongly positive to strongly negative attitudes. A person is considered to have a positive attitude toward an object when they exhibit a predisposition to approach it; on the other hand, when they exhibit a desire to avoid it, their attitude is defined as negative. These attitudes, whether good or negative, can range from very negative values to increasingly favourable ones and entail strong emotions. An attitude is the innate inclination that all people have, to varying degrees, that causes them to respond in what might be described as favourable or unfavourable ways to objects, events, or proposals (Guilford, 1954).

1.3.4 Attitude towards teaching profession

Teaching can be defined as an action or activities of a group conducted to assist students in learning or acquiring knowledge, skills, attitudes, or interests, or as the vocation or profession of a group known as teachers. It entails actions planned and carried out with the intention of altering students' conduct (Clarke, 1970). The teaching profession displays the following characteristic as a profession:

- 1) Specialized knowledge, which is an outcome of a prolonged education designed for the preparation of teachers for the profession.
- 2) Providing invaluable service to society by preparing the youth for the future nation.
- 3) Professional organisation at the national and state level that continually promotes the status of the profession and its members.
- 4) In-service training for its members to ensure continual professional growth within the profession.

- 5) Ethical code of conduct.
- 6) Certain autonomy within the professional practice.

Teachers' inclination or disposition toward the teaching profession is known as their attitude toward it, and it is typically accompanied by sentiments and emotions. It speaks to a teacher's propensity to assess the teaching profession, have an opinion about it, and act in a way that reflects that opinion. The way a person behaves as a teacher is typically a reflection of their accumulated beliefs, values, perceptions, and sentiments about the teaching profession.

Attitude towards the teaching profession is the predisposition or tendency of teachers to react towards teaching profession, and it is usually accompanied by feelings and emotions. It refers to a teacher's inclination to evaluate the teaching profession, developing a bias towards it and behaving accordingly. It is a combination of the accumulated beliefs, values, perceptions, and feelings that a person possesses towards the teaching profession, which is usually reflected in the behaviour of the teacher.

The way that educators approach their work is seen to be a key component of effective instruction. Teachers' attitudes towards the teaching profession when they first enter the field have a long-lasting impact on their effectiveness. If future teachers are not completely motivated to pursue this line of work, then teacher education does not imbue any real learning. The attitude a teacher has towards their work determines how good they are at their job. The teacher can create a welcoming environment for learners in the classroom with the support of a good attitude.

1.3.5 Components of attitude towards teaching profession

The different components of attitude towards teaching profession can be summarised as follows:

- 1) *Academic component of teaching profession*: This component comprises a person's perspective on the academic side of the teaching profession. This

component deals with a person's inclination to like or dislike the academic work necessary for the teaching profession and is concerned with assessment and evaluation procedures for secondary school pupils as well as educational practices and pedagogical expertise.

- 2) *Social and psychological component of teaching profession* – The inculcation of an individual, either favourable or unfavourable towards the aspect of the teaching profession relating to the social status of teachers, self-esteem generated through the profession, status of the profession itself in a society, and impact of teaching on the development of students are included in this component. This area included the inclination of teachers towards the psychological impact of teaching on students as well as the satisfaction generated by the profession in an individual through the practice of the profession.
- 3) *Administrative component of teaching profession*– Teaching is not confined to the classroom alone, and it encompasses administration of the institution. This component deals with the predisposition developed by an individual either in a positive or negative direction on their involvement in the administrative task that comes with the teaching profession. Teachers' administrative responsibilities include developing curricula, participating in an institution's administrative structure, making sure policies and procedures are followed, upholding discipline, and overseeing classroom management.
- 4) *Co-curricular component of teaching profession*– This component refers to teachers favourable or unfavourable attitudes on participating in co-curricular activities at their educational institution. Teachers might be involved in co-curricular activities as participants, executors, or by chalking out the activity. Teachers' roles are complex, and they are expected to be actively involved in all aspects of education. Co-curricular activities, which may or may not assist the curricular component of education, are an important feature of an educational system that promotes the development of affective and

psychomotor domains of learning while also supporting intellectual development.

- 5) *Economic component of teaching profession*– Financial benefits from a profession can have a significant impact on an individual's contentment with the profession, driving a person's attitude toward the profession in either a favourable or negative direction. This component pertains to the financial aspects of the teaching profession, such as compensation, remuneration, and incentives associated with various aspects of the teaching profession. It refers to how an individual perceives and feels about the financial benefits of the teaching profession, which might make it financially appealing or unappealing.

1.4 ACADEMIC ACHIEVEMENT

The educational outcome is determined by the academic performance of the student. The learning outcome of the students depicts the level of achievement attained by an institution towards its goals. It indicates the success not only for the students but also for an educational institution. The academic achievement attained by a student may not be a predictor of the future success of a student, but it acts as a foundation for their success.

Academic achievement indicates the extent to which students have attained knowledge or skills given in the educational goals set by an institution. Carter (1945) defines academic achievement as the knowledge, abilities, or skills acquired by students through education, which are indicated through marks or grades awarded to the students by teachers or evaluators. This indicates that the academic achievement of students 'is necessarily represented by marks assigned by teachers and evaluators on their academic works. This definition was also supported by Chaplin (1973) in the dictionary of psychology, wherein he defines academic achievement as a specified level of accomplishment or mastery acquired by students in their academic work assessed by the teachers through tests, assignments, or project work. Academic achievement is also defined as an element of the whole behaviour of students that

results from the interaction of a student with his environment (teachers, peers, and school curriculum) (Bhatnagar, 1969).

The academic achievement of the prospective secondary school teachers in Mizoram is indicated by the performance of the prospective secondary school teachers in the entire B.Ed. course offered by Mizoram University. The details of B.Ed. Courses with distribution of marks are indicated in the following table no. 1.1

Table No. 1.1.

B.Ed. syllabus prescribed by Mizoram University

Sl.No	Course Code & Name	Internal	External	Total
1 st Semester	B.Ed./1/CC/101 Childhood and growing up	40	60	100
	B.Ed./1/CC/102 Contemporary India and Education	40	60	100
	B.Ed./1/CC/103 Teaching and Learning	40	60	100
	B.Ed./1/CC/104 Understanding disciplines and subject	40	60	100
	B.Ed./1/CC/105 Critical Understanding of ICT (EPC-I)	100	-	100
	B.Ed./2/CC/201 Knowledge and Curriculum	40	60	100
	B.Ed./2/CC/202 Pedagogy of school subject – I	40	60	100
2 nd Semester	B.Ed./2/CC/203 Pedagogy of school subject – II	40	60	100
	B.Ed./2/CC/204 Assessment of learning	40	60	100
	B.Ed./2/CC/205	50	-	50

Reading and Reflection on the text (EPC-2)				
	B.Ed./2/CC/206	50	-	50
Drama and Art in Education (EPC-3)				
<hr/>				
	B.Ed./3/CC/301	50	50	100
	Pre- Internship			
3 rd	B.Ed./3/CC/302	75	75	150
Se	School Internship (Pedagogy – I)			
me	B.Ed./3/CC/303	75	75	150
ster	School Internship (Pedagogy – II)			
	B.Ed./3/CC/304	50	50	100
	Post Internship			
<hr/>				
	B.Ed./4/CC/401	40	60	100
	Language Across the Curriculum			
	B.Ed./4/CC/402	40	60	100
	Inclusive Education			
	B.Ed./4/CC/403			
	School Organization and Educational	40	60	100
4 th	Management			
Se	B.Ed./4/CC/404	20	30	50
me	Gender School and Society			
ster	B.Ed./4/CC/405	50	-	50
	Understanding the Self (EPC-4)			
	Optional Course			
	406-A Health and Physical Education			
	406 - B: Guidance and Counselling	40	60	100
	406- C: Peace Education			
	406 - D: Community Participation			
<hr/>				
	Total	1000	1000	2000
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Extracted from B.Ed. Syllabus, 2019, prescribed by Mizoram University

Academic achievement of prospective secondary school teachers in Mizoram is usually represented by the marks obtained by them in the entire course designed for the B.Ed. programme under Mizoram University. The differing academic performance among the prospective secondary school teachers can be attributed to their demographic characteristics and personal traits.

1.5 TEACHER EDUCATION

1.5.1 Concept of teacher education

The dynamic nature of a society's educational system contributes to the development of society. The progress of the educational system is dependent on its planners, administrators, educators, and teachers. This has the implication that teachers have the power to influence a country's destiny. Effective and efficient teachers can transform the classroom, creating dynamic change in the education of the youth. To create competent and efficient teachers capable of managing a changing society, a dynamic, contingent, and pragmatic teacher education system is required (Ali, 2012).

The significance of teacher education, as evident from the report of the International Commission on Education for the Twenty-First Century (1996), is stated as follows:

"The commission believes that a rethinking of teacher education is necessary in order for it to bring out in future teachers precisely those human intellectual qualities that will facilitate a fresh approach to teaching."

Teachers' proficiency and competency can be built through well-planned and inventive pre-service and in-service programmes of teacher education. The cornerstone of the entire educational system depends on the qualitative improvement of school education, which directly depends on the qualified, skilled, and capable teachers generated by the teacher education institution. The teacher-education system, therefore, bears a significant responsibility in preparing future teachers to meet new and rapidly emerging difficulties in this knowledge-based society.

Teacher education is fundamental to the overall educational programme. The teacher education programme is charged with the function of providing teachers with

the necessary competencies and abilities so that they can direct the destiny of society. Teacher education entails educating teachers and future teachers with knowledge, skills, and abilities that are relevant to their professional lives as teachers.

The definition given by the National Council for Teacher Education Act (NCTE, 1993) captures the essence of teacher education and is worth mentioning. It defines the term as follows:

"Teacher education means programmes of education, research, or training of persons for equipping them to teach at pre-primary, primary, secondary, and senior secondary stages in schools and includes non-formal education, part-time education, adult education, and correspondence education through distance mode."

The above definition highlights the seven interrelated fields of education and teacher education. It also refers to three approaches to teacher preparation, such as professional education programmes that prepare prospective teachers; in-service teacher training and programmes essential for professional development of teachers; and research leading to the preparation of preschool teachers, formal schooling, non-formal schooling, and open education, among others.

1.5.2 Teacher Education in Mizoram

The genesis of the teacher education programme/institution in Mizoram can be traced back to the advent of Christian missionaries in the state. There was no evident Mizo scripture before the British Empire annexed Mizoram in the 1890s. The institution responsible for dissemination of the rich cultural knowledge and tradition of the Mizo community was Zawlbuk for the boys and home (in the kitchen) for girls. All the knowledge was passed on to the next generation through storytelling and oral messages. The education system in Mizoram was started by the Christian missionaries from England. The Mizo scripture as we know it today was developed by two missionaries, Rev. J.H. Lorrain and Rev. F.W. Savidge, who arrived in Aizawl on the 11th January, 1984. They reduced the Mizo language by adopting Roman script for writing. They started an informal school on 2nd April 1984, which was closed down when they left Mizoram. Later on, another missionary, Rev. D.E. Jones, on 15th

February 1898, established a school in his veranda in Mission Veng, Aizawl, which became the first formal school in Mizoram. The number of schools thereafter increased, and by 1903, there were 15 villages with schools, and the number of students reached over 400.

With the increase in schools, the need for proper training of teachers was requisite. The missionaries again attempted to provide proper training of teachers for their missionary schools. Rev. F.W. Savidge made the first attempt in 1907 to train teachers at Serkawn, Lunglei. Another special training for teachers of one month's duration was opened in Aizawl by the missionaries in 1914. 'Guru Training Institute' was later established by the Welsh Mission in 1925, which offers a one-year teacher education programme that later was raised to a two-year duration by 1936. In 1925, a teacher training school that was specially designed for girls was opened in the southern part of Mizoram.

The first teacher education programme in Mizoram after India attained independence, the "Basic Training Center," was established in 1953 at Chaltlang, Aizawl. The teacher education programme offered a two-year teacher education for training primary school teachers. For preparing middle school teachers, the 'Normal Training Centre' was started in Chaltlang, Aizawl, in 1970. These two teacher training institutes were amalgamated in 1974 and were called Undergraduate Teacher Training Institute (UGTTI), which was equipped for training elementary school teachers, and another Undergraduate Teacher Training Institute (UGTTI) was set up in Lunglei. The two UGTTI were renamed as Teacher Training Institute (TTI) in 1980. The TTI in Aizawl was later upgraded to District Institutes of Education and Training (DIET) in 1988, while the TTI in Lunglei was upgraded to DIET in 1993 under the Centrally Sponsored Scheme of Teacher Education. These institutions started offering secondary teacher education programmes in 2018.

In Champhai, Kolasib, Mamit, Lunglei, Saiha and Serchhip, the District Resource Centre/ telescoped DIET were established in 2005. They were upgraded to the status of DIET in 2013. DIET offers an elementary teacher education programme.

The teacher training institute, ‘Mizoram Institute of Education (MIE),’ which offers training of teachers for secondary school teachers, was established in 1973. It offers a teacher education programme of one year's duration and was upgraded to College of Teacher Education in 1997. The institute was further upgraded to the Institute of Advanced Studies in Education (IASE) in 2005 and performed its function as IASE from 3rd March, 2012. It now offers a teacher education programme for secondary school teachers, teacher educators, and Doctors of Philosophy in Education.

Mizoram Hindi Training College, which offers a teacher education programme for Hindi teachers from elementary to secondary school, was established by the Government of Mizoram in collaboration with the Central Institute of Hindi, Agra, under the Ministry of Human Resource Development, Govt. of India, in Mizoram. Hindi Training College was established on 15th October, 1975.

Mizoram University, under the Department of Education, also started their teacher education programme for secondary schools and teacher educators in 2017 and 2019, respectively.

1.5.3 Secondary teacher education in Mizoram at a glance

The secondary teacher education programme is provided under the course Bachelor of Education (B.Ed.) with a duration of one year between 1975 and 2014 and two years from 2015 onwards in Mizoram. The programme is designed to equip the prospective teachers for teaching in both high school and higher secondary schools. The secondary teacher education institutions have recognition from the National Council of Teacher Education and are affiliated with Mizoram University in the state. As per the guidelines given by the National Council for Teacher Education (NCTE), one unit of B.Ed. consisted of 50 students.

In Mizoram, teacher education for preparing secondary school teachers has been offered by four institutions, namely, the Institute of Advanced Studies in Education (Aizawl), the Department of Education under Mizoram University, the District Institute of Education and Training (Aizawl), and the District Institute of Education and Training (Lunglei). All the secondary teacher education institutions are

affiliated with Mizoram University except the Department of Education, Mizoram University, which is a part of the university. These institutions follow a two-year B.Ed. programme with the curriculum set by the Mizoram University as per the National Curriculum Framework for Teacher Education (NCFTE) guidelines. The following table no. 1.2 shows the status of secondary teacher education institutions within Mizoram.

Table No. 1.2

Secondary teacher education institutions in Mizoram

Sl. No	Name of Institution	Year of Establishment	Year of introduction of B.Ed. course	Course Offered	Intake Capacity
1	Institute of Advanced Studies in Education, Aizawl	1975	1975	B.Ed. & M.Ed.	150
2	Department of Education, Mizoram University	2001	2017	B.Ed. & M.Ed.	100
3	District Institute of Education and Training, Aizawl	1953	2018	D.El.Ed. & B.Ed.	50
4	District Institute of Education and Training, Lunglei	1974	2018	D.El.Ed. & B.Ed.	50

(Compiled by the researcher)

As given in the above table no. 1.2, the Institute of Advanced Studies in Education was established in the year 1975 and was affiliated with North Eastern Hill University (NEHU). It offered a one-year Bachelor of Education (B.Ed.) course with an intake capacity of 120 students from its inception. When Mizoram University was established in Mizoram in the year 2001, the institute shifted its affiliation from North Eastern Hill University (NEHU) to Mizoram University in 2002. The institute started offering one unit of the Master of Education (M.Ed.) programme from 2012 and a Doctor of Philosophy (Ph.D.) in Education from 2019 onwards. The institute has the

permission to open three units of the B.Ed. programme from 2020 onwards and started offering three units from 2021-2022.

From the above table no. 1.2, the Department of Education, Mizoram University, started offering a secondary teacher education programme from 2016-17 with two units of Bachelor of Education (B.Ed.) programme with an intake capacity of 100 students and one unit of M.Ed. programme from 2018-19.

District Institute of Education and Training (Aizawl) and District Institute of Education and Training (Lunglei) had started offering Bachelor of Education (B.Ed.) courses from 2018. They are presently running under provisional affiliation for the B.Ed. course at Mizoram University.

1.6 SECONDARY SCHOOL TEACHERS IN MIZORAM AT A GLANCE

The first high school in Mizoram was established by the Christian missionaries in February of 1944. The state has witnessed a substantial growth in its secondary education in recent years. At present, the secondary schools, that is, high schools and higher secondary schools, run under different management systems, namely, government management—state government and Samagra Shiksha, aided schools—deficit, adhoc-aided and lump-sum aided, and purely private.

The details of secondary schools in Mizoram as of 2024-25 are given in table no.1.3.

Table No. 1.3

Secondary schools in Mizoram

Sl. No	Management	High School	Higher Secondary School
1	State Government	198	21
2	Samagra Shiksha	101	30
3	Deficit	9	7
4	Adhoc-Aided	129	12
5	Lump-sum	47	52
6	Purely Private	231	90
Total		715	212

The recruitment procedure for teachers differs depending upon the different management system. The teachers from government-managed schools, that is, state government and Samagra Shiksha, are carried out by the school education department of the state through the Mizoram Public Service Commission (MPSC), the Mizoram Subordinate Services Selection Board (MSSSB), and the directorate of school education, depending upon the nature of employment—permanent, contractual, or casual employment. The deficit schools of Mizoram, which are managed by the churches within the state and receive recurring and non-recurring funds, recruit their teachers through the respective education boards of the churches. Recruitment of teachers under adhoc-aided which receives 50% of recurring funds and non-recurring funds from the government, is done through the school management committee (SMC) of the respective schools. The lump-sum-aided schools, which are privately managed and receive a lump-sum grant from the government, and purely private schools that do not receive any funds from the government recruit their teachers as and when required through the managing board of the respective schools. The status of secondary school teachers within the state as of 2024-25 is given in the following table:

Table No. 1.4

Secondary school teachers in Mizoram

Sl. No	Management	High School			Higher Secondary School		
		Male	Female	Total	Male	Female	Total
1	State Government	702	460	1162	221	275	496
2	Samagra Shiksha	355	319	674	88	100	188
3	Deficit	69	56	125	95	87	182
4	Adhoc Aided	589	273	862	90	74	164
5	Lumpsum	142	88	230	180	141	321
6	Purely Private	655	451	1106	293	268	561
Total		2512	1647	4159	967	945	1912

UDISE 2024-35

1.7 RATIONALE OF THE STUDY

The quality of education is greatly influenced by teachers' quality. The fulfilment of any change in the educational objective of a nation lies in the hands of

the teachers. Teacher education programmes aim at moulding prospective teachers into quality teachers who will ensure quality education. It is mandatory for any aspirant teachers to have professional qualifications from the National Council of Teacher Education (NCTE)-recognized teacher education institution. Thus, it is imperative for all aspirant teachers from different walks of life to find entrance into teacher education programmes in different teacher education institutions.

A high level of teaching aptitude, good academic achievement, and a favourable attitude towards teaching profession together contribute to developing competent, efficient teachers. Teaching aptitude pertains to the inherent capability of an individual to teach, which enables a person to be successful in teaching. Academic achievement of the prospective teachers refers to their foundational knowledge in education, subject matter, and teaching and learning, both in theory and in practice. A positive attitude towards teaching profession encourages passion, commitment, and a readiness to go above and beyond to help students, which is necessary for effective teaching. Together they contribute to developing teachers' competency, efficiency, and effectiveness.

According to Vashishta (1973), the effectiveness of teachers is accurately predicted by their teaching aptitude, academic performance, and attitude towards the profession. Singh (1991) and Zadeng (2023), found a favourable relationship between attitude towards teaching profession and teacher effectiveness. Teachers having high teaching aptitude are reported to be efficient in teaching (Babu et al., 2007). It was reported by Kaur et al. (2014) that teaching aptitude and attitude towards teaching profession together predict the prospective teachers' teaching skills.

Professional pride and a person's level of dedication to their profession are influenced by both their aptitude and attitude toward the profession, which also applies to the teaching profession. An unfavourable attitude of teachers towards teaching and their competency predicts the performance of teachers in their teaching task to be more difficult, tiresome, and unpleasant, while positivity in attitude and proficiency in teaching not only makes the task easier, but it also makes it more fulfilling and

enjoyable. It is important for teachers to be amiable with their students to foster a conducive learning environment (Kalaivanan, 2019).

The issues with the current teacher education system include the fact that knowledge is seldom critically analysed, leaving little opportunity for prospective teachers to think back on their experiences. Additionally, the assessment of aspiring teachers is overly quantitative and incomplete, lacking the ability to assess teaching aptitude, teaching attitude, and professional values, among other psychological attributes of teachers. High-quality teacher education is essential for elevating the education system of the country (Parhi, 2024). This highlights the need for studying teaching aptitude, academic achievement, and attitude towards teaching profession among the prospective teachers.

No prospective teacher can emerge as a successful and competent teacher if they do not possess the required teaching aptitude and the desired attitude towards the teaching profession. The ground knowledge of prospective teachers in theories and practice of teaching is also important for preparing them to be competent teachers. Besides these, proper evaluation of teaching aptitude and attitude towards teaching profession is not properly in place while screening the aspirant teachers for the teacher education programme. Therefore, the need for studying the teaching aptitude, academic achievement, and attitude towards teaching profession among the prospective teachers within Mizoram arises to assess the quality of student-teachers pursuing their studies in the teacher education programme.

After reviewing the related literature, the researcher found that no study has been conducted so far on the teaching aptitude and attitude towards teaching profession among prospective secondary school teachers in Mizoram. Keeping in view the above research gap and the need for finding the teaching aptitude, academic achievement, and attitude towards teaching profession of prospective secondary school teachers for improving the education system within the state, the researcher takes up the present research entitled as ‘teaching aptitude, academic achievement and attitude towards teaching profession among prospective secondary school teachers in Mizoram’. The researcher studied the teaching aptitude, academic achievement, attitude towards

teaching profession of the prospective secondary school teachers in Mizoram and also the impact of these two attributes on their academic achievement in the teacher education programme.

1.8 STATEMENT OF THE PROBLEM

Secondary education covers the age group of 14 to 18 years of age in India. This period is marked by rapid transition in the adolescents, where they undergo rapid physical, psychological, and cognitive changes. This is one of the most important periods, as adolescents need to make life decisions relating to their future. Since the adolescents are the future of the nation, it is imperative for secondary education to have special care in order to boost a nation's development. One of the most important factors for achieving quality secondary education is quality teachers.

The central government has taken several steps to improve quality teacher education over decades by increasing the duration of teacher education, reviewing teacher education curriculum, introducing in-service training programme through Rashtriya Madhyamik Shiksha Abhiyan (now Samagra Shiksha Abhiyan), and providing funds to teacher education institutions through centrally sponsored schemes like Centrally Sponsored Scheme for Teacher Education (now subsumed under Samagra Shiksha Abhiyan).

Nkang (2005) has pointed out that the competency of teachers has a great impact on any nation's future development. Quality education at secondary teacher education institutions for preparing prospective future teachers, plays an important role in improving the quality of education at secondary schools within the country. The natural ability of the prospective secondary school teachers in teaching will be one of the determining factors that influences the future success and quality of an individual in teaching after receiving quality teacher education. The attitude of the prospective teacher toward the teaching profession can have a great impact on the learning outcome as well as the future quality of teaching delivered by the individual.

Thus, the present study has been stated as ‘teaching aptitude, academic achievement and attitude towards teaching profession among prospective secondary school teachers in Mizoram.’

1.9 OPERATIONAL DEFINITIONS

Teaching Aptitude : Teaching aptitude in the present research is the potentiality of prospective teachers of secondary teacher education institutions within Mizoram for accomplishment in teaching without considering their past experiences or trainings.

Academic Achievement : Academic achievement in the present study refers to the performance of prospective teachers of secondary teacher education institutions within Mizoram. The final result of the prospective secondary school teachers at the end of the B.Ed. course was taken as their academic achievement.

Attitude Towards Teaching Profession : Attitude towards teaching profession can be defined as a generalized disposition towards teaching profession among the prospective teachers of secondary school teacher education institutions in Mizoram in the research.

Prospective Teachers : All the student teachers studying in secondary teacher education institutions affiliated with Mizoram University were termed as prospective teachers in the study.

Gender : Gender is the social construct relating to the roles of biological sex that society associates with. In the present research, gender was divided into male and female.

Locale	: In the present research, locale refers to the locality to which the prospective teachers originally belong. The locale was divided into urban and rural areas.
Level of Education	: The level of education in the present research refers to the level of education of the prospective secondary school teachers in Mizoram and is divided into graduate and postgraduate.
Academic Stream	: Academic stream in the present research refers to the prospective teachers' educational background, which consisted of – humanities, social science, and science.

1.10 RESEARCH QUESTIONS

Based on the background of the present research, the following research questions were taken up:

- 1) What is the level of teaching aptitude among prospective secondary school teachers in Mizoram?
- 2) What is the attitude of prospective secondary school teachers in Mizoram towards teaching profession?
- 3) What is the level of academic performance among prospective secondary school teachers in Mizoram?
- 4) Is there any difference in the teaching aptitude of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education, and academic streams?
- 5) Is there any difference in the attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to gender, locale, level of education and academic stream?

- 6) Is there any difference in the academic performances of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream?
- 7) Is there any relationship between the teaching aptitude and attitude towards teaching of prospective secondary school teachers in Mizoram?
- 8) Is there any relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram?
- 9) Is there any relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram?

1.11 OBJECTIVES OF THE STUDY

In order to find answers to the above research questions, the following objectives were framed:

- 1) To construct an attitude scale towards teaching profession of prospective secondary school teachers.
- 2) To find out the teaching aptitude of prospective secondary school teachers in Mizoram.
- 3) To find out the attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 4) To find out the academic achievement of prospective secondary school teachers in Mizoram.
- 5) To compare teaching aptitude of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 6) To compare the attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.

- 7) To compare the academic achievement of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 8) To find out the relationship between teaching aptitude and attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 9) To find out the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.
- 10) To find out the relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

1.12 HYPOTHESES

The following hypotheses were formulated for the objectives stated above-

- 1) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 2) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.
- 3) There is a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) There is a significant difference in the teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 5) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.

- 6) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 7) There is a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 8) There is a significant difference in attitude towards teaching profession among prospective secondary school teachers in Mizoram with regard to their academic stream.
- 9) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.
- 10) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement.
- 11) There is a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their academic achievement.
- 12) There is a significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.

The above hypotheses were converted into the following null hypotheses to test the statistical difference between the variables -

- 1) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 2) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.

- 3) There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) There is no significant difference in teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 5) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 6) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 7) There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 8) There is no significant difference in attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 9) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.
- 10) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement.
- 11) There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their academic achievement.
- 12) There is no significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Literature review laid the very foundation of any research endeavour. It guides the investigator in the research endeavour by building theoretical knowledge related to the problem area, finding out the gap in the study already conducted, and helping in building justification for the research. A review of related literature assists in providing logical direction on defining a research problem, understanding research objectives, framing hypotheses, selecting samples, and collecting data. It also helps the researcher in validating her research by enabling her to compare her research outcome with the outcome of other conducted studies.

The investigator had reviewed literature related to teaching aptitude, attitude towards teaching profession, and academic achievement from national and international journals, published and unpublished dissertations and theses, and periodicals. The related studies with their scope and outcomes reviewed by the researcher are presented under the following headings:

- 2.1 Studies related to teaching aptitude
- 2.2 Studies related to attitude towards teaching profession
- 2.3 Studies related to academic achievement of prospective teachers.
- 2.4 Overview of the studies reviewed
- 2.5 Justification of the present study from the reviewed literature

2.1 STUDIES RELATED TO TEACHING APTITUDE

Adval (1952) probed the necessary attributes of prospective teachers. The study was directed towards the role of gender in determining teaching aptitude, and the study established that female prospective teachers have higher teaching aptitude as compared to their male counterparts.

Sharma (1971) investigated “Relationship of predictors of teacher effectiveness at elementary level and follow-up after one year of training.” In his findings, prospective teachers with high aptitude were inclined to be more effective as compared to those with lower aptitude in teaching.

Bhasin (1988) conducted a study on ‘Teaching aptitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community.’ He drew samples from 300 male and 200 female higher secondary school teachers of Madhya Pradesh. The study concluded that gender, locale and management of schools had no influence on teaching aptitude but a significant difference existed in teaching aptitude between humanities and science teachers. The teaching aptitude of the higher secondary school teachers had a significant relationship with teacher effectiveness, but it was not the determining factor for the participation of teachers in the community.

Meera (1988) studied “the relationship between teacher behaviour and teaching aptitude of teacher trainees.’ The researcher randomly selected 60 teacher trainees of Avanashilingam Institute for Home Science and Higher Education, Coimbatore, undergoing secondary teacher education and employed Flanders interactional analysis and a teaching aptitude test. In her findings, teacher talk had a significant correlation with the total teaching aptitude score, and a negative relation exists between silence and teaching aptitude. She also observed that the high-aptitude group shows a higher percentage of teacher talk, teacher response, and content emphasis as compared to the lower-aptitude group of the sample teacher trainees.

More (1988) attempted to critically analysed the ‘relationship between personality, aptitude for teaching, and effectiveness of secondary teachers of Nagpur.’ Samples were taken from 500 secondary school teachers of the study area. The resultant finding indicated that the personality of the teacher affected teaching aptitude, and a significant difference existed with regard to gender on teaching aptitude.

Kahlon and Saini (1989) had taken up an investigation on “the impact of teacher education on the teaching aptitude of Punjab Agriculture University education graduates” and found that teacher education courses had an impact on the development of teaching aptitude and teaching aptitude was a determinant of the academic achievement of the student-teachers of the B.Ed. course.

Shrivastava (1989) conducted an experimental study using a single-group pre-test post-test design in order to assess the effect of the teacher education programme on the teacher trainees’ attitude, teaching aptitude, and teaching efficiency. Samples were drawn from the 1984-85 B.Ed. batch of Lucknow University, amounting to 500 teacher trainees. The study revealed that teacher education had impacted on teacher attitude and aptitude. Changes in the attitude of male teacher trainees, experienced female teachers, and postgraduate male teacher trainees were found not to be significant. Classroom teaching was greatly influenced by the training. Male teachers were found to have better efficiency as compared to female teachers, whereas male teachers had lower teacher aptitude as compared to female teachers after training was implemented.

Reddy (1991) assessed ‘the teaching aptitude and attitude of secondary school teachers in Andhra Pradesh.’ In the study, samples were drawn from 332 student teachers of the regular B.Ed. course for the year 1989-1990. 60 experienced secondary school teachers from schools under different management systems from the state. The study indicated that gender had an influence on teaching aptitude, with the female samples scoring higher aptitude levels in teaching, while age and faculty had no impact. Experienced teachers and teacher awardees were found to possess superior teaching aptitude and attitude as compared to teacher-trainees.

Seema (1992) surveyed ‘the relationship between creativity of pupil teachers of Nagpur and Gonda with teaching aptitude and teaching skills’ and found a very high positive relationship between teaching aptitude and teaching

skill was found in the study, and teacher classroom creativity and teaching aptitude also had a low but positive relationship.

Kushwaha (2002) conducted ex post facto experimental research to assess the 'teaching aptitude and teaching efficiency among teachers of intermediate colleges of Jhansi Mandal, Uttar Pradesh.' The sample comprised 480 teachers from the Jhansi Mandal. Most of the samples were found to possess an average attitude wherein the majority scored low in the areas of patience and discipline, average in cooperative attitude and optimism, and higher in other areas from the research endeavour. Minimal variation existed between male and female samples, and there was a definite relationship between teaching aptitude and teaching efficiency.

Sharma (2006) explored 'the teaching aptitude of teacher trainees' with samples from 7 teacher education institutions in Agra University. The researcher had taken 800 samples randomly, of which half were male and the other half were female. Teaching aptitude was found to be positively correlated with social, democratic, and aesthetic knowledge and health values and negatively correlated with religious, economic, hedonistic, power, and family prestige values for both male and female teacher trainees. The findings of the study corresponded with the following:

- a) Teaching aptitude among the female respondents was found to be higher than the male respondents.
- b) It was also observed that male respondents scored higher in areas—social, democratic, aesthetic, knowledge, and power values—whereas female scores were found to be higher in all the other areas related to teaching aptitude.
- c) Values had a great impact on teaching aptitude.

Anjum and Fatima (2011) in Aurangabad conducted a study on the "Teaching Aptitude and Academic Achievement of B.Ed. Trainee Teachers."

They took samples from 143 trainee teachers. The result of the study revealed that B.Ed. trainees were at an above-average level of teaching aptitude and high academic achievement. The correlation between teaching aptitude and academic achievement was positive and low. However, there was no significant difference between male and female B.Ed. trainees for both the variables. The tool used was the 'Teaching Aptitude Test Battery' by Dr. R.P. Singh and Dr. S.N. Sharma.

Mwashra (2012) in his article "Teaching aptitude and students' performance," took a sample of 60 science teachers—30 from government schools and 30 from private schools—from secondary schools in Faridabad. A total number of 15 male science teachers and 15 female science teachers from private schools and 15 male science teachers and 15 female science teachers from government schools formed the basis of the sample. The 'Teachers' Teaching Aptitude Questionnaire' prepared by Srivastav and Tiwari (1986) was utilised for data collection. It was evident from the study that the academic performance of the students whose teachers had high teaching aptitude was found to be much better than those students whose teachers' teaching aptitude was low. However, no significant difference was noted in the teaching aptitude of male and female teachers.

Tasleema and Hamid (2012) in their study "Teaching aptitude of elementary and secondary level teacher educators," noted that elementary teacher educators have a higher level of teaching aptitude as compared to their counterparts, i.e., secondary teacher educators. The sample of the study consisted of 150 elementary-level and 150 secondary-level teacher educators selected using random sampling techniques from the Kashmir division. The 'Teaching Aptitude Test Battery' (TATB) constructed by Shamim Karim and A.K. Dixit was used for the study. Among the eight dimensions seen on the test, six dimensions showed significant differences in the teaching aptitude of elementary and secondary teacher educators. The overall score of the test

showed a significant difference at the 0.05 level on the t-table in favour of elementary teacher educators in relation to their teaching aptitude.

Pany (2013) examined the teaching aptitude among prospective primary school teachers studying in the District Institute of Education and Training within Himachal Pradesh. The investigator collected samples from 100 prospective primary school teachers of Mandi. It was found that the differences in teaching aptitude based on gender were not significant. With regard to level of education, the difference in teaching aptitude of postgraduate and graduate prospective teachers was not as significant as that between graduate and undergraduate prospective teachers. The teaching aptitude between postgraduate and undergraduate differs significantly.

Chandel and Dhiman (2014) conducted a study entitled “Teaching aptitude among prospective teachers” among 200 B.Ed. Students drawn via simple random sampling from 10 colleges of education in the district of Hamirpur in Himachal Pradesh. The ‘Teaching Aptitude Test’ developed and standardized by Dr. S.C. Gakhar and Dr. Rajnish (1971) was used for the study. Gender-wise, no significant difference was noted in the teaching aptitude of prospective teachers towards the area of ‘Teaching Profession’ and ‘Interest towards Students.’ A significant difference in the teaching aptitude was seen in four areas, i.e., ‘Social Contacts,’ ‘Innovation Regarding Activities of the School,’ ‘Professional Ethics,’ ‘Teaching Potentiality’ and ‘Current Knowledge.’ However, it was evident from the study that male and female prospective teachers differ significantly in their overall teaching aptitude, with the mean score of male prospective teachers being higher than their female counterparts.

Mwashra and Chincholikar (2014) in their investigation titled “A study of the relationship of academic achievement with aptitude, attitude, and anxiety,” via random sampling, took a sample of 296 M.Ed. students for the academic years 2012-13 and 2013-14. There were 169 female and 127 male M.Ed. The samples were collected from two university departments, and

fifteen colleges of education affiliated with Dr. Babasaheb Ambedkar Marathwada University offer regular pre-service M.Ed. courses. The researchers utilised the tool 'Teacher Aptitude Test' developed by Jai Prakash and R.P. Shrivastava. The study proved that aptitude score and anxiety score are significant predictors of achievement score, but attitude score was not a significant predictor of achievement score. However, anxiety was negatively related to the achievement score; measures to reduce it should be undertaken in the field of teacher education.

Anjali (2015) in her study "A comparative study of teaching aptitude and job satisfaction levels of rural and urban school teachers," took a sample that consisted of teachers from the state government higher secondary schools in the Nizamabad and Karimnagar districts of Telangana State. The sample size was 400, i.e., 200 from urban areas (100 males and 100 females) and 200 from rural areas (100 males and 100 females). The researcher measured 8 areas of teaching aptitude, out of which she noted a significant difference in five areas, and on the overall score on the Teaching Aptitude Test Battery (TATB), the two groups differed significantly in favour of teachers from urban areas. The researcher also noted that the difference between the rural group and the urban group for job satisfaction is insignificant.

Kalaivani and Pugalenth (2015) in their study, "Teaching aptitudes of high school teachers towards teaching profession in relation to some demographic variables," took a sample of 100 teachers working in high schools who were randomly picked from government, aided, and private high schools in Coimbatore district. The 'Teaching Aptitude Test Battery' (TATB) constructed and standardized by Sharmin Karim and Prof. Ashok Kumar Dixit was utilized. However, the investigators did not find any significant difference in the teaching aptitude in relation to their gender, locale, and type of school management.

Rana and Singh (2015) investigated the teaching aptitude of B.Ed. trainees in relation to their academic achievement, residential background, and

a random sampling technique was employed for selecting the sample. Five colleges of education were selected randomly. From each college, 50 students were also selected randomly, which amounted to 250 students as the total sample. 100 students were selected from arts, 67 students from commerce, and 83 from science streams, respectively. The Teaching Aptitude Test (2010) prepared by Dr. S.C. Gakhar and Dr. Rajnish was used. The study revealed that the majority of the B.Ed. students were of average teaching aptitude, and no B.Ed. students were found with extremely high or very low teaching aptitude. The study also found no significant difference in the teaching aptitude of B.Ed. students in relation to their academic achievement.

Chaudhary (2016) explored the relationship between teaching aptitude and job satisfaction among the teachers working under government schools run by Basic Shiksha Parishad in Ghaziabad District. The resultant finding indicated that there was a positive relationship between teaching aptitude and job satisfaction, but the relationship between the two was not significant.

Kalita (2016) conducted a study entitled “Teaching aptitude of high school teachers in relation to gender and educational level,” where the samples for the study were taken from the Kamrup District of Assam in India. The study noted no significant differences in the teaching aptitude of the aforementioned teachers in relation to gender and educational level (graduates vs. postgraduates).

Ramesh (2016) studied ‘teaching aptitude and adjustment of secondary school teachers’ in the jurisdiction of Budaun District of Uttar Pradesh. In the study, the investigator compared the teachers of government schools and private schools. The sample consisted of 25 government secondary school teachers and 75 private secondary school teachers. The study revealed that government secondary school teachers had lower teaching aptitude as compared to private school teachers and the relationship between

teaching aptitude and adjustment of secondary school teachers were not significant.

Sharma and Ahmed (2016) in their investigation on “teaching aptitude of prospective teachers in relation to their gender and educational background,” reported no significant difference on the measure of educational background in relation to teaching aptitude. The pupil-teachers from the arts group were also compared with the science group, and it was noted that pupil-teachers in science and arts groups do not differ significantly in their teaching aptitude. However, female arts pupil teachers were showing significant and better teaching aptitude as compared to their counterparts. The sample of the study comprised 200 pupil teachers from two teacher training institutions of the Rajouri District of Jammu and Kashmir state and was divided into 100 male and 100 female pupil teachers, and the teaching aptitude test constructed by Dhahiya and Singh (2004) was used to collect the data.

Sharma and Bedi (2016) in their research article “A Study of secondary school teachers’ aptitude about teaching profession” noted no significant difference in the teaching aptitude of urban male teachers and urban female teachers. However, a significant difference was noted in the teaching aptitude of rural male teachers and rural female teachers in favour of female teachers from rural areas.

Bhat and Shanwal (2017) in their study entitled “Impact of pre-service teacher education on effectiveness, aptitude and attitude of prospective teachers,” took a sample of 200 prospective teachers from the central universities of Delhi via random sampling technique. ‘Teaching Aptitude Test’ (2004) by Surendra S. Dahiya and L. C. Singh was the tool used for gathering the data. The investigation noted that there existed no significant interaction of gender, stream of study, and institution on the teaching aptitude of pupil-teachers. The study, however, noted that the teaching aptitude of the pupil-teachers increased after doing their B.Ed., as the mean score in the post-test was higher than that of the pre-test.

Chaudhary (2017) conducted a study titled “The Impact of Teaching Aptitude of the Teachers on Students’ Academic Achievement: A Brief Study,” where 160 teachers from 8th standard were taken from 54 government schools run by Basic Shiksha Parishad. The total number of students collected for the sample amounted to 1075 in total—565 boys and 510 girls, all from rural areas. The investigator used the tool ‘Teaching Aptitude Test’ developed and standardized by Dr. Jaiprakash and Dr. R. P. Shrivastava. The result of the study supported that student-teachers with a high teaching aptitude fare better in their academic achievement. The study noted a significant difference in the mean scores of the students with teachers having high teaching aptitude and students with teachers having low teaching aptitude. The significant difference noted was that students who have teachers with a high teaching aptitude also have a better academic achievement score.

Devi and Sharma (2017) for their study, “A Study of teaching aptitude and attitude of prospective primary school teachers towards teaching profession in relation to their gender, type of institution and stream of study” took a sample of 640 prospective primary school teachers, 320 from private and 320 from government institutions (DIET) of junior basic teacher training colleges from six districts of Himachal Pradesh. The “Teaching Aptitude Test Battery” by Dr. R.P. Sharma and S.N. Sharma (1998) was the tool used for this study. A significant difference in the teaching aptitude of male and female prospective primary school teachers was noted in favour of female prospective teachers. Also, there exists a significant difference in the teaching aptitude of prospective primary school teachers studying in government (DIET) and private institutions; prospective teachers from private institutions have a higher level of teaching aptitude as compared to those from government institutions. However, no significant difference was found in the teaching aptitudes of the prospective teachers with reference to their stream of study (arts vs. science); though prospective teachers from the arts stream have a higher level of teaching aptitude, the difference was not wide enough to be significant.

Jabeen (2017) compared the “teaching aptitude and academic achievement of prospective teachers from regular and distance mode,” took a sample of 100 prospective teacher trainees each from the distance mode and the regular mode from Magadh University, Gaya Town, and administered the ‘Teaching Aptitude Test Battery’ (TATB) by Dr. R. P. Singh (Patna) and Dr. S. N. Sharma and found that the teaching aptitude and academic achievement of prospective teachers studying Bachelor of Education in regular and distance mode do not differ. The investigation noted no significant difference in the teaching aptitude of prospective teachers in relation to the mode of study and gender.

Mangalamma and Vardhini (2017) surveyed “teacher effectiveness of secondary school teachers in relation to teaching aptitude” in Bangalore South District. Among the 100 samples selected from the secondary school teachers, 79.00% of the teachers were found to have average teaching aptitude whereas 8.00% of the sample teachers had good teaching aptitude. A staggering 13% of the sample teachers articulated poor teaching aptitude. The study also concluded that teaching aptitude impacted teacher effectiveness.

Sharma (2017) in his study “Teaching aptitude and adjustment of primary school teachers’ took a sample from ten schools in Sirsa District, Haryana”. The sample consisted of 100 teachers. The researcher used the Teacher’s Teaching Aptitude Questionnaire. The study noted that the correlation of adjustment and teaching aptitude among government teachers and private school teachers was insignificant in both cases. It was also noted that there was no significant difference in the teaching aptitude of government school teachers and private school teachers in relation to their gender (male vs. female).

Kanaparthi and Rani (2018) in their study “Teaching aptitude of prospective teachers,” took 250 prospective teachers from Prakasam District of Andhra Pradesh as the sample. The Teaching Aptitude Test developed and standardized by Gakhar and Rajnish (2010) was used in this study. Gender and

the educational level (postgraduates vs. undergraduates) of prospective teachers make a significant difference in their teaching aptitude, with female prospective teachers having a higher level of teaching aptitude and a postgraduate level of education, respectively. However, variables like locality, type of school management, and academic streams of prospective teachers do not make a significant difference in the teaching aptitude of prospective teachers.

Kshirsagar (2018) for his research article titled “A study of teaching aptitude on regular teachers and special teachers.” He took a total sample of 240 teachers from the District of Ahmednagar, where 120 (60 male teachers and 60 female teachers) teachers were randomly selected from both regular and special schools. The age range selected as the sample was 25-50 years of age. The Teaching Aptitude Test Battery (TATB) by Shamim Karim and Ashok Kumar Dixit was used for the study. It was noted that the teaching aptitude of teachers from special schools was higher than that of teachers from the regular schools.

Kumari and Khamari (2018) explored the determinants of teaching aptitude among prospective secondary school teachers of the Durg-Bhilai region. The sample of the study consisted of 212 B.Ed. students, of which 128 were male and 84 were female. The study revealed that male and female prospective secondary school teachers did not depict any variation in teaching aptitude and that reasoning ability had a strong impact on the teaching aptitude of the sample prospective teachers.

Shrikant (2018) compared the teaching aptitude of regular teachers and special teachers of Ahmednagar District, Maharashtra. For the samples, 240 teachers, of whom 120 were regular teachers and the other 120 were special teachers were randomly selected. The study employed the teachers’ aptitude battery, which considers factors like cooperative nature, consideration, wide interest and scholarly taste, fair-mindedness and impartiality, and optimistic attitude. The study concluded that special teachers

had higher aptitude compared to regular teachers in all the areas of teaching aptitude taken, and the differences were significant.

Singh and Kaur (2018) in their research article titled “A study of teaching aptitude of prospective teachers in relation to sex, intelligence, and academic achievement,” noted no significant difference in the teaching aptitude of prospective teachers in relation to gender. However, the investigators noted a significant difference in the teaching aptitude of potential teachers in relation to high or low intelligence and their academic achievement (i.e., high achievers and low achievers). The sample of 600 prospective teachers (300 males and 300 females) was taken from Malwa, Punjab, and the tool used by the researchers was the ‘Teaching Aptitude Test Battery’ (TATB) by R.P. Singh and S.N. Sharma.

Thangarajan, M. (2018) investigated the relationship between teacher attitude and teaching aptitude of prospective secondary school teachers of Nagarjuna University. 650 sample prospective teachers gave their responses in the study. The finding of the study was

- a) Teacher attitude and teaching aptitude were positively related.
- b) Academic qualification did not have an impact on either teacher attitude or teaching aptitude.
- c) The methodology opted for by the prospective teachers did not influence teaching aptitude and teaching attitude.

Mwastry (2018) in his qualitative study entitled “Measuring preservice teachers' teaching aptitude for inclusive education: Need of the hour,” noted that the Inclusive Education Teaching Aptitude Test [IETAT] is very beneficial for special teacher education programmes. In cases where inclusive schools need to recruit untrained teachers due to the unavailability of trained teachers. IETAT may be useful for them to select a candidate with aptitude for teaching in inclusive education. Understanding their aptitude for

teaching in inclusive education can be useful for the teacher educators, stakeholders, and policymakers involved in inclusive education.

Nayak and Das (2018) conducted a study on “Teaching aptitude of B.Ed. pupil-teachers in relation to their teaching competency and intelligence,” where the investigators took a sample that consisted of 600 B.Ed. teacher trainees—150 from Baripada, 150 from Balasore, 150 from Bhadrak, and 150 from Jajpur Districts of Odisha. The total sample was constituted of 300 males and 300 females. The tool used was ‘Teaching Aptitude’ (2002) by L.C. Singh and Dahiya. From the study, the investigators noted that there was a significant difference between the teaching aptitude of B.Ed. teacher trainees with high intelligence and B.Ed. teacher trainees with low intelligence, and this significant difference shows that the group of B.Ed. trainees with high intelligence had a higher level of teaching aptitude than the low-intelligence group; they also noted a significant relationship between intelligence and teaching aptitude. However, no significant relationship was noted in the level of teaching aptitude in relation to gender and locality.

Kalsi and Dhar (2019) in their dissertation titled “A study of teaching aptitude of pupil teachers in relation to their gender and locality,” noted no significant difference in the teaching aptitude of the pupil teachers on the basis of gender and locale. The sample for the study was drawn by using random sampling. The population consisted of teacher trainees from Government College of Education Jammu, Chenab College of Education, MIER College of Education, Sant Mela Singh College of Education, New Millennium National College of Education, and University of Jammu, all of which are affiliated with the University of Jammu and Cluster University of Jammu.

Prajapati et al. (2019) examined academic aptitude among B.Ed. students and found that there was no significant difference in the teaching aptitude among the B.Ed. students with regard to their gender, whereas the differences between students with high intelligence and low intelligence in teaching aptitude were significant.

Sono and Tyagi (2019) in their study, compared the teaching aptitude, intelligence, and general awareness of senior secondary school teachers working in Srinangangar and Suratgarh and found that the differences in teaching aptitude in relation to working areas (Srinangangar and Suratgarh), gender, and locale (rural and urban) were not statistically significant.

Guru (2020) conducted an investigation on “teaching aptitude and academic achievement of TTWAS under Sambalpur University” using a sample that consisted of 200 students from four colleges of teacher education under Sambalpur University. The tool utilized for this study was the ‘Teaching Aptitude Test,’ which was developed by RIE (Regional Institute of Education) Bhubaneswar. The result of the study confirmed no significant difference in the teaching aptitude in relation to gender; the investigator found a coefficient correlation between teaching aptitude and academic achievement significant at the 0.05 level. The study concluded that there was a significant relationship between teaching aptitude and academic achievement of pupil teachers from Sambalpur University.

Rahman and Saikia (2021) conducted an investigation titled “A study on teacher effectiveness and teaching aptitude among B.Ed. student teachers in Kamrup (M) District of Assam,” where the population of the study consisted of 153 B.Ed. students (63 from government institutions and 63 from private institutions) from two B.Ed. Colleges of Kamrup (M) District in Assam. The ‘Teaching Aptitude Test’ (TAT) developed by Dr. S.C. Gakhar and Dr. Rajnish (2004) was used for the study. The study made an attempt to find out the relationship between teacher effectiveness and teaching aptitude among B.Ed. student teachers, and the investigation revealed a positive and significant relationship between teacher effectiveness and teaching aptitude among B.Ed. student teachers. Hence, it may be concluded that those who have a high teacher effectiveness will also have a high teaching aptitude and vice versa.

Rani, S. (2021) studied ‘a study of teaching aptitude among B.Ed. students’ and found that there was no significant difference between the

teaching aptitude among (boys and girls) B.Ed. student teachers with regard to gender.

Rathod and Patel (2021), in their study “A study of teaching aptitude of higher secondary school teachers in context to certain variables,” selected 100 higher secondary school teachers working with the Gujarati medium GSEB board of Ahmedabad city via stratified random sampling technique. The teaching aptitude test constructed and standardized by Dr. Satish Prakash Shukla was used for this study. The study noted no significant difference when comparing the teaching aptitude of male teachers and female teachers. The researchers also took the type of management as one variable and divided them into government and self-financed schools; a significant difference was noted in the teaching aptitude of teachers in favour of teachers from the self-financed type of management of the school.

Vidushy (2021) in his article titled “Teaching aptitude among secondary school teachers in relation to sense of responsibility, gender, and locale,” took a sample of 700 regular in-service teachers from government high schools and higher senior secondary schools from seven districts of Punjab. He noted that gender and locale have no significant effect on the teaching aptitude of the teachers.

Bwaswal and Swain (2022) in their research article “Teaching aptitude of teacher educators in relation to their academic background,” took a sample of 60 teacher educators, of which 30 were from science and 30 from Arts were selected using the random sampling technique from six teacher education institutions (three DIETs and three CTEs) of Cuttack, Puri, and Khordha Districts of Odisha. The investigators utilized the ‘Teaching Aptitude Test Battery’ developed and standardized by Dr. R. P. Singh and Dr. S.N. Sharma. The study noted a significant difference in the teaching aptitude of teacher educators in relation to their academic streams, with the teacher educators from the science stream having a higher aptitude.

Ratheeswari and Akila (2022) in their study “Teaching aptitude of teacher educators in relation to their professional ethics,” utilized the tool ‘Aptitude towards Teaching Scale’ developed by Kanti, K.S. The researchers took as a sample teacher-educators who work in the colleges of education in Chennai, where 145 teacher educators were selected via stratified random sampling technique. The result of the study justified that there was a significant difference in the level of teaching aptitude among teacher educators in relation to gender, with female teacher educators having a higher level of teaching aptitude; they also noted a significant difference in relation to locale (rural vs. urban) in favour of teacher educators from urban areas. The study also justified that there was a significant difference among teacher educators who used English as a medium of study and those using Tamil as a medium of study while pursuing the teacher educator course. The said significance was in favour of those who used English as their medium while studying the teacher education course. Type of family (nuclear vs. joint) in relation to teaching aptitude of teacher educators plays a significant role, with teacher educators from a nuclear family group having a better teaching aptitude. A significant difference was also noted among different streams of study (arts, science, and vocational subjects) and types of schools (boys, girls, and co-education) in relation to their teaching aptitude.

Sonowal and Kalhotra (2022) conducted an investigation on “a study of teaching aptitude of B.Ed. trainees in relation to their demographic variables.” The population consisted of various colleges affiliated with Dibrugarh University in Assam, where a sample of 300 B.Ed. trainees was randomly selected for the study. The tool used was an aptitude inventory constructed and standardized by Dahiya, S. S. & Singh, L. C. The results noted no significant difference in teaching aptitude of the B.Ed. trainees with regard to gender (male and female), locality (urban and rural), management (government and private), social category (General, OBC, ST, and SC), teaching specialty, and age.

Kandwal et al. (2023) in their article titled “Demystifying the relationship between teaching aptitude and aggressive behaviour among pre-service teachers for quality education,” collected data from three teacher training colleges in Noida, Uttar Pradesh, India. 53 pre-service teachers responded to the research. Based on percentage analysis, 54% of pre-service teachers were non-aggressive and 46% were aggressive. In the study, the investigators noted a significant negative correlation between aggressive behaviour and teaching aptitude; this indicates that a high aggression level hinders the manifestation of teaching aptitude. The Teaching Aptitude Test—Dahiya and Singh (TAT-DS) was used. The teaching aptitude test was designed by Dr. Surendra Singh and Dr. L.C. Singh. Further analysis was performed where the pre-service teachers were divided into two groups: below-average teaching aptitude and above-average teaching aptitude. It was noted that, for those who fall under the below-average aptitude group, 90% of the pre-service teachers were aggressive. However, for the pre-service teacher trainees falling in the above-average group, only 23% were aggressive, which was in consensus with the finding that a negative correlation between teaching aptitude and aggression exists.

Mili (2023) conducted an investigation titled “A study on the teaching aptitude of B.Ed. trainees of upper Assam, India,” where a sample of 24 male and 28 female B.Ed. Trainees of upper Assam were selected via simple random sampling from two teacher training institutes of Lakhimpur District. The ‘Teaching Aptitude Test’ developed by Gakhar and Rajnish (2010) was the tool administered to the research respondents; the study noted that

- a) Female B.Ed. trainees are found to have higher teaching aptitude than male teacher trainees.
- b) Both arts and science background B.Ed. trainees have the same teaching aptitude.

- c) Both graduate and postgraduate B.Ed. trainees have the same teaching aptitude.

Venkatesha and Rajeeva (2024) for their study on the “relationship between teaching aptitude and academic achievement of student-teachers of college of education,” took a sample of 100 student teachers selected randomly from different colleges of teacher education affiliated with Davangere University, on whom they administered the Teaching Aptitude Test, which was prepared by Dr. S.C. Gakhar and Dr. Rajnish. The researchers noted a moderate positive correlation between the teaching aptitude and academic achievement of the student teachers. The result indicated that there was a tendency for student-teachers with a high teaching aptitude to also have a high academic achievement.

Fatima et al. (2024) in their article, “Correlation between prospective teachers’ teaching aptitude and academic achievement,” took a sample from the newly enrolled undergraduates and graduates that amounted to 282 enrolled university students via purposive sampling technique. The ‘Teaching Aptitude Test Battery’ developed by Singh and Sharma was used in the adapted version, and it was made to consist of 30 items that were divided into seven (7) factors: communication, discipline, patience, leadership, enthusiasm, empathy, and current knowledge. These factors are based on National Professional Standards (NPS) knowledge, skills, and disposition. This study found the correlation with GPA, knowledge, skills, and disposition has a significant but weak positive correlation. It was recommended that a teacher aptitude test may be taken for admission to teacher education programs.

2.2 STUDIES RELATED TO ATTITUDE TOWARDS THE TEACHING PROFESSION

Poozhikuth (1989) compared the attitude of college teachers in terms of gender, age, and length of service in his study, ‘Attitude towards teaching profession of college teachers.’ The study revealed that female college teachers

possessed a higher attitude towards teaching as compared to male college teachers. The study also showed that age does not have any significant impact on the level of attitude toward the teaching profession, whereas length of service had a profound influence on the attitude of college teachers.

Budhisagar et al. (1991) conducted an experiment on the effect on attitude toward the teaching profession among prospective secondary school teachers undergoing a B.Ed. course by program learning material, advanced organizer material, and traditional teaching. The study revealed that the attitude towards the teaching profession of the prospective teachers was not the determining factor for academic achievement, unlike intelligence. Advanced organizer material was found to be the best, then programme learning material with the least impact by traditional teaching in the academic achievement of the student-teachers.

Das (1992) surveyed the potency of the primary teacher education programme on the attitude of teacher trainees towards the teaching profession. The sample was drawn from teacher trainees of DIET, Udumbur, Cachar, of the 1991-92 session. The findings of the study were: a) A one-year teacher training programme provided to samples had positive influences on the development of a good attitude towards the teaching profession regardless of the locale of the samples. b) Teaching experience had a good impact on developing a positive attitude and emphasis should be given to co-curricular activities as well as academic activities to effectively develop a higher attitude towards the teaching profession.

Ganapathy (1992) explored “Self-concept of student teachers and their attitude towards teaching profession” among student teachers of teacher education colleges in Tamil Nadu. Samples of 723 student teachers were randomly selected from nine institutions. The resultant finding revealed that all the student-teachers possessed a favourable attitude towards teaching profession, and self-concept was a determinant of attitude towards teaching profession among the sample student-teachers.

Appadurai and Saraladevi (2007) conducted a study among the secondary school teachers in Chennai district under different management and explored the impact of their aptitude and attitudes in teaching on their efficacy. The study revealed an insignificant difference in attitude towards teaching profession for teachers from government and corporate schools, whereas female teachers from government-aided schools and male teachers from matriculate schools possessed a more positive attitude towards teaching profession. With regard to teaching aptitude, the study showed statistically insignificant differences between male and female teachers of government-aided and corporate schools, while male teachers of government and matriculate schools depicted higher levels of teaching aptitude. The study also revealed a significant relationship between teaching aptitude, attitude towards teaching, and teacher efficacy.

Kaur (2008) conducted a study on the academic achievement, teaching aptitude, and attitude towards teaching profession of B.Ed. students in the state of Jammu and Kashmir based on the admission procedure. The sample of the study consisted of 500 student teachers from the Jammu and Kashmir District. The study revealed that i) no significant differences in academic achievement of B.Ed. students in terms of gender and locality ii) significant differences in the attitude towards teaching among B.Ed. students with regard to gender and locality. Male B.Ed. students possessed a more positive attitude towards teaching as compared to female B.Ed. students. Rural B.Ed. students had a more favourable attitude towards teaching than urban B.Ed. students. iii) The difference in teaching aptitude among B.Ed. students in relation to gender was not significant, but with regard to locality, it is significant. Rural teachers were found to possess more favourable teaching aptitude as compared to urban B.Ed. students.

Kaushik (2010) compared the teaching aptitude and attitude towards teaching profession among the students of a teacher education institution in Meerut based on their social status and found that the socially advantaged

student teachers had more positive teaching aptitude and attitude towards teaching profession compared to socially disadvantaged groups.

Cristina-Corina and Valerica (2012) conducted a study on job satisfaction and perception of Romanian teachers on the teaching profession. The study revealed job satisfaction was positively correlated with the perception of the teachers towards teaching profession.

Parvathi (2012) in her study of attitude towards teaching profession among mathematics students—teachers in relation to metacognition and teaching competency in Thoothukudi District, Tamil Nadu. The majority of the mathematics students were found with a moderate attitude towards teaching profession. The study revealed insignificant differences with regard to gender and educational qualification and significant differences with regard to locality in attitude towards teaching profession.

Kumar (2013) conducted a study on the teaching effectiveness, teaching aptitude, and attitude towards teaching among prospective mathematics teachers from Acharya Nagarjuna University of Andhra Pradesh. The conclusion drawn from the resultant findings of the study included i) High teaching aptitude among prospective teachers. ii) A significant difference in the teaching aptitude among prospective teachers was found with regard to gender, locality, and level of education. Female prospective teachers had higher teaching aptitude as compared to male prospective teachers. Rural prospective teachers had higher teaching aptitude than urban prospective teachers. Graduate prospective teachers were found to have higher teaching aptitude when compared with postgraduate prospective teachers. iii) The prospective mathematics teachers had a moderate attitude towards teaching mathematics. iv) There was no significant difference in the attitude towards teaching mathematics of rural and urban prospective mathematics teachers, and both of them had a moderate attitude towards teaching mathematics. There was a significant difference in the attitude towards teaching mathematics of male and female prospective mathematics teachers, and male prospective

mathematics teachers had more attitude towards teaching mathematics than their women counterparts, though both of the male and female prospective teachers possessed moderate attitudes towards teaching mathematics. There was no significant difference in the attitude towards teaching mathematics of graduate and postgraduate prospective mathematics teachers, and both groups of prospective mathematics teachers possessed a moderate attitude towards teaching mathematics.

Parvez and Shakir (2013) estimated the attitudes of prospective teachers towards the teaching profession in the Aligarh District of Uttar Pradesh. The study concluded that gender differences among prospective teachers do not change the attitude of prospective teachers towards teaching profession. The study also found that the attitudes of prospective science and social science teachers in the teaching profession were not significantly different.

Sharma (2013) compared the attitude of Hindi-medium and English-medium higher secondary school teachers in Raebareli towards teaching profession and found no statistically significant difference between the two groups in attitude towards the teaching profession.

Yadatie (2013) assessed the attitude of teacher trainees and trainers from three colleges under Jinnu University towards the teaching profession in Ethiopia. The study revealed the dissatisfaction of both teacher trainees and trainers with regard to social status, pay, professional development, promotion of self-confidence, and public attitude towards the profession; still, they enjoy teaching and love being a teacher.

Andronache et al. (2014) study the attitude of graduate students of science disciplines in Romania. The sample consisted of 82 graduate students from educational science institutions. The study revealed that the attitude of graduate students was positive towards teaching profession. The relationship between cognitive and affective was found to be positive, while no relationship

was found between the cognitive and behavioral domains of attitude towards teaching profession among the future science graduate teachers of Romania.

Bala (2014) conducted a study on the level of attitude towards the teaching profession among higher secondary school teachers in the Hamirpur District of Himachal Pradesh. The study concluded that the attitude of senior secondary school teachers does not differ significantly with gender and academic stream.

Banerjee and Behera (2014) conducted an ‘Investigation into the Attitude of Secondary School Teachers towards the Teaching Profession in Purulia District of West Bengal.’ A sample of 180 prospective teachers was randomly selected from Purulia District. The investigators used the Likert Scale for the collection of data. The study concluded that the majority of the teachers were having a moderate attitude towards teaching profession. Female secondary school teachers possessed a more favourable attitude as compared to male secondary school teachers towards teaching profession. Rural teachers were found to have a higher attitude as compared to urban teachers towards the teaching profession. No significant differences were observed in the attitude of secondary school teachers in terms of professional qualification and academic streams.

Bhargava and Pathy (2014) assessed the attitude of prospective secondary school teachers towards teaching profession in Ranchi. The sample consisted of 96 prospective teachers. The study revealed that there was no significant difference between male and female prospective teachers (non-tribal) of Ranchi from the academic streams—social science and science—in attitude towards the teaching profession. A significant difference was observed in the attitude of tribal prospective teachers of Ranchi towards the teaching profession from social science and science streams.

Chakraborty and Modal (2014) investigated the attitude of prospective teachers from the academic session 2013-14 towards teaching

profession. The tool developed by the investigator was employed for assessing the professional attitude of prospective teachers towards teaching profession. The resultant conclusions drawn from the study were i) No significant differences existed among the prospective teachers in West Bengal in attitude towards teaching profession in relation to gender, category, religion, locality, and academic stream (arts & science); ii) significant differences were observed for educational qualification in attitude towards teaching profession among the prospective teachers. It was observed that postgraduate prospective teachers were more positive about teaching profession as compared to graduate prospective teachers.

Kaur (2014) studied the attitude of elementary school teachers towards the teaching profession selected from Sangur District. The 150 samples were selected from fifty schools in the district. The study found that female elementary school teachers have a more favourable attitude towards teaching profession, and there were significant differences between elementary school teachers with favourable and unfavourable attitudes towards teaching profession in their personality characteristics (psychoticism, neuroticism, and extroversion).

Sahayarani and Stanly (2014) in their study, explored the attitude of student teachers in B.Ed. students from Pondicherry. The sample consisted of 104 B.Ed. students from various teacher education institutions in the town of Pondicherry. The investigators used the Attitude Scale towards the Teaching Profession developed by VV Katti and CS Banner. The study concluded that the student teachers were having a high attitude towards teaching profession, the differences in attitude towards teaching profession among the student teachers with regard to gender and subject were significant, and with regard to locality were not significant. Female student teachers possessed a higher attitude toward teaching profession.

Kumar (2015) investigated the attitude of senior secondary school teachers of Ferozepur District towards teaching profession and its relationship

with their adjustment. The sample of the study consisted of 200 senior secondary school teachers selected from 10 senior secondary schools in Ferozepur District. The Teacher Attitude Inventory by Ahluwalia (2001) and the Teacher Adjustment Inventory by Ojha (1990) were utilised as tools for the study. The study revealed that there existed a significant and positive relationship between attitude towards teaching profession and adjustment among senior secondary school teachers. The study also showed that the differences in attitude towards teaching profession with regard to gender and locality were not statistically significant.

Awan (2015) conducted a study on the impact of teacher education on the attitude of prospective teachers towards teaching among 800 B.Ed. students in Punjab province of Pakistan. The study revealed a positive impact of the teacher education programme among the prospective teachers. With regard to gender, the differences between male and female prospective children in attitude towards teaching were significant before they received teacher education, and the differences were found to be negative after they finished the programme. The difference between urban and rural prospective teachers' attitudes towards teaching was found to be not significant.

Chandramma (2015) evaluated the attitude of secondary school teachers of Chittoor District towards teaching profession. The sample of the study consisted of 300 secondary school teachers selected randomly from the district. The study concluded that no significant difference existed among the secondary school teachers in terms of teaching experience and significant difference in terms of gender and management of the secondary school. Female secondary school teachers were found to have a more favourable attitude towards teaching profession, and government secondary school teachers were more favourable towards teaching profession as compared to private secondary school teachers.

Elangovan (2015) explored the teaching aptitude and attitude of prospective elementary school teachers from 14 DIET in Tamil Nadu towards

teaching profession in relation to their emotional maturity. The study concluded that no significant statistical differences were observed among the prospective teachers in teaching aptitude and attitude towards teaching profession with regard to gender, level of education, and academic streams.

Kavitha and Venkateswaran (2015) in their study, found that the differences in attitude towards teaching profession among secondary school teachers of Salem District with regard to gender, locale, school management, and academic streams were not statistically significant. The relationship between attitude towards teaching profession and job satisfaction among the secondary school teachers was positive and significant.

Pancholi and Bharwat (2015) investigated the attitude of prospective teachers from Ahmedabad towards teaching profession. The study revealed significant differences with regard to gender and locale of the prospective teachers. Females and rural prospective teachers showed a more positive attitude towards teaching profession. Prospective secondary school teachers of Ahmedabad city did not differ significantly in attitude towards teaching profession considering their academic stream. The study also revealed that there were more prospective secondary school teachers with unfavorable attitudes towards teaching profession.

Şener (2015) examined prospective teachers' attitudes towards teaching profession among teacher trainees in the state university of Turkey. The study concluded that there existed a positive attitude towards teaching profession among the prospective teachers. Female teacher trainees exhibited a more positive attitude towards teaching profession.

Sharma & Srivastava (2015) investigated the attitude of higher secondary school teachers in the Raebareli district of Uttar Pradesh. The sample consisted of 336 higher secondary school teachers randomly selected from the Raebareli district. For estimating the attitude towards teaching profession, the Teacher Attitude Inventory of Dr. S.P. Ahluwalia was

employed. Findings of the study showed that male and female higher secondary school teachers possessed positive attitudes toward their profession, and the differences in their attitudes were not significant.

Singh and Singh (2016) conducted a ‘Study on the Attitude of Primary School Teachers towards the Teaching Profession in Varanasi District of Uttar Pradesh.’ The teacher attitude inventory developed by Dr. S. P. Ahluwalia was applied to a sample of 90 primary school teachers selected randomly from Varanasi District. The study revealed a significant difference in attitude towards the teaching profession in terms of gender and academic streams. Female primary school teachers exhibited a higher attitude towards teaching profession than male primary school teachers. Arts primary school teachers also exhibited a higher level of attitude as compared to science primary school teachers towards teaching profession.

Rani (2016) conducted a study to estimate the attitude of prospective secondary school teachers towards teaching profession in Haryana. The samples consisted of 100 B.Ed. students from four districts of Haryana—Rohtak, Jhajjar, Sonapat, and Rewari. Teacher Attitude Inventory developed by Dr. SP Ahuwalia (2202) was used for data collection. The study found an insignificant difference in the attitude of prospective teachers towards teaching profession with regard to gender and locality.

Sarkar and Behera (2016) conducted a study on the attitude of college teachers towards teaching profession in the Cooch Behar District of West Bengal. The sample of the study comprised 180 college teachers with general and social science subjects from Cooch Behar District. The findings of the study were i) there was a significant difference in male and female college teachers attitudes towards teaching profession, wherein females had a higher attitude level; ii) no significant difference was observed between rural and urban college teachers; and iii) science college teachers were found to have a more favourable attitude towards teaching profession as compared to arts college teachers.

Baruah and Gogoi (2017) examined the attitude of secondary school teachers of Dibrugarh District towards the teaching profession in relation to adjustment. A total of 300 teachers were selected as samples from 5 secondary schools in Dibrugarh. Tools for the study consisted of the Attitude Scale towards Teaching Profession by Umme Kulsum (2005) and Mangal Teacher Adjustment Inventory by S.K. Mangal. The resultant findings of the study revealed a positive and significant relationship between attitude towards teaching profession and adjustment of secondary school teachers in Dibrugarh District.

Jahan (2017) investigated the professional attitude of government upper primary school teachers from the Bhopal division. The study sample comprised 200 upper primary school teachers. The study revealed that the majority of teachers were having a moderate attitude towards teaching profession. The study also showed that there was a significant difference in the overall attitude of government upper primary school teachers in their attitude towards teaching profession with regard to gender. In different dimensions of attitude towards teaching profession, significant differences in male and female teachers were found to differ in attitude towards teaching profession, attitude towards pupils, and attitude towards teachers; and insignificant differences were found in attitude towards classroom teaching and attitude towards child-centered teaching. Female teachers were found to have a more favourable attitude towards the teaching profession as compared to male teachers.

Karim et al. (2017) investigated the relationship between the attitude of prospective teachers toward the teaching profession and their academic achievements in Baluchistan, Pakistan. The sample of the study comprised 180 prospective teachers from Baluchistan. The study revealed a significant relationship between the attitude of prospective teachers towards teaching profession and their academic achievement. The attitude towards the teaching profession among prospective teachers was also found to have a relationship with the prospective teachers' selection of teaching as a career.

Rakesh and Kiran (2017) explored the attitude of pre-service teachers in Shivamogga City towards the teaching profession. In the present study, 200 B.Ed. students were selected as samples from four teacher education institutions in Shivamogga City. The attitude scale directed towards teaching profession developed by Kulsum (2001) was employed. The study revealed no significant differences in the overall attitude of male and female B.Ed. Students of Shivamogga City towards teaching profession.

Sudakshina (2017) studied the academic success of student teachers in relation to teaching aptitude and attitude towards teaching profession among prospective secondary school teachers of secondary teacher education institutions in two districts, Hooghly and Burdwan, under the University of Burdwan. The finding of the study showed that female prospective secondary school teachers possessed higher teaching aptitude and academic achievement, while males exhibited a higher level of attitude towards teaching profession. The study further revealed that a significant relationship existed between teaching aptitude and attitude towards teaching profession, whereas the relationship of teaching aptitude and attitude towards teaching profession with academic achievement was not significant.

Hossain (2018) had taken up a study entitled 'Attitude of B.Ed. students towards teaching profession in West Bengal.' 220 B.Ed. students from the Naida district of West Bengal were selected as a sample through a purposive sampling technique. The tool developed by the researcher was used in the study. The study concluded that there existed significant differences in the attitude of B.Ed. students of Naida District of West Bengal in terms of academic stream, locality of the B.Ed. students, and gender. Arts B.Ed. students had a more favourable attitude as compared to science B.Ed. students. Rural students possessed a better attitude towards teaching profession as compared to urban students. And male B.Ed. Students had a more favourable attitude towards teaching profession as compared to female B.Ed. students.

Kumar and Rajendran (2018) investigated the attitude of secondary education teachers towards teaching profession and its relationship with their professional competencies. The sample consisted of 125 secondary school teachers selected through a stratified random sampling method. Tools used in the study included the Attitude towards Teaching Scale developed by Jordan Carpenter (2009) and the Professional Competencies Scale developed by Savan (1994). The study concluded that men possessed a higher-level attitude towards teaching profession. It was also observed in the study that there existed significant differences in the attitudes of secondary school teachers handling the subjects of language and science, language and social science, mathematics and science, and mathematics and social science. The difference between rural and urban secondary school teachers in attitude towards teaching profession was not significant. The study also revealed that there was a significant relationship between the attitude of secondary school teachers and their teaching competencies.

Umar and Gobirawa (2018) conducted an investigation on the attitude among the education graduates in Soko Metropolis towards teaching profession. The sample comprised 346 secondary school graduates from five institutions within the metropolis. The study revealed that the relationship between male graduates and attitude towards teaching profession was high, and female graduates and attitude towards teaching was moderate, and education graduates with attitude towards teaching was high.

Archana (2019) analysed teaching aptitude and attitude towards teaching among 500 prospective Hindi teachers in Ajmer. The study showed a significant difference in the teaching aptitude of Hindi teachers in terms of locality, gender, and level of education. Rural prospective teachers were found to have higher teaching aptitude as compared to urban Hindi teachers, female teachers depicted a higher level of teaching aptitude as compared to male teachers, and graduate Hindi teachers showed higher teaching aptitude compared to postgraduate Hindi teachers. With respect to attitude towards the

teaching profession, locality of the Hindi teachers showed no significant impact on the attitude towards the teaching profession; male teachers were found with a better attitude towards the teaching profession as compared to female teachers, and no significant difference in attitude towards teaching profession was observed in the study in terms of level of education.

Alex (2019). An analytical study of preservice teachers training students aptitude and their attitude towards teaching profession in the Thane District of Maharashtra. The study concluded that the level of teaching aptitude and attitude towards teaching profession among pre-service teachers was moderate. The findings of the study also depicted that there were no significant differences between B.Ed. and D.Ed. pre-service teachers in teaching aptitude and attitude towards teaching profession.

Lalrampari and Tochhawng (2019) compared the attitude of secondary school teachers working in deficit schools within Aizawl City with regard to their professional training. For estimating the attitude among teachers of deficit schools towards teaching profession in the city, the Attitude Scale towards Teaching Profession by Dr. Umme Kulsum was applied. The study revealed that no significant differences existed in the attitude of trained and untrained Deficit school teachers in Aizawl city with regard to academic, administrative, social, and psychological, co-curricular activities, and economic aspects of teaching profession.

Lone (2019) investigated the attitude of secondary school teachers working in the Srinagar and Kupwara districts of Jammu and Kashmir towards teaching with regard to gender, locality, and academic streams. The study revealed no significant differences in attitude towards teaching profession among the secondary school teachers in relation to gender, locality, and academic streams.

Parhi (2019) conducted a study on 'assessment of prospective teachers' studying in the Institute of Advanced Studies in Education, Odisha,

attitude towards teaching,’ and the resultant findings revealed that 98.07% of female student-teachers and 95.58% of male student-teachers had a favourable attitude towards teaching profession. 1.92% of female and 4.41% of male student-teachers were found with a neutral attitude towards teaching profession. The female B.Ed. student-teachers possessed a better attitude towards teaching profession compared to the male student-teachers.

Singh (2019) explored the attitude towards teaching profession among college teachers at V.B.S. Purvanchal University, Jaunpur, in relation to their efficiency with regard to their locality. The study depicted that college teachers from both rural and urban areas who have high teacher efficiency also show a higher level of attitude towards teaching profession.

Zarzolawmi (2019) conducted a study, ‘Attitude of secondary school teachers of Aizawl District towards teaching profession.’ A sample of 352 secondary school teachers from 45 schools in the Aizawl district was drawn by the cluster random sampling method. Attitude Scale towards Teaching profession developed by Dr. H. Malsawmi and Mary L. Renthlei (2015) was employed. The study revealed that the majority of the secondary school teachers possessed a neutral attitude towards teaching profession. The study also revealed a significant difference in attitude of secondary school teachers in terms of gender. Female secondary school teachers were found to have a more positive attitude towards teaching profession. It was also observed in the finding that the difference in attitude of trained and untrained secondary school teachers towards teaching profession was not significant.

Ali and Equbal (2020) compared the attitudes of private and government senior secondary school teachers working in the Kannauj District of Uttar Pradesh. The study revealed that the attitude of senior secondary school teachers towards teaching profession was favourable. Government senior secondary school teachers were found to have a more favourable attitude compared to private senior secondary school teachers. The study also showed

that there existed a significant moderate relationship between job satisfaction and attitude towards teaching among the sample teachers.

Gupta and Gupta (2020) studied the attitude of private school teachers in Jammu City towards teaching profession. The study revealed that a positive attitude towards teaching profession among teachers of Jammu City existed. Female private school teachers exhibited a higher attitude towards teaching profession. And the level of attitude towards teaching profession among the private school teachers with regard to their level of appointment was found not to be statistically significant.

Hussain et al. (2020) in their study of attitude towards teaching profession among secondary school teachers in Pakistan. The sample consisted of 736 secondary school teachers selected from Sahiwal Administrative division of Pakistan. The Attitude Scale towards Teaching Profession developed by Dr. Malsawmi (2015) was adopted as a tool for the study. The study revealed that the secondary school teachers possessed favourable attitude towards teaching profession. The study also revealed that there was a significant difference in attitude of secondary school teachers towards teaching profession with regard to gender and academic streams. Female teachers were found with more favourable attitude towards teaching profession as compared to male teachers. Arts teachers were found to have more favourable attitude towards teaching profession than Science teachers.

Lalhruaitluangi and Ngente (2020) examined the attitude of elementary school teachers in Aizawl District towards teaching profession. A sample of 143 elementary school teachers was selected, and the 'Attitude Scale Towards Teaching Profession' (ASTTP-ku) by Dr. (Mrs.) Umme Kulsum was distributed among the samples for examining their attitude. The study revealed that the majority of the teachers were found with favourable attitude towards teaching profession, and the difference in attitude of male and female elementary school teachers in Aizawl City was not significant.

Maiti and Vidyaniketan (2020) in their investigation into the job satisfaction, attitude towards teaching profession, and organizational climate among primary school teachers, found the attitude towards teaching profession was moderate and there exists a significant relationship between job satisfaction, attitude towards teaching profession and organizational climate of the primary school teachers.

Mangla (2020) took up ‘a study of the relationship between emotional intelligence and teaching attitude of B.Ed. students,’ and the resultant findings showed a significant correlation between emotional intelligence and teaching attitude. The study also found an insignificant difference for emotional intelligence and teaching attitude between male and female students.

Özcan (2020) studied prospective teachers’ attitude towards teaching profession and their readiness to study at a state university in Turkey. The resultant findings of the study revealed that female prospective teachers possessed a higher attitude towards teaching profession. The study also showed that there existed a high positive relationship between prospective teachers’ attitude towards teaching profession and their readiness in teaching profession.

Reena (2020) studied the attitude towards teaching among teachers of senior secondary level. The study concluded that private senior secondary school teachers possessed a higher level of attitude towards teaching profession as compared to government senior secondary school teachers in Delhi. The relationship between attitude towards teaching profession and job satisfaction for both private and government senior secondary school teachers in Delhi was found not to be significant.

Prabha and Vasanthpriyadharsan (2020) explored the attitude of B.Ed. student teachers towards teaching and found a favourable attitude exists among the student teachers towards teaching profession. The study found significant differences with regard to gender and insignificant differences with regard to

educational qualification among student teachers in their attitude towards teaching.

Vidushy (2020) examined the teaching aptitude, attitude towards teaching and sense of responsibility among government secondary school teachers from Punjab in relation to their teaching competency. The study found a significant correlation between teaching competence and teaching aptitude, teaching competency and attitude towards teaching profession and a significant correlation between teaching aptitude and attitude towards the teaching profession. The study also revealed that the relationship between teaching aptitude and sense of responsibility was significant, and attitude towards teaching profession was significant. Difference in gender was not significant for teaching aptitude and attitude towards teaching profession. With regard to locale, the difference for teaching aptitude not significant, but higher level of attitude was observed among urban secondary school teachers.

Wong (2020) in their study, compare the teaching competence and attitude towards the teaching profession among senior high school teachers in the Philippines with education and non-education degrees. The resultant findings revealed that teachers with education degrees have an edge in teaching competence and attitude towards the teaching profession over the non-education graduate teachers.

Basak and Ghosh (2021) in their study entitled ‘Attitude of secondary school teachers towards teaching profession’ explored the attitude of secondary school teachers from Purba Bardhaman and Hooghly districts of West Bengal. The attitude scale for secondary school teachers towards teaching profession developed by the researchers was administered to a sample of 400. The study revealed that the attitude of secondary school teachers towards teaching profession was moderate. The study also revealed that the difference in attitude towards teaching profession among secondary school teachers with regard to gender and educational qualification was not statistically significant.

Dhara et al. (2021) investigated the attitude of graduate students from different colleges in West Bengal. The sample of the study consisted of 386 graduate students. The attitude scale developed by the investigators was used for assessing the level of attitude among the students. The study revealed that i) the majority of the students exhibited a moderate attitude towards teaching profession, ii) female graduate students possessed a more positive attitude towards teaching profession as compared to male graduate students of West Bengal. iii) With regard to locality, no significant differences were observed between urban and rural graduate students in their attitude towards teaching profession.

Lalsangzuala (2021) examined the attitude of prospective and serving elementary school teachers in Mizoram. The sample in the study consisted of 300 serving elementary school teachers from 123 schools within Mizoram and 300 prospective elementary school teachers. The study found positive attitude towards teaching profession among both prospective and serving elementary school teachers in Mizoram. The study also revealed that significant differences in attitude towards teaching profession existed with regard to educational qualification and insignificant differences with regard to gender among the prospective and serving secondary school teachers in Mizoram.

Safiullah, et. al. (2021) investigated the impact of secondary school teachers' attitude towards teaching profession on the academic achievement of the students. The findings of the study indicated that secondary school teachers' attitudes towards teaching were favourable and their attitudes towards their profession contributed to secondary school students' academic success.

Sharma (2021) evaluated the attitude of secondary school teachers towards teaching profession. The study concluded that the government secondary school teachers' attitudes towards teaching profession were more negative as compared to the private school teachers. The study also revealed a

significant relationship between attitude towards teaching profession and the professionalism and morale of secondary school teachers.

Ramesh (2021) examined the teaching aptitude and attitude towards teaching profession among the primary school teachers in the Guntur district of Andhra Pradesh. The majority of the teachers had high teaching aptitude. The study revealed a significant difference in teaching aptitude with regard to gender. Female teachers were found to have higher teaching aptitude. The locality of the primary school teachers did not impact their teaching aptitude. The majority of the teachers have a moderate attitude towards teaching profession. Insignificant differences in attitude towards teaching profession were observed with regard to gender, while urban teachers were found to have a more positive attitude towards teaching profession. A positive relationship between teaching aptitude and attitude towards teaching among the primary school teachers of Guntur District was observed in the finding.

Dar and Mishra (2022) studied the attitude of rural and urban secondary school teachers 'in the Kulgam district in Jammu and Kashmir towards teaching. A sample of 400 secondary school teachers, where 200 were from urban and 200 were from rural areas of the Kulgam district were selected. The study revealed an insignificant influence of locality on the secondary school teachers' in attitude towards teaching profession.

Akhtar et al. (2022) explored the attitude of university students towards teaching profession in Pakistan. Data were collected from 598 university students by employing 'Attitude Scale towards Teaching Profession' by Tezci and Tezci (2010). The resultant findings of the study indicated that university students have a favourable attitude towards teaching profession and no significant differences were found in the attitude of male and female university students.

Eleje et al. (2022) investigated the attitude of secondary school teachers in Awka South Local Government area, Anambra state in Nigeria. The

sample of the study consisted 55 secondary school teachers. The attitude scale directed towards teaching profession developed by the investigators was employed for estimating the attitude of the secondary school teachers. The study found that there existed a positive attitude among secondary school teachers towards teaching profession. Female teachers were found to have a more positive attitude towards the profession, and urban teachers had a higher attitude towards teaching profession as compared to rural teachers.

Deepa and Vasudevan (2022) investigated the attitude of prospective secondary school teachers towards teaching profession. The sample consisted of 300 B.Ed. students from the Thanjavur district of Tamil Nadu. The study revealed insignificant differences in attitude towards teaching profession with regard to gender and locality.

Kumar and Sharma (2022) conducted a study on the attitude of student teachers in Jammu District towards teaching profession. The study concluded that the difference in attitude towards teaching profession among student teachers with regard to gender and academic stream. Science female teachers were found with a higher attitude towards teaching profession as compared to science male students' teachers.

Kumar (2022) evaluated the attitude of secondary school teachers from the Kolar district towards teaching profession and observed that gender did not make any difference in the attitude of secondary school teachers towards teaching profession. Whereas a significant difference in attitude towards teaching profession was observed between secondary school teachers of government and private-aided schools and private- aided and private-unaided schools.

Ragae et al. (2022) found that there were statistically reliable differences in attitude towards teaching profession among the prospective secondary school teachers at Hawassa College of Teachers' Education in

Ethiopia, but the relationship between attitude towards teaching profession and academic achievement of the prospective teachers was not significant.

Zadeng (2023) conducted a study on “teaching aptitude, attitude, and effectiveness of secondary school teachers in Mizoram”. The sample of the study comprised of 400 secondary school teachers within Mizoram. The finding of the study indicated that with regard to teaching aptitude, i) the majority of the secondary school teachers in Mizoram have positive teaching aptitude, and ii) a significant difference in teaching aptitude with regard to gender and educational qualification was observed in the study among the samples. Females were found with higher aptitude in teaching as compared to male teachers, and postgraduate teachers were with higher teaching aptitude as compared to graduate teachers. iii) No significant difference in teaching aptitude was observed in the study in terms of locale of the secondary school teachers. With regard to attitude towards teaching profession – i) the majority of the teachers were found to have a positive attitude towards teaching profession. ii) significant difference in attitude towards teaching profession with regards to gender, locale, and educational qualifications, it was revealed in the finding among the secondary school teachers. Female teachers, urban teachers, and postgraduate teachers were found to have a higher attitude towards teaching profession. The study also revealed a significant positive relationship existed between teaching aptitude and attitude towards teaching profession among secondary school teachers in Mizoram.

Adjei and Kor (2024) had taken up an investigation into the attitude of prospective teachers from the faculty of Education at the University of Cape Coast, Ghana, towards teaching profession. Samples of 392 prospective teachers was drawn from the population. A tool developed by the investigators was employed for assessing the attitude of the prospective teachers towards teaching profession. The finding of the study revealed that the majority of the prospective teachers were having a negative attitude towards teaching profession. The study also showed an insignificant difference in attitude

towards teaching profession with regard to gender and a significant difference with regard to academic stream.

Sreelekha and Baby (2024) explored the attitude of prospective teachers studying under University of Kerela towards teaching profession and its relationship with teacher competencies. Samples of 112 prospective teachers were drawn using the simple random sampling method. The study revealed that a moderate attitude towards teaching profession was exhibited by the majority of prospective teachers under the University of Kerela. There existed a significant and positive relationship between attitude towards teaching profession and teaching competencies among prospective teachers at the University of Kerela.

2.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS

Vijayakumar (1996) explored the academic achievement of B.Ed. and B.P.Ed. teacher trainees in Tamil Nadu. The samples consisted of 250 teacher trainees from B.Ed. programmes selected from institutions and 250 teacher trainees from B.P.ed. programme selected from 5 institutions. The findings relating to the academic achievement of teacher trainees were – i) The high academic achievers showed higher levels of intelligence, emotional stability, assertiveness, conscientiousness, venturesomeness, suspiciousness, imaginativeness, shrewdness, experimentativeness, resourcefulness, and self-control and being tense, and low academic achievers exhibited higher levels of outgoingness, impulsiveness, tendermindedness, and apprehensiveness; ii) Achievement motivation of the teacher trainees impacts the academic achievement of the teacher trainees; iii) High academic achievers tend to show a low level of anxiety among the teacher trainees; and iv) A positive correlation between academic achievement and teaching attitude was observed among the teacher trainees.

Can (2009) explored the impact of science student teachers' academic achievements from Muğla University, Turkey, on their learning styles. Samples were collected from 273 student teachers from the Science Department of Mugla University in the 2008-2009 academic year. The study found that there was no significant relationship between the science student teachers' learning styles and their academic achievement.

Fatima and Humera (2011) explored the teaching aptitude and academic achievement among B.Ed. students from teacher education institutions in Aurangabad City. The sample of the study comprised 143 B.Ed. students randomly selected from teacher education institutions in Aurangabad. The study revealed that there was a significant relationship between teaching aptitude and academic achievement among B.Ed. students of Aurangabad. The study also showed that the differences in teaching aptitude and academic achievement with regard to gender were not significant.

Saikala (2012) surveyed the academic achievement and study skills of B.Ed. students in Chennai. The investigator collected samples of 100 B.Ed. students in teacher education institutions from Chennai. The academic achievement of the B.Ed. students did not differ significantly with regard to their educational qualification.

Arumugam and Prabakar (2014) conducted a study of academic achievements of B.Ed. trainees in Virudhunagar District. A total of 1000 B.Ed. trainees were selected as a sample of the study. The study revealed that the academic achievement of the student teachers was high. No significant differences in academic achievement among the B.Ed. trainees were observed with regard to gender, academic streams, and locality of B.Ed. trainees.

Kauts and Sharda (2014) examined the academic performances of B.Ed. students of Guru Nanak Dev University along with their entrance marks and graduation marks. The sample of the study consisted of 1200 students results. The study concluded that (i) female B.Ed. students performed better in

theory subjects than male B.Ed. students, while male and female students' performances in work experience did not differ significantly when entrance marks were taken as a classificatory variable (ii) Male and female B.Ed. students with high academic achievement in graduation also secured high academic achievement in theory, teaching skills, and work experience in the B.Ed. course.

Bhadawkar and Padmanabhan (2015) investigated the academic achievement of B.Ed. students from Mumbai and its relationship with the learning style of the student-teachers. The samples of 1037 student teachers were selected from 14 secondary teacher education institutions across Mumbai. The resultant findings of the study indicated that there was no significant relationship between the learning style of the student teacher and their academic achievement. The study also showed that subject specialization did not affect the academic achievement of the student teachers.

Singh (2015) conducted a study on the academic achievement of B.Ed. students studying in teacher education institutes affiliated with Manipur University in relation to gender, academic streams, and level of education. The study revealed that there were significant differences in academic achievement of B.Ed. students in Manipur in terms of gender and level of education. Female B.Ed. students were found to have higher academic achievement compared to male B.Ed. students. Postgraduate B.Ed. students performed better than graduate B.Ed. students. The study also found that the difference in academic achievement between science and arts students was not statistically significant.

Bhadawkar (2017) explored the academic achievement of B.Ed. Students—1037 students—who were drawn proportionately from 14 B.Ed. colleges of Greater Mumbai under the University of Mumbai and their study habits. The study revealed that the academic achievement of female student teachers (55.42%) is more than that of male student teachers (54.22%), and the academic achievement of science student teachers (56.16%) is more than that of those with arts (54.95%) and commerce (55.10%) student teachers.

Moshahid (2017) had taken up a study on ‘the relation between emotional maturity and academic achievement of B.Ed. students in Malappuram District of Kerala.’ The sample consisted of 120 B.Ed. students selected randomly. The study found a positive relationship between emotional maturity and academic achievement of the B.Ed. students. The study also found significant differences in academic achievement of B.Ed. students existed with regard to gender and academic streams. Female B.Ed. students were found to have higher academic achievement as compared to male B.Ed. students. And science B.Ed. students exhibited better academic achievement than arts B.Ed. students in the study.

Prasad (2017) conducted a study entitled ‘A Study of Academic Achievement among B.Ed. Trainees in relation to their Locality of Home’ among 470 B.Ed. trainees of secondary teacher education institutions in Guntur District. The study revealed that the difference between rural and urban B.Ed. trainees was not statistically significant.

Singh (2017) investigated the academic achievement of B.Ed. students of the Bhiwani and Palwal districts of Haryana in terms of their academic stream. The sample consisted of 400 B.Ed. students selected randomly from four teacher education institutions under government and private management. The resultant conclusion drawn from the study was that (i) there existed a significant difference among the B.Ed. students in relation to their gender, academic stream, and medium of instruction. (ii) there was no significant difference in the academic achievement of B.Ed. students with regard to the management of the institution. (iii) the overall academic achievement of the B.Ed. students was high.

Vaiyadurai and Anantharasu (2017) conducted a study on ‘Academic Performance in Relation to their Academic Self-Concept’ among prospective teachers of teacher education institutions in Erode District. 292 prospective secondary school teachers were randomly selected from the teacher education institutions in Erode District. The study revealed a strong positive relationship

between self-concept and academic achievement among the prospective teachers. With regard to academic achievement, the study found no significant difference with regard to gender and a significant difference with regard to locality and academic stream among the prospective teachers. Rural prospective teachers were found to have higher academic achievement than urban prospective teachers. Arts prospective teachers were with higher academic achievement as compared to science prospective teachers.

Mathukrishnan (2018) investigated the 'interest in literature and academic achievement among B.Ed. students of Tamil Nadu. Samples consisted of 2200 student teachers selected from 70 teacher education institutions in Tamil Nadu. The findings of the study showed that i) overall academic achievement was below the average level. ii) a significant positive relationship between interest in literature and academic achievement was found among the student teachers, and iii) academic achievement was found to be independent of gender. iv) Rural student teachers were found to have higher academic achievement as compared to urban student teachers.

Chattopadhyay and Ghosh (2018) studied the academic achievement of science B.Ed. students in Kolkata. The sample consisted of 100 B.Ed. students (male = female = 50) with science backgrounds in Kolkata. The study found a significant difference in the academic performance of science B.Ed. students in terms of gender. Female science B.Ed. students were found to have higher academic achievement as compared to male science B.Ed. students.

Deepika and Geetha (2018) carried out a study on the self-concept of B.Ed. students in relation to their academic achievement. The samples of 100 B.Ed. trainees were randomly selected from six institutions of teacher education programme. The study concluded that a significant relationship between gender, locality, and pedagogy and self-concept in relation to academic achievement of the B.Ed. trainees existed.

Prasad (2018) investigated the academic achievement of B.Ed. students from Guntur District. Data consisted of the final B.Ed. examination among 470 B.Ed. students within Guntur District. The study found that there was no significant difference in the academic achievement of male and female B.Ed. students. The study also revealed that among the sample male students, 48.67% passed with distinction, 48.0% passed in first class, and 3.3% passed in second class. Among the female students, there were 46.25% in distinction, 49.06% in first class, 3.13% in second class, and 1.56% in third class. The overall academic achievement of the B.Ed. students can be represented as 47.02% in distinction, 48.72% in first, 3.19% in second, and 1.06% in third class.

Jeya and Ramakrishna (2019) studied the relationship between ‘pedagogical content knowledge and academic achievement’ of B.Ed. students in Tiruchirappalli district. A sample of 120 B.Ed. students was selected from the population. The study revealed an insignificant difference in academic achievement of the B.Ed. students with regard to gender, marital status, medium of study, and locality. The study showed a significant difference in academic achievement with regard to academic streams, with science B.Ed. students having better academic performance compared to arts B.Ed. students.

Bahubali and Shailaja (2020) analysed the academic achievement of B.Ed. student teachers from Bangalore University. The investigators selected 690 B.Ed. student teachers from B.Ed. colleges affiliated with Bangalore University as a sample for the study. The study concluded that no significant difference in academic achievement of student teachers with regard to gender existed. There was a significant difference in academic achievement of student teachers with regard to age. Student teachers between the age group of 21 to 25 years possessed higher academic achievement as compared to student teachers with 26 and above years. Among the student teachers, 81.16% (560) were at a moderate level, 10.29% (71) were at a low level, and 8.55% (59) were at a high level of academic achievement.

Nonglait and Laitthma (2020) investigated the relationship between the study habits of student teachers from the Khasi Hills District of Meghalaya and their academic achievement. A sample of 136 student teachers was selected from 4 DIETs in Khasi Hill District. The study revealed that the academic achievement of the student-teachers was satisfactory. The study also showed that the difference in the academic achievement of male and female student teachers of DIET in Khasi Hill District was not significant. The study also revealed a negative correlation between academic achievement and study habits of DIET student teachers.

Singh (2021) explored the academic achievement of B.Ed. students in Manipur. The final results of the two-year B.Ed. programme declared between 2017 and 2019 of the 7 secondary teacher education institutions from Imphal West and East Districts were taken as data for the study. The study found that the pass percentage during the study period (2017 to 2019) was 88.54%. The study also concluded that female B.Ed. students performed better than male B.Ed. students in Imphal.

Ephream and Devaki (2022) estimated the level of well-being and academic achievement among prospective secondary school teachers from the College of Education at Dindigul District, Tamil Nadu. The sample of the study comprised of 45 prospective secondary school teachers from the institutions. The study revealed a significant relationship between well-being and academics among prospective teachers.

Kumar et al. (2022) explored the emotional maturity and academic achievement among B.Ed. general and special education students of teacher education institutions in Chandigarh and Rohtak (Haryana). The sample consisted of 300 B.Ed. students. The study concluded that B.Ed. general education students were found to have higher academic achievement as compared to students from B.Ed. special education. There was no significant difference in the academic achievement of male and female B.Ed. students from Chandigarh and Rohtak. A high correlation was evident between

emotional intelligence and academic achievement of B.Ed. students from the investigation.

Rajeshwari and Selvan (2022) surveyed the relationship between adjustment and academic achievement of B.Ed. students of Chikkaballapura District, Karnataka. A total of 250 B.Ed. students were selected as a sample for the study. The study depicted a positive significant relationship between adjustment and academic achievement among the B.Ed. students. The study also showed that the difference between male and female B.Ed. students in academic achievement was not significant.

Saw and Han (2022) investigated the effect of intelligence and personality on the academic achievement of prospective teachers in Myanmar. The sample comprised 328 prospective teachers from undergraduate teacher education institutions. The study concluded that prospective teachers who were likely to succeed in life on account of their social skills tended to possess lower academic achievement.

Anand and Singh (2023) had taken up an investigation on 'Happiness and Academic Achievement of D.El.Ed. student teachers from Siwan District. The sample for the study comprised 100 student teachers from DIET in Siwan District. The study witnessed a significant difference between happiness and academic achievement among male and female D.El.Ed. student teachers from DIET. The study also revealed that the difference in academic achievement of male and female D.El.Ed. student teachers was not significant.

Kushwaha (2023) analysed the level of awareness about academic achievement among student teachers of the Institute of Education, Bundelkhand University Jhansi. The sample for the study consisted of 90 student teachers. The study revealed that i) the majority of the student teachers scored up to 70% at the secondary, senior secondary, and graduation levels. ii) A good academic achievement among the student teachers had a close bearing on demographic profile, job opportunity, passion for learning and research, and

satisfaction and accomplishment in the field of education. iii) No significant relationship was observed in the academic achievement of student teachers with regard to age and gender.

Kumar and Rajendra (2023) conducted an investigation on the anxiety and academic achievement of prospective secondary school teachers of Tamil Nadu. The sample consisted of 584 prospective secondary school teachers from various teacher education institutions within the state. The study revealed that male prospective secondary school teachers possessed higher academic achievement as compared to female prospective secondary school teachers. Prospective secondary school teachers from urban areas performed better than those from rural areas. A significant relationship between anxiety and academic achievement of prospective secondary school teachers was observed.

Singh (2024) compared the academic achievement of male and female B.Ed. students studying at Manipur University. The researcher collected data from four B.Ed. college examination results declared between 2019 and 2021 in the Imphal area. The study concluded that the academic achievement among the four B.Ed. colleges was high and the pass percentage was 84.40%. Female B.Ed. students were found to have higher academic achievement as compared with male B.Ed. students.

Venkatesha and Rajeeva (2024) analysed the teaching aptitude and academic achievement of student teachers of teacher education institutions under Devangere University. Samples of 100 student teachers were randomly selected from teacher education institutions affiliated with Devangere University. The study showed that 24.7% have high teaching aptitude, 52% have moderate teaching aptitude, and 23.3% have low teaching aptitude among the student teachers. A positive significant correlation between teaching aptitude and academic achievement was revealed in the findings of the present study.

2.4 OVERVIEW OF STUDIES REVIEWED

2.4.1 Summary of Reviewed Literature

The details of the literature reviewed in the present study are presented in the following table no. 2.1.

Table No. 2.1

Details of literatures reviewed

Sl. No	Variables	No. of Literature Reviewed	Year Covered
1	Teaching aptitude	54	1952 to 2024
2	Attitude towards teaching profession	74	1989 to 2024
3	Academic achievement	30	1996 to 2024
Total		158	1952 to 2024

2.4.2 Overview of studies related to teaching aptitude

Among the studies reviewed on teaching aptitude, Anjum and Fatima (2011) found that prospective secondary school teachers were at an above-average level of teaching aptitude, while Rana and Singh (2015) found the majority of prospective secondary school teachers with average teaching aptitude. Likewise, Singh and Kaur (2018) found normal teaching aptitude among prospective teachers. Mangalamma and Vardhini (2017) in their study, found that 79.00% of secondary school teachers had average teaching aptitude, 8.00% of the secondary school teachers had good teaching aptitude, and a staggering 13% of the sample teachers articulated poor teaching aptitude.

a) *Gender*

With regard to gender, Anjum and Fatima (2011), Mwashra (2012), Pany (2013), Kumari and Khamari (2018), Singh and Kaur (2018), Bhat and Shanwal (2017), Jabeen (2017), Singh and Kaur (2018), Nayak and Das (2018), Kalsi and Dhar (2019), Prajapati et al. (2019), Guru (2020), Rani (2021) and Sonowal and Kalhotra (2022) found no significant difference in

teaching aptitude among prospective teachers. Likewise, Bhasin (1988), Sono and Tyagi (2019), and Rathod and Patel (2021) found no significant difference in teaching aptitude among the teachers of higher secondary school. Similarly, no significant difference in teaching aptitude with regard to gender was observed by Kalaivani and Pugalenth (2015) and Kalita (2016) among the secondary school teachers; Kushwaha (2002) among intermediate college teachers; and Sharma (2017) among primary school teachers.

Chandel and Dhiman (2014), Devi and Sharma (2017) and Kanaparth and Rani (2018) found significant differences in teaching aptitude between male and female prospective teachers. And in the findings of Adval (1952), Sharma (2006), Sharma and Ahmed (2016), Devi and Sharma (2017), Kanaparth and Rani (2018) and Mili (2023), female prospective teachers were found to possess higher teaching aptitude as compared to their male counterparts, while the findings of Shrivastava (1989) and Chandel and Dhiman (2014) showed that male prospective teachers had higher teaching aptitude than their female counterparts.

More (1988), Reddy (1991), Sharma and Bedi (2016), and Vidushy (2021) found a significant difference in the teaching aptitude of secondary school teachers in relation to their gender, and Reddy (1991) in his study, found female secondary school teachers with a higher level of teaching aptitude. And whereas Ratheeswari and Akila (2022) found a significant difference in teaching aptitude among male and female teacher educators, wherein female teacher educators possessed a higher level of teaching aptitude.

b) Locale

The findings of Kanaparth and Rani (2018), Nayak and Das (2018), Kalsi and Dhar (2019), and Sonowal and Kalhotra (2022) showed that there was no significant difference in the teaching aptitude of rural and urban prospective teachers. Likewise, Bhasin (1988) and Sono and Tyagi (2019) found no significant difference in teaching aptitude among urban and rural

higher secondary school teachers. Kalaivani and Pugalenth (2015) and Vidushy (2021) in their study conducted among secondary school teachers, found no significant difference in teaching aptitude.

In the finding of Anjali (2015), the difference in teaching aptitude with regard to locale was significant, and it was in favour of the urban teachers. On the contrary to this finding, Ratheeswari and Akila (2022) observed that the rural teacher educators were at a higher level of teaching aptitude as compared to teacher educators from urban areas, and their difference in teaching aptitude was significant.

c) Level of education

According to the studies conducted by Pany (2013), Thangarajan (2018) and Mili (2023), the difference in teaching aptitude with regard to the level of education among the prospective teachers was not significant. On the other hand, Kanaparthi and Rani (2018) found a significant difference in the teaching aptitude of graduate and postgraduate prospective teachers, with postgraduate teachers having a higher level of teaching aptitude. As per the finding of Kalita (2016), secondary school teachers did not show a significant difference in teaching aptitude while considering their level of education.

d) Academic stream

In the studies conducted by Sharma and Ahmed (2016), Bhat and Shanwal (2017), Devi and Sharma (2017), Kanaparthi and Rani (2018), and Mili (2023), prospective teachers were found to depict no significant difference in teaching aptitude with regard to their academic streams.

On the other hand, humanities and science higher secondary school teachers were found to possess significantly differing teaching aptitude by Bhasin (1988). In the same line, Ratheeswari and Akila (2022), Bwaswal and Swain (2022) found a significant difference in teaching aptitude of science and

arts teacher educators, with science stream teacher educators having a higher level of teaching aptitude.

e) Teaching aptitude with other variables

According to the findings of Kahlon and Saini (1989), Shrivastava (1989), Bhat and Shanwal (2017) and Mwastry (2018), teacher education had a positive impact on the teaching aptitude of prospective teachers.

Teaching aptitude was found to have a relationship and positive impact on the effectiveness of prospective teachers by Sharma (1971) and Rahman and Saikia (2021), among higher secondary school teachers by Bhasin (1988), and among school teachers by Mangalamma and Vardhini (2017).

Among the studies reviewed, More (1988) found significant relationship between teaching aptitude and personality among secondary school teachers; Seema (1992) found relationship between teaching aptitude with teaching skills, classroom creativity of pupil teachers; Kushwaha (2002) observed a relationship between teaching aptitude with teacher efficiency among intermediate college teachers; Chaudhary (2016) found relationship between teaching aptitude and job satisfaction among teachers; Ramesh (2016) found insignificant relationship between teaching aptitude and adjustment of secondary school teachers; and Kumari and Khamari (2018) associated reasoning ability with teaching aptitude among prospective teachers.

2.4.3 Overview of studies related to attitude towards teaching profession

Sahayarani and Stanly (2014) and Umar and Gobirawa (2018) found a high attitude towards teaching profession among prospective teachers.

Andronache et al. (2014) found a positive and favourable attitude towards teaching profession among prospective science teachers in Romania, while Ganapathy (1992), Şener (2015), Prabha and Vasanthpriyadharsan (2020) found a positive and favourable attitude towards teaching profession

among prospective teachers. And Lalsangzuala (2021) found a positive attitude among prospective and serving elementary school teachers in Mizoram.

In contrast to the above findings, Pancholi and Bharwat (2015) and Adjei and Kor (2024) found an unfavourable attitude towards teaching profession among the prospective teachers.

Lalhruaitluangi and Ngente (2020) in her study, concluded that a favourable attitude towards teaching profession existed among elementary school teachers in Aizawl City. While Gupta and Gupta (2020) observed a positive attitude towards teaching profession among school teachers. Among the secondary school teachers, Hussain et al. (2020), Safiullah et al. (2021), Eleje et al. (2022), and Zadeng (2023) found that a positive and favourable attitude towards teaching profession. Similarly, Sharma and Srivastava (2015) and Ali and Equbal (2020) found a positive and favourable attitude towards teaching profession among higher secondary school teachers. And with regard to university students, Akhtar et al. (2022) found a favourable attitude towards teaching profession.

Parvathi (2012), Alex (2019) and Sreelekha and Baby (2024) found moderate attitudes towards teaching profession among prospective teachers. And Kumar (2013) also found moderate attitude among prospective mathematics teachers towards teaching profession. Similarly, a moderate attitude towards teaching profession was found for elementary school teachers by Ramesh (2021), secondary school teachers by Banerjee and Behera (2014), Jahan (2017) and Basak and Ghosh (2021), and graduate students by Dhara et al. (2021). However, Zarzolawmi (2019) found a neutral attitude towards teaching profession among secondary school teachers.

a) Gender

Umar and Gobirawa (2018) found that male attitude towards teaching profession was high and female attitude towards teaching profession was moderate among education graduates, while Parhi (2019) found that 98.07%

of female prospective teachers and 95.58% of male prospective teachers had a favourable attitude towards teaching profession. 1.92% of female and 4.41% of male prospective teachers were found with a neutral attitude towards teaching profession.

Parvathi (2012) , Parvez and Shakir (2013), Chakraborty and Modal (2014), Elangovan (2015), Rani (2016), Mangla (2020), Deepa and Vasudevan (2022), Kumar and Sharma (2022) and Adjei and Kor (2024) found in their study no significant difference in attitude towards teaching profession among male and female prospective teachers. Similarly, Bala (2014) and Sharma and Srivastava (2015) found no significant difference among male and female higher secondary school teachers with regard to gender. Likewise, Kavitha and Venkateswaran (2015), Rakesh and Kiran (2017), Lone (2019), Basak and Ghosh (2021), Vidushy (2020) and Kumar (2022) found no significant difference in the attitude of secondary school teachers towards teaching profession with regard to gender. In the same manner, the findings of Lalhruaitluangi and Ngente (2020) and Ramesh (2021) revealed an insignificant difference in attitude towards teaching profession among male and female elementary school teachers. Among the university students, Akhtar et al. (2022) found no significant difference between male and female students towards teaching profession.

Among the college students, Sarkar and Behera (2016) found the difference in attitude towards teaching profession in terms of gender was not significant. Likewise, Kaur (2008) Sahayarani and Stanly (2014), Sudakshina (2017), Hossain (2018.) Archana (2019) and Prabha and Vasanthpriyadharsan (2020) found a significant difference in the attitude of male and female prospective teachers towards teaching profession. In the findings of Kumar (2015), male and female higher secondary school teachers' attitudes towards teaching profession did not differ significantly. Similarly, no significant difference in attitude of male and female secondary school teachers towards teaching profession was found by Zarzolaawmi (2019), Hussain et al. (2020)

and Zadeng (2023). Likewise, Jahan (2017) in his study, revealed that a significant difference in attitude towards teaching with regard to gender existed among elementary school teachers.

Kaur (2008), Sudakshina (2017), Hossain (2018.), Kumar and Rajendran (2018) and Archana (2019) in their study, concluded that male prospective teachers possessed a higher attitude towards teaching profession as compared to female prospective teachers.

On the other hand, Poozhikuth (1989) and Sarkar and Behera (2016) found female college teachers with more positive attitude towards teaching profession than male college teachers. Likewise, Sahayarani and Stanly (2014), Pancholi and Bharwat (2015), Şener (2015), Parhi (2019) and Özcan (2020) in their study revealed that female prospective teachers had a more positive attitude towards teaching profession than male prospective teachers. Likewise, Banerjee and Behera (2014), Zarzola-wmi (2019), Hussain et al. (2020), Eleje et al. (2022) and Zadeng (2023) found female secondary school teachers with higher attitude towards teaching profession than male secondary school teachers. Kaur (2014), Singh and Singh (2016) and Jahan (2017) had concluded that female elementary school teachers were more favourable attitude towards teaching profession. In the same way, Gupta and Gupta (2020) also found the attitude of female school teachers toward teaching profession higher than that of male school teachers. Dhara et al. (2021) found graduate female students with higher attitude towards teaching profession as compared to male college students.

b) Locale

Chakraborty and Modal (2014), Sahayarani and Stanly (2014), Awan (2015) Rani (2016) and Archana (2019) found no significant differences in attitude of rural and urban prospective teachers towards teaching profession. Likewise, Kumar (2015) found no significant difference in attitude towards teaching profession among rural and urban higher secondary school teachers.

Kavitha and Venkateswaran (2015), Kumar and Rajendran (2018), (2019), Dhara et al. (2021) and Dar and Mishra (2022) also found that there was no significant difference in attitude towards teaching profession among rural and urban secondary school teachers and Sarkar and Behera (2016) found no significant differences among rural and urban college teachers. Similarly, Lalsangzuala (2021) found that the attitude of rural and urban prospective and serving elementary school teachers was not statistically significant. Likewise, Deepa and Vasudevan (2022) and Adjei and Kor (2024) found no significant difference in attitude towards teaching profession between rural and urban teachers and prospective teachers.

In contrast to the above studies, Kaur (2008), Parvathi (2012), Pancholi and Bharwat (2015) and Hossain (2018) found significant differences in attitude towards teaching profession among rural and urban prospective teachers, and Zadeng (2023) found significant differences in attitude towards teaching profession among secondary school teachers with regard to locale.

Kaur (2008), Pancholi and Bharwat (2015) and Hossain (2018) found that rural prospective teachers exhibited a higher attitude towards teaching profession than urban prospective teachers. And Banerjee and Behera (2014) also found rural secondary school teachers with higher attitude towards teaching profession. On the other hand, Vidushy (2020), Eleje et al. (2022) and Zadeng (2023) concluded that urban secondary school teachers had a more favourable attitude towards teaching profession than rural secondary school teachers. Ramesh (2021) also found urban primary school teachers to possess a more favourable attitude towards teaching profession as compared to rural primary school teachers.

c) *Level of Education*

Parvathi (2012) found no significant differences in attitude towards teaching profession in terms of level of education among prospective mathematics teachers. Similarly, Banerjee and Behera (2014) and Basak and

Ghosh (2021) secondary school teachers had insignificant differences in attitude towards the teaching profession in relation to their educational qualifications. Likewise, no significant difference in attitude of prospective teachers towards the teaching profession with regard to their level of education was found by Elangovan (2015), Archana (2019), and Prabha and Vasanthpriyadharsan (2020).

However, Lalsangzuala (2021) found significant differences in the attitudes of prospective teachers and serving teachers towards teaching profession with regard to their level of education. Likewise, Zadeng (2023) found a significant difference in the attitude of secondary school teachers towards teaching profession in terms of their level of education.

Chakraborty and Modal (2014) found that postgraduate prospective secondary school teachers possessed a higher attitude towards teaching profession than graduate prospective teachers. Similarly, Zadeng (2023) also found a more positive attitude towards teaching profession among postgraduate secondary school teachers than graduate secondary school teachers.

d) Academic Streams

Banerjee and Behera (2014), Kavitha and Venkateswaran (2015), Lone (2019) and Kumar and Sharma (2022) found no significant difference in the attitude of secondary school teachers towards teaching profession with regard to academic streams. While Bala (2014) found no significant difference in attitude towards teaching profession among senior secondary students from different academic streams. Similarly, Chakraborty and Modal (2014), Elangovan (2015) and Pancholi and Bharwat (2015) found no significant difference among prospective teachers of different streams in their attitude towards teaching profession.

On the other hand, significant differences in attitude towards teaching profession in terms of academic streams were found by Singh and Singh (2016) among primary school teachers, Hussain et al. (2020) among secondary school

teachers, Sarkar and Behera (2016) among college teachers; and Sahayarani and Stanly (2014), Hossain (2018) and Adjei and Kor (2024) among prospective teachers.

Kumar and Rajendran (2018) in their study, found significant differences in attitude towards teaching profession among secondary school teachers between arts and science streams, science and humanities streams, and arts and social science streams.

Hossain (2018) found arts prospective teachers possessed a higher attitude towards teaching profession in contrast to science prospective teachers. Likewise, Hussain et al. (2020) found a higher attitude towards teaching profession among arts stream secondary school teachers as compared to science stream secondary school teachers.

Sarkar and Behera (2016) found a higher attitude towards teaching profession among science stream college teachers compared to arts stream college teachers, and Singh and Singh (2016) also found a higher attitude among science primary school teachers in contrast to arts stream primary school teachers.

Parvez and Shakir (2013) found no significant difference in the attitude of arts and social science prospective teachers towards teaching profession.

2.4.4 Overview of studies related to academic achievement of prospective teachers.

Singh (2021), Arumugam and Prabakar (2014), Singh (2017), Anjum and Fatima (2011) found high academic achievement among prospective teachers. Whereas Mathukrishnan (2018) and Nonglait and Laitthma (2020) found that the overall academic achievement of prospective teachers was below average. A study conducted by Prasad (2018) revealed that 47.02% of prospective teachers passed with distinction, 48.72% of prospective teachers passed in first class, and 3.19% of prospective teachers passed in second class,

and 1.06% of prospective teachers passed in third class, while a study conducted by Bahubali and Shailaja (2020) revealed that 81.16% (560) of prospective teachers were at a moderate level, 10.29% (71) of prospective teachers were at a low level, and 8.55% (59) of prospective teachers were at a high level of academic achievement.

Bhadawkar (2017) found that the academic achievement of female prospective teachers (55.42%) is more than that of male (54.22%) prospective teachers, whereas Prasad (2018) found that among the male prospective teachers, 48.67% passed with distinction, 48.0% passed in first class, and 3.3% passed in second class, and among the female prospective teachers, there were 46.25% with distinction, 49.06% in first class, 3.13% in second class, and 1.56% in third class.

a) Gender

Arumugam and Prabakar (2014), Mathukrishnan (2018), Prasad (2018), Jeya and Ramakrishna (2019), Bahubali and Shailaja (2020), Nonglait and Laitthma (2020), Kumar et al. (2022), Rajeshwari and Selvan (2022), Anand and Singh (2023), Kaur (2008), Fatima and Humera (2011) and Vaiyadurai and Anantharasu (2017) found no significant differences in the academic achievement of male and female prospective teachers. In contrast to their findings, Singh (2017) and Singh (2015) found a significant difference in the academic achievement of prospective teachers with regard to gender.

Kumar and Rajendra (2023) in their study, observed that male prospective teachers attained higher academic achievement, while Sudakshina (2017), Kauts and Sharda (2014), Singh (2015), Moshahid (2017), Chattopadhyay and Ghosh (2018), Singh (2021), and Singh (2024) observed higher academic performances among female prospective teachers.

b) Locale

Arumugam and Prabakar (2014), Prasad (2017), Jeya and Ramakrishna (2019) and Kaur (2008) found that the difference in academic achievement of rural and urban prospective teachers was not significant. On the other hand, Kumar and Rajendra (2023), Vaiyadurai and Anantharasu (2017) found a significant difference among rural and urban prospective teachers in academic achievement.

Mathukrishnan (2018) and Vaiyadurai and Anantharasu (2017) in their study, found that rural prospective teachers possessed higher academic achievement. In contrast to their findings, Kumar and Rajendra (2023) found urban prospective teachers with higher academic achievement as compared to rural prospective teachers.

c) Level of education

Saikala (2012) found the difference in academic achievement of prospective teachers with regard to level of education was not significant. While Singh (2015) found a significant difference in the academic achievement of prospective teachers, wherein postgraduate prospective teachers performed better than graduate prospective teachers.

d) Academic stream

Bhadawkar (2017) found that the academic achievement of science student teachers (56.16%), is more than that of those with arts (54.95%) and commerce (55.10%) student teachers.

Arumugam and Prabakar (2014) and Bhadawkar and Padmanabhan (2015) in their study, concluded that there was no significant difference in the academic achievement of prospective teachers with regard to academic streams. In contrast to their findings, Moshahid (2017), Singh (2017) and Jeya and Ramakrishna (2019) found a significant difference in the academic achievement of prospective teachers with regard to academic streams.

Moshahid (2017), and Jeya and Ramakrishna (2019) found that prospective teachers from the science stream performed better than those from the arts stream. On the other hand, Vaiyadurai and Anantharasu (2017) found higher academic achievement among arts stream prospective teachers as compared to science stream prospective teachers. However, Singh (2015) found that the difference in the academic performance of arts and science stream prospective teachers was not significant.

2.4.5 Overview of the relationship between teaching aptitude and attitude towards teaching profession

Ramesh (2021) found a significant relationship between teaching aptitude and attitude towards teaching profession among primary school teachers. Likewise, a significant correlation between teaching aptitude and attitude towards teaching profession was found among secondary school teachers by Appadurai and Saraladevi (2007), Thangarajan (2018), Vidushy (2020), and Zadeng (2023) and among prospective teachers by Sudakshina (2017).

2.4.6 Overview of the relationship between teaching aptitude and academic achievement

According to the findings of Kahlon and Saini (1989), Mwashra (2012), Mwashra and Chincholikar (2014) and Chaudhary (2017), teaching aptitude impacted the academic achievement of prospective teachers and predicted their academic achievement. In the same line, Singh and Kaur (2018) and Guru (2020) found a significant difference in teaching aptitude with regard to the academic achievement of prospective teachers. Contrary to their finding, Rana and Singh (2015) found no significant difference in teaching aptitude of prospective teachers in relation to their academic achievement.

Venkatesha and Rajeeva (2024) found a positive correlation between academic achievement and teaching aptitude among prospective teachers. Similarly, Anjum and Fatima (2011) also found a low positive correlation

between teaching aptitude and academic achievement among prospective teachers.

2.4.7 Overview of the relationship between attitude towards teaching profession and academic achievement.

No significant relationship between attitude towards teaching profession and academic achievement was found among secondary school teachers by Sudakshina (2017) and among prospective secondary school teachers by Budhisagar et al. (1991) and Ragae et al. (2022).

Whereas Karim et al. (2017) found a significant relationship between attitude towards teaching and academic achievement among prospective teachers.

2.5 JUSTIFICATION OF THE PRESENT STUDY FROM THE REVIEWED LITERATURE

The accumulation of findings after careful examination of books, journals, research papers, and educational reviews pertaining to the topic under consideration is given above. According to the aforementioned review, teaching aptitude and attitude towards teaching profession are studied for prospective teachers at the elementary and secondary levels, teacher educators, and teachers from elementary, secondary, higher secondary, intermediate college, and university students. Even though academic achievement is one of the most researched areas, the researcher reviewed literature related to the academic achievement of prospective teachers for secondary and elementary schools only.

Literature reviewed on teaching aptitude included 1 study was conducted among elementary school teachers, 9 studies were conducted among secondary school teachers, 3 studies were conducted among senior secondary school teachers, 34 studies were conducted among prospective teachers, 1 study among university graduates, 1 study among intermediate college students, 3 studies among teacher educators, 1 study among M.Ed. students,

and 2 studies among school teachers. From the literature reviewed, teaching aptitude was studied with effectiveness, teacher behaviour, personality, attitude towards teaching, intelligence, teaching competency, general awareness, aggressive behaviour, teaching efficiency, creativity, teaching skills, academic achievement, anxiety, attitude, job satisfaction, and adjustment. Among the literature reviewed, teaching aptitude was studied with teaching effectiveness, personality, teaching skills, classroom creativity of pupil teachers, teacher efficiency, job satisfaction, adjustment, and reasoning ability. Studies related to the impact of teacher education on the teaching aptitude of prospective teachers were also reviewed.

Among the 74 literatures related to attitude towards teaching profession reviewed in the present research, 7 studies were conducted among elementary school teachers, 17 studies among secondary school teachers, 8 studies among senior secondary school teachers, 34 studies among prospective teachers, 4 studies among college teachers, 2 studies among school teachers, 1 study among university students, and 1 study among college students. From the literature reviewed, it was observed that attitude towards teaching profession was correlated with job satisfaction, teaching aptitude, academic achievement, teaching competency, teacher competency, self-concept, metacognition, teaching effectiveness, adjustment, emotional maturity, emotional intelligence, readiness to study, organizational climate, and sense of responsibility. There were 5 studies among the literature reviewed conducted in Mizoram, out of which 3 studies were conducted among secondary school teachers, 1 study among elementary school teachers, and 1 study among prospective elementary and serving elementary school teachers. The literature reviewed also revealed 2 studies were conducted on academic achievement, teaching aptitude, and attitude towards teaching profession among prospective teachers in Jammu and Kashmir and West Bengal.

The researcher reviewed 30 literatures related to academic achievement among prospective teachers, out of which 26 studies were conducted among

B.Ed. students, 3 studies were conducted among prospective elementary school teachers from District Institute of Education and Training (DIET), and 1 was conducted among science student-teachers of teacher education institutions in Turkey. Academic achievement among prospective teachers has been correlated with learning styles, academic self-concept, intelligence, happiness, personality, adjustment, teaching aptitude, emotional intelligence, well-being, study habits, pedagogical content knowledge, interest in literature, and anxiety, as is evident from the literature reviewed.

It is, therefore, evident from the above overview of literature reviewed that teaching aptitude, attitude towards teaching profession and academic achievement are based on a sound theory. Studies on teaching aptitude and attitude towards teaching profession are carried out among prospective teachers at different levels, teacher educators, and teachers at different levels. Academic achievement, which indicates the learning outcome of any educational programme is also studied for all levels of education, including teacher education programmes at different levels. The researcher found that no studies have been taken up for “academic achievement, teaching aptitude, and attitude towards teaching profession among prospective secondary school teachers in Mizoram.” Thus, the relevance for the present study was built.

CHAPTER 3

METHODOLOGY OF THE STUDY

The dependability, accountability, and validity of the method employed by the researcher account for successful research. The methodology followed by the researcher for the successful completion of the research and the first objective, ‘Development of Attitude Scale for assessing the attitude of prospective secondary school teachers towards teaching profession’ is presented in the present chapter. The chapter gives a brief highlight of the method of investigation employed, the population and sample adopted for the investigation, the tool developed for the purpose of collecting the required data, and the method employed for analysing the collected data.

3.1 METHOD OF THE STUDY:

The main focus of the present research was exploring the level of teaching aptitude, academic achievement, and attitude towards teaching profession among prospective secondary school teachers of Mizoram and their relation to gender, locale, level of education and academic streams. The study also assessed the relationship between teaching aptitude, academic achievement and attitude towards teaching profession among prospective secondary school teachers in Mizoram. Since the study was dedicated towards description of the population in terms of teaching aptitude, academic achievement and attitude of prospective secondary school teachers along with correlation between the three variables of the study, the study was descriptive in nature. Therefore, the researcher employed the ‘descriptive survey method of study’ to find out the objectives of the research.

3.2 POPULATION AND SAMPLE:

3.2.1 Population

The research mainly explored the teaching aptitude, attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram. Prospective secondary school teachers included all the student teachers enrolled in the Bachelor of Education (B.Ed.) course in the secondary teacher

education institutions affiliated with Mizoram University in the academic sessions 2022-24 and 2023-2025. There were four teacher education institutions offering secondary teacher education in Mizoram, namely, the Institute of Advanced Studies in Education, Aizawl, the Department of Education under Mizoram University, Tanhril, the District Institute of Education and Training, Aizawl and the Institute of Education and Training, Lunglei.

In the research, the population for the variable ‘teaching aptitude and attitude towards teaching profession’ consisted of all the prospective secondary school teachers studying in teacher education institutions affiliated with Mizoram University for the academic session 2022-24 and 2023-2025.

The population for the variable ‘academic achievement’ consisted of all the prospective secondary school teachers studying in teacher education institutions affiliated with Mizoram University for the academic session 2022-24.

The details of the population are presented in table no. 3.1.

Table No. 3.1

Break up of population

S/N	Institution	Session	Male	Female	Total	Grand Total
1	Institute of Advanced Studies in Education	2023-25	46	103	149	279
		2022-24	49	81	130	
2	District Institute of Education and Training, Aizawl	2023-25	28	22	50	99
		2022-24	23	26	49	
3	District Institute of Education and Training, Lunglei	2023-25	23	27	50	99
		2022-24	24	25	49	
4	Department of Education, Mizoram University	2023-25	42	54	96	192
		2022-24	41	55	96	
Total			276	393	669	669

(Source: Attendance registers of the secondary teacher education institutions in Mizoram)

3.2.2 Sample

In the research, the census method of data collection was employed. Samples were collected from all the prospective secondary school teachers present in the secondary teacher education institution in Mizoram on the day the researcher visited the teacher education institutions for teaching aptitude and attitude of prospective secondary school teachers. The researcher was able to collect 584 responses from the secondary teacher education institutions in the state, which was 88.94% of the total population.

For academic achievement and correlation between teaching aptitude, academic achievement, and attitude towards teaching profession, the sample consisted of 280 prospective secondary school teachers from teacher education institutions affiliated with Mizoram University from IV Semester B.Ed.

The details of the sample for teaching aptitude and attitude towards teaching profession is as given in table no. 3.2.

Table No. 3.2

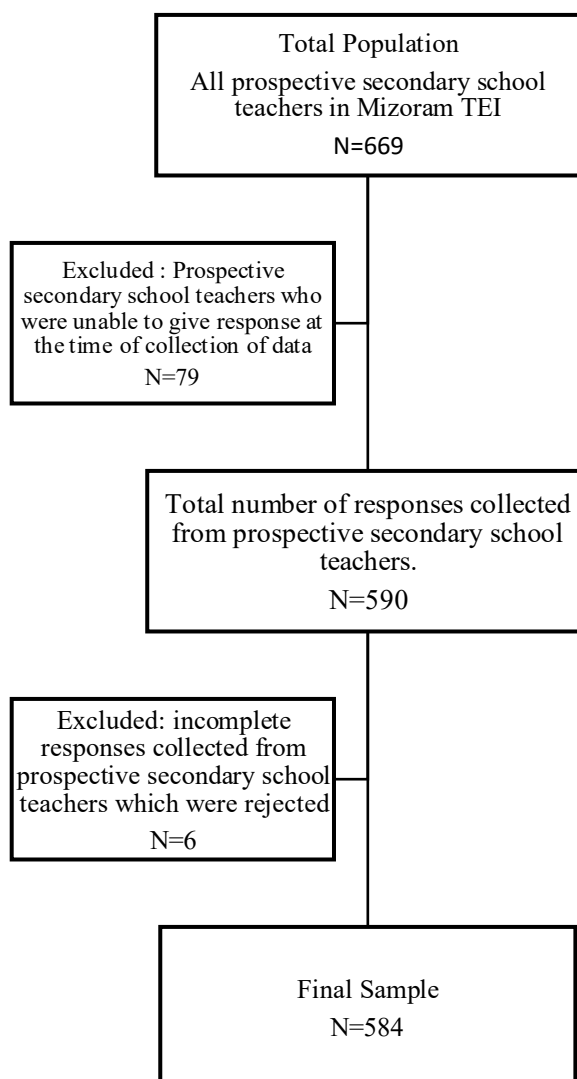
Details of sample for the variable - teaching aptitude and attitude towards teaching profession.

S/ N	Institution	Session	Male	Female	Total	G.Total
1	Institute of Advanced Studies in Education, Aizawl	2023-25	46	103	149	274
		2022-24	45	80	125	
2	District Institute of Education and Training, Aizawl	2023-25	28	20	48	92
		2022-24	20	24	44	
3	District Institute of Education and Training, Lunglei	2023-25	21	27	48	86
		2022-24	15	23	38	
4	Department of Education, Mizoram University	2023-25	27	38	65	132
		2022-24	27	40	67	
Total			229	229	355	584

The flowchart that represents the population and sample for the variables teaching aptitude and attitude towards the teaching profession of prospective secondary school teachers is presented below.

Figure No. 3.1

Flowchart showing population and sample for teaching aptitude and attitude towards teaching profession



Samples for academic achievement were collected from the 4th semester B.Ed. students whose results were declared on 4th July, 2024. The details of the sample for academic achievement are as given in table no. 3.3.

Table No. 3.3

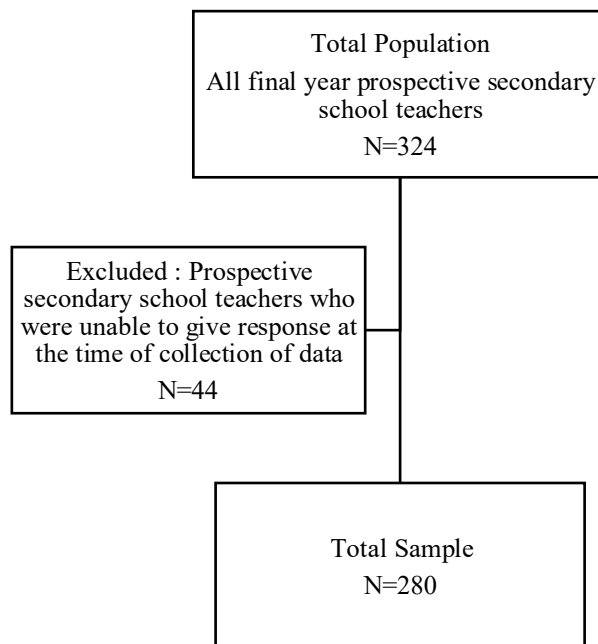
Details of sample for the variable – academic achievement.

Sl. No	Institutions	Session	Male	Female	Total
1	Institute of Advanced Studies in Education, Aizawl	2022-24	46	80	126
2	District Institute of Education and Training, Aizawl	2022-24	22	24	46
3	District Institute of Education and Training, Lunglei	2022-24	16	23	39
4	Department of Education, Mizoram University	2022-24	28	41	69
Total			107	167	280

The following flowchart represents the population and sample for the variable, academic achievement of the prospective secondary school teachers in Mizoram.

Figure No. 3.2

Flowchart showing population and sample for academic achievement.



3.3 TOOLS FOR COLLECTION OF DATA:

In the study, both primary and secondary sources of data were employed. The primary source comprised of two tools, namely-

- 1) Teaching Aptitude Test (TAT-GR) developed by Dr. S. C. Gakhar and Dr. Rajnish. The scale was published by Rakhi Prakashan and distributed by National Psychological Corporation, Kacheri Ghat, Agra in the year 1971.
- 2) Attitude towards Teaching Profession among Prospective Secondary School Teachers Scale developed by the researcher.

The secondary source of data consisted of the following –

- 1) The final IV Semester B.Ed. results declared by the Examination Department, Mizoram University and published on 4th July, 2024, for prospective secondary school teachers of the academic session (2022-2024) studying in secondary teacher education institutions in Mizoram.
- 2) Attendance record of all four secondary teacher education institutions affiliated with Mizoram University from the academic session 2022-24 and 2023-25.

3.3.1 Teaching Aptitude Test developed by Dr. S. C. Gakhar and Dr. Rajnish.

In the study, the researcher adopted a readymade tool, the “Teaching Aptitude Test,” which was developed by Dr. S.C. Gakhar and Dr. Rajnish for finding teaching aptitude among the prospective secondary school teachers within Mizoram. The test developers initially prepared a preliminary draft of 120 statements, which were given to experts and 40 B.Ed. students for content validity. After removal of ambiguous and arduous statements, the test developers came up with 75 statements, which were divided into the following six categories –

- 1) Teaching profession
- 2) Interest towards students
- 3) Social contacts

- 4) Innovations regarding activities of the school
- 5) Professional ethics
- 6) Teaching potentiality and current knowledge.

Item analysis

For analysing the items for the adopted teaching aptitude test, the test developers administered the 75 statements to 400 B.Ed. students who were selected randomly from four teacher education institutions across Punjab. The discrimination value of the statement was calculated by comparing the 27% of both the top and bottom scores. The difficulty value was also calculated by dividing the number of B.Ed. students giving correct responses by the total number of B.Ed. students. The statement having difficulty levels either too small or too high were removed. 35 statements having discrimination value more than 0.24 were selected for the final test. Therefore, the final test consisted of 35 statements divided into six categories mentioned above.

Reliability

The reliability of a test offers consistency in the test result, which is the required quality of any standardized test. It ensures the dependability of the test. The teaching aptitude test (TAT-GR) developed by Dr. S. C. Gakhar and Dr. Rajnish was highly valid during the time of its standardization. The test-retest method was employed by the test developer for finding the reliability on a sample of 40 B.Ed. students. The reliability coefficient for the statements was 0.76.

Re-establishment of reliability

Since the test was used by the researcher on a population with different characteristics, the reliability was reestablished. The researcher used the split-half method to reestablish the reliability of the Teaching Aptitude Test by administering the test to 279 B.Ed. Students of the Institute of Advanced Studies in Education, Aizawl. Reliability of the tool was found out by the split-half method and the test-retest method.

Table No. 3.4

Reliability of teaching aptitude test

Methods	N	Reliability Coefficient
Split Half Method	279	0.69
Test - Retest Method (After one month)	279	0.711

Validity

Validity of the test was established by correlating the scores of the teaching aptitude test with Shah's teaching aptitude test on a sample of 40 B.Ed. students. The validity coefficient was found to be 0.68.

Revalidation of tools

The teaching aptitude test was revalidated, keeping in view the influence of culture and characteristics of the population for which the test was developed. For re-validation of the teaching aptitude test, the test was given to five experts in the field of education to evaluate the statements and their relevance for the population in the present field of study. From the responses and feedback received from the experts, it was established that the content of the test was valid for the population.

Scoring

Four alternate answers were given for each statement, with only one correct response. Only the correct response carries one mark, and the scoring key is as given below-

Table No. 3.5***Scoring key for teaching aptitude scale***

Statement No.	Answer	Statement No.	Answer	Statement No.	Answer	Statement No.	Answer
1	c	10	c	19	a	28	d
2	d	11	d	20	c	29	a
3	b	12	c	21	d	30	c
4	a	13	c	22	b	31	d
5	a	14	a	23	c	32	c
6	a	15	d	24	c	33	a
7	c	16	d	25	c	34	a
8	c	17	a	26	d	35	a
9	d	18	d	27	d		

The maximum possible score for the test is 35, and the minimum score is 0.

Interpretation of the test

For the purpose of interpreting the raw scores obtained from the sample of the present study, the researcher re-normalizes the test for the population. The raw scores that were obtained from administering the test to 584 prospective secondary students studying in the secondary teacher education institutes in Mizoram were converted into standardized scores, that is, z-scores. Z-score norms were established as given below

Table No. 3.6***Z score norms for teaching aptitude test***

Mean = 24.86

SD = 3.36

N = 584

Raw Score	Z-score	Raw Score	Z-score	Raw Score	Z-score
18	-2.04	24	-0.26	30	1.53
19	-1.74	25	0.04	31	1.82
20	-1.45	26	0.34	32	2.12
21	-1.15	27	0.64	33	2.42
22	-0.85	28	0.93	34	2.72
23	-0.55	29	1.23	35	3.01

Interpretation Norms for finding the status of teaching aptitude among the prospective secondary school teachers on the basis of the Z norms calculated from the

scores of 584 prospective secondary school students studying in a secondary teacher education institute in Mizoram are given in the following table no. 3.7.

Table No. 3.7

Norms for interpretation of the level of teaching aptitude test

Sl. No	Range of z-scores	Raw score	Level of Teaching Aptitude
1	+2.01 and above	32 & above	Extremely high
2	+1.26 to + 2.00	30 -31	High
3	+0.51 to + 1.25	27-29	Above Average
4	-0.50 to +0.50	23-26	Average/Moderate
5	-0.51 to -1.25	21-22	Below Average
6	-1.26 to -2.00	19-20	Low
7	-2.01 and below	18 & below	Extremely Low

3.3.2 Attitude of prospective secondary school teachers towards teaching profession scale.

In order to assess the attitude of prospective secondary school teachers towards teaching profession, the researcher constructed an attitude scale towards teaching profession using the Likert scale, which was developed by Rensis Likert through his doctoral thesis in 1932.

A Likert scale is the most common type of scale for measuring the attitude of individuals towards issues, objects, or events. A Likert Scale consists of fixed statements about the attitude of the population, which is directed towards some social or psychological aspect of an object, issue, or event studied by a researcher for which the individual has five choices, i.e., strongly agree, agree, undecided/ neutral/ indifferent, disagree, and strongly disagree for each statement. It is also sometimes referred to as an agreement scale, as it depicts an individual's level of agreement regarding the statements. A Likert Scale necessarily consisted of negative and positive statements.

In the present study, the researcher followed the following steps for the construction of an attitude scale, “Attitude of prospective secondary school teachers toward teaching profession” using the Likert Scale –

- 1) Collection of a number of statements relating to the attitude of prospective teachers towards teaching profession
- 2) Item writing
- 3) Content validation through expert opinion
- 4) Preparation of pilot scale for item discrimination
- 5) Item discrimination and final selection of test items for the scale
- 6) Final tryout of the scale for reliability and validity of the scale
- 7) Determining the validity and reliability of the scale
- 8) Normalization and developing an interpretation table for the scale.

Item writing

The researcher reviewed literature in the form of books, journals, and studies from both domestic and international sources relating to the attitude of teachers and prospective teachers towards teaching profession. The researcher also consulted experts in the fields of education and attitude scales developed by different researchers and professionals in the fields of education and psychology. Areas that have a direct impact on the attitude of prospective teachers towards teaching and the profession were identified, and statements were prepared accordingly. The researcher initially constructed 60 items for the attitude scale directed towards teaching profession for prospective secondary school teachers under the following head –

- a) Academic: This area is dedicated to the academic aspect of the teaching profession. The statements in this domain are mainly concerned with educational practices, pedagogical knowledge, and assessment and evaluation for secondary school students.
- b) Social & Psychological—The perspective of the prospective teachers towards the social status of teachers, self-esteem generated through the profession, and impact of teaching on the development of students are important aspects

of the teaching profession that are included in this domain. This area included statements that relate to the dispositions of teachers towards the social status of teachers and the psychological impact of teaching on students.

- c) Administrative—Teaching is not confined to the classroom alone, and it encompasses administration of the institution. This area included statements that relate to teachers’ administrative role in an educational institution.
- d) Co-curricular Activities—Co-curricular activity is an integral part of secondary education. The statements that have an inclination towards teachers’ perception of co-curricular activities are included in this domain.
- e) Economic—Financial benefits generated by a profession can greatly influence the attitude of a person towards the profession. This domain consists of statements related to financial benefit generated through teaching profession.

Table No. 3.8

Details of items (favourable and unfavourable) and their distribution over different areas/dimensions in the draft tools

Sl. No	Areas	Favourable	Unfavourable	Total
1	Academic	7	9	16
2	Social & Psychological	14	11	25
3	Administrative	4	4	8
4	Co-curricular Activities	3	2	5
5	Economic	3	3	6
Total		30	30	60

Scoring

The draft statements were provided with five alternative responses: strongly agree, agree, undecided, disagree, and strongly disagree. Scoring for each statement was done according to the following scoring chart.

Table No. 3.9***Scoring chart for attitude scale toward teaching profession scale***

Responses	Scoring for each item	
	Favourable	Unfavourable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Content Validation

The draft statement of the constructed attitude scale directed towards teaching profession for prospective secondary school teachers was given to five professors in the field of teacher education, and they were requested to lend their expertise in evaluating the nature, language used, and suitability of the items for assessing the attitude of prospective secondary school teachers 'towards the teaching profession. The experts were also requested to give their input on the constructed scale.

Preparation of Pilot Scale

From the feedback and suggestions of the experts in the area, the statements that were redundant and unsuitable for finding the attitude of prospective teachers towards teaching profession were removed, and the number of items was reduced to 57 items, of which 30 were positive and 27 were negative statements. Thus, a reliable pilot scale for the Attitude of Prospective Teachers towards Teaching Profession Scale was constructed, which was supported by personal information as per the objectives of the research and instruction booklet. The following table no. 3.10 highlights the distribution of items for the dimensions of the scale.

Table No. 3.10

Details of items (favourable and unfavourable) and their distribution over different area/dimensions in for pilot scale

Sl. No	Areas	Favourable	Unfavourable	Total
1	Academic	7	9	16
2	Social & Psychological	14	10	25
3	Administrative	4	2	6
4	Co-curricular Activities	3	2	5
5	Economic	3	3	6
Total		30	27	57

Try Out

The tool consisting of 57 statements was first administered to a group of 280 (female = 184 & male = 96) prospective secondary school teachers from different teacher education institutions within Mizoram.

While the pilot test was conducted, the researcher requested all the respondents to give their responses to all statements of the scale according to their viewpoint, as there were no correct or wrong responses for any of the statements. After completion of the tryout of the scale, the responses from all 280 respondents were scored according to the scoring guidelines given in Table No. 3.9.

Item Discrimination

Item discrimination refers to the ability of the test to differentiate between individuals having a high level of traits from those with a low level of traits. Item discrimination is crucial for evaluation of the quality and effectiveness of the test item. High item discrimination indicates the ability of the item to discriminate between low and high attitude.

For discriminating the items for the constructed attitude scale, the responses received from the pilot test were arranged in ascending order. Twenty-seven percent of the bottom (low) scores (75) and top (high) scores (75) were separated from the scores of the respondents representing the lower and upper criteria groups as per the

formula suggested by Edwards (1957). For all the items, mean, standard deviation, and standard error mean were calculated using SPSS for the low and high criteria groups. Discriminating values for each item were calculated by using t-values, and items having t-values higher than 1.96 (Edward, 1957), which were statistically significant, were accepted, while items with t-values lower than 1.96 were rejected in the final draft. A total of 10 items were rejected through item discrimination in the scale.

The details of group statistics calculated for item discrimination is given in the following table no. 3.11.

Table No. 3.11

Group Statistics: Mean, SD, SE Mean and t-value of high and low groups on different items of Attitude of Teachers toward Teaching Profession Scale (ATTPS)

Item	Group	N	Mean	SD	Std. Error Mean	t value	Significance	Selected/ Rejected
Item_1	Lower	75	4.39	0.57	0.07	7.34	***	Selected
	Higher	75	4.92	0.27	0.03			
Item_2	Lower	75	3.08	1.02	0.12	5.68	***	Selected
	Higher	75	4.00	0.96	0.11			
Item_3	Lower	75	3.51	1.44	0.17	5.58	***	Selected
	Higher	75	4.61	0.94	0.11			
Item_4	Lower	75	3.99	0.89	0.10	2.12	***	Selected
	Higher	75	4.28	0.80	0.09			
Item_5	Lower	75	3.77	0.83	0.10	3.25	***	Selected
	Higher	75	4.23	0.88	0.10			
Item_6	Lower	75	3.24	0.80	0.09	6.29	***	Selected
	Higher	75	4.09	0.86	0.10			
Item_7	Lower	75	3.23	0.89	0.10	5.48	***	Selected
	Higher	75	3.97	0.77	0.09			
Item_8	Lower	75	3.09	0.96	0.11	8.49	***	Selected
	Higher	75	4.36	0.86	0.10			
Item_9	Lower	75	3.68	0.70	0.08	5.29	***	Selected
	Higher	75	4.28	0.69	0.08			
Item_10	Lower	75	2.88	0.84	0.10	4.85	***	Selected
	Higher	75	3.65	1.10	0.13			
	Lower	75	3.48	0.66	0.08	7.93	***	Selected

Item_1	Higher	75	4.43	0.79	0.09			
1								
Item_1	Lower	75	3.68	0.79	0.09	8.55	***	Selected
2	Higher	75	4.60	0.49	0.06			
Item_1	Lower	75	3.65	0.74	0.09	2.85	***	Selected
3	Higher	75	3.99	0.69	0.08			
Item_1	Lower	75	3.20	0.85	0.10	8.16	***	Selected
4	Higher	75	4.28	0.76	0.09			
Item_1	Lower	75	3.75	0.66	0.08	6.86	***	Selected
5	Higher	75	4.44	0.58	0.07			
Item_1	Lower	75	3.84	0.57	0.07	6.02	***	Selected
6	Higher	75	4.36	0.48	0.06			
Item_1	Lower	75	2.32	0.76	0.09	0.10	NS	Selected
7	Higher	75	2.31	0.87	0.10			
Item_1	Lower	75	2.80	0.94	0.11	3.06	***	Selected
8	Higher	75	3.31	1.08	0.12			
Item_1	Lower	75	3.59	0.57	0.07	1.44	NS	Selected
9	Higher	75	3.75	0.77	0.09			
Item_2	Lower	75	3.73	0.64	0.07	4.65	***	Selected
0	Higher	75	4.16	0.47	0.05			
Item_2	Lower	75	2.45	0.93	0.11	0.97	NS	Selected
1	Higher	75	2.29	1.09	0.13			
Item_2	Lower	75	3.56	0.95	0.11	11.58	***	Selected
2	Higher	75	4.89	0.31	0.04			
Item_2	Lower	75	3.33	0.86	0.10	0.35	NS	Selected
3	Higher	75	3.39	1.01	0.12			
Item_2	Lower	75	3.92	0.71	0.08	5.45	***	Selected
4	Higher	75	4.51	0.60	0.07			
Item_2	Lower	75	3.19	0.77	0.09	4.00	***	Selected
5	Higher	75	3.67	0.70	0.08			
Item_2	Lower	75	2.59	0.62	0.07	0.12	NS	Selected
6	Higher	75	2.60	0.79	0.09			
Item_2	Lower	75	3.27	0.88	0.10	3.34	***	Selected
7	Higher	75	3.75	0.89	0.10			
Item_2	Lower	75	3.89	0.53	0.06	2.24	***	Selected
8	Higher	75	4.12	0.70	0.08			
Item_2	Lower	75	3.83	0.78	0.09	4.45	***	Selected
9	Higher	75	4.35	0.65	0.07			
Item_3	Lower	75	3.73	0.79	0.09	8.75	***	Selected
0	Higher	75	4.68	0.50	0.06			
	Lower	75	2.87	0.99	0.11	6.80	***	Selected

Item_3	Higher	75	4.01	1.07	0.12			
1								
Item_3	Lower	75	3.08	0.88	0.10	8.22	***	Selected
2	Higher	75	4.11	0.63	0.07			
Item_3	Lower	75	3.89	0.39	0.04	5.33	***	Selected
3	Higher	75	4.25	0.44	0.05			
Item_3	Lower	75	3.17	0.91	0.10	7.40	***	Selected
4	Higher	75	4.19	0.77	0.09			
Item_3	Lower	75	3.27	0.78	0.09	1.43	NS	Selected
5	Higher	75	3.48	1.03	0.12			
Item_3	Lower	75	3.89	0.45	0.05	9.14	***	Selected
6	Higher	75	4.60	0.49	0.06			
Item_3	Lower	75	2.04	0.58	0.07	5.06	***	Selected
7	Higher	75	1.57	0.55	0.06			
Item_3	Lower	75	3.21	1.03	0.12	6.17	***	Selected
8	Higher	75	4.16	0.84	0.10			
Item_3	Lower	75	3.33	0.89	0.10	1.35	NS	Selected
9	Higher	75	3.55	1.04	0.12			
Item_4	Lower	75	2.43	0.82	0.10	0.85	NS	Selected
0	Higher	75	2.31	0.90	0.10			
Item_4	Lower	75	2.41	0.70	0.08	1.25	NS	Selected
1	Higher	75	2.59	0.97	0.11			
	Lower	75	4.07	0.41	0.05			
Item_4	Higher	75	4.79	0.44	0.05	10.27	***	Selected
2	Higher	75	4.19	1.24	0.14			
Item_4	Lower	75	3.49	0.79	0.09	4.51	***	Selected
3	Higher	75	4.04	0.69	0.08			
Item_4	Lower	75	3.73	0.53	0.06	7.65	***	Selected
4	Higher	75	4.39	0.52	0.06			
Item_4	Lower	75	2.25	0.76	0.09	2.22	***	Selected
5	Higher	75	1.96	0.86	0.10			
Item_4	Lower	75	3.33	0.81	0.09	4.54	***	Selected
6	Higher	75	3.96	0.88	0.10			
Item_4	Lower	75	3.83	0.55	0.06	6.55	***	Selected
7	Higher	75	4.39	0.49	0.06			
Item_4	Lower	75	3.81	0.75	0.09	6.35	***	Selected
8	Higher	75	4.55	0.66	0.08			
Item_4	Lower	75	3.52	0.72	0.08	7.95	***	Selected
9	Higher	75	4.36	0.56	0.06			
Item_5	Lower	75	2.29	0.69	0.08	1.40	NS	Selected
0	Higher	75	2.12	0.82	0.09			

Item_5	Lower	75	4.03	0.88	0.10	7.51	***	Selected
1	Higher	75	4.85	0.36	0.04			
Item_5	Lower	75	3.67	0.81	0.09	4.31	***	Selected
2	Higher	75	4.16	0.57	0.07			
Item_5	Lower	75	3.40	0.84	0.10	6.32	***	Selected
3	Higher	75	4.15	0.59	0.07			
Item_5	Lower	75	3.55	0.79	0.09	5.36	***	Selected
4	Higher	75	4.16	0.59	0.07			
Item_5	Lower	75	2.80	0.68	0.08	3.73	***	Selected
5	Higher	75	3.27	0.84	0.10			
Item_5	Lower	75	3.60	0.75	0.09	6.19	***	Selected
6	Higher	75	4.29	0.61	0.07			
Item_5	Lower	75	2.97	0.82	0.09	3.45	***	Selected
7	Higher	75	3.51	1.56	0.07			

(*** indicates significant and NS indicates not significant @ 0.01 level)

Final Form of Attitude of Prospective Teachers toward Teaching Profession Scale

The final form of the attitude scale directed towards teaching profession for prospective secondary school teachers consisted of 48 items. Only items that had higher t-values which were statistically significant at .01 level were selected for the final scale. The final form of the attitude scale of prospective teachers towards teaching profession (given in Appendix III) consisted of personal information of the respondents and 48 statements. The personal information was designed as per the objectives of the study and includes the following:

- a) Full Name:
- b) Gender:
- c) Age:
- d) Locale: (Urban/Rural)
- e) Academic Stream: (Humanities/ Social Science/ Science)
- f) Educational Qualification: (Postgraduate/ Graduate)
- g) Name of the Institution:

The distribution of items in the final attitude scale of prospective teachers towards teaching profession over different dimensions is given in the following table no. 3.12.

Table No. 3.12

Details of items (favourable and unfavourable) and their distribution over different areas/dimensions for final scale (Attitude of Prospective Teachers towards Teaching Profession Scale (ATTPS))

Sl. No	Areas	Favourable	Unfavourable	Total
1	Academic	7	8	15
2	Social & Psychological	11	8	20
3	Administrative	3	2	5
4	Co-curricular Activities	2	1	3
5	Economic	3	2	5
Total		36	21	47

Final tryout of the test

The final attitude scale consisted of 47 items with 36 favourable and 21 unfavourable statements. For establishing reliability and validity of the scale and preparation of norms for interpretation of the scores, the final scale was administered again among 220 prospective secondary school teachers within Mizoram.

Establishment of Reliability

Anastasi (1970) explains reliability as, “Reliability refers to the consistency of score obtained by the same individual when re-examined with the same test on different occasions.” For any scale to obtain dependable results, it is important that the scale should be reliable.

The researcher administered the final attitude scale directed towards teaching profession to 220 prospective teachers to establish the reliability of the scale. The internal and external consistency of the scale was established by the researcher by using the different methods of establishing the reliability coefficient.

For measuring the internal consistency of the scale, the researcher employed the split-half method and Cronbach's alpha.

Split-half method: In the split-half method, the whole scale was divided into two halves, and the coefficient of reliability was estimated by using the Spearman-Brown formula and the Guttman split-half coefficient.

In the present research, SPSS23 was employed for calculating the coefficient of correlation by the Spearman-Brown formula and the Guttman split-half coefficient to find out the internal consistency of the scale. The coefficient of correlation with the Spearman-Brown formula and the Guttman split-half coefficient method were found to be 0.850 and 0.826, respectively. According to the guidelines given by Cohen et al. (2007) for the split-half method, coefficients of correlation between 0.900 and 0.800 were considered to be very high. Therefore, the reliability of the constructed attitude scale directed towards teaching profession for prospective secondary school teachers is very high through the split-half method.

Cronbach's alpha: Cronbach's alpha is another method employed by the researcher for evaluating the internal consistency of the constructed attitude scale. It gives the closeness of the relationship that exists between the different items in the scale. It estimates the internal consistency of a scale in the context of the multi-item construction of an attitude scale.

The calculated Cronbach's alpha for establishing the reliability of the constructed scale using SPSS23 was 0.858. Comparing the value of the calculated Cronbach's alpha and the guidelines given by Cohen et al. (2007) for estimation of internal consistency of the scale in the context of the multi-items in the constructed instrument, the scale can be said to have a very high reliability.

Test-Retest Method: For estimating the external consistency of the constructed attitude scale, the researcher adopted the test-retest method of estimating the coefficient of reliability. In the present investigation, the test was administered among 220 prospective secondary school teachers in Aizawl city at an interval of 3 months. The reliability coefficient was estimated by calculating Pearson's coefficient

of correlation between the scores on the test and retest using SPSS23, and it was found to be 0.69.

Establishment of validity of the test

Validity is the quality of a test that assures that the designed scale measures what it claims to measure. In any standardized test, establishing validity for the scale is essential for ensuring correct administration and interpretation of data for which the test is constructed. Garrett (1966) has stated that “the validity of a test or any measuring instrument depends upon the fidelity with which it measures what it proposes to measure.”

For construction of the scale for assessing the attitude of the prospective secondary school teachers towards teaching as a profession, the researcher adopted two methods for validation of the test as given below:

Face Validity: The researcher first reviewed relevant literature and references on the different dimensions of teaching as a profession, and talks from eminent educationists in the field of education and psychology about the topic at hand. The items for the scale were carefully selected such that it covers all the areas of attitudes relating to the teaching profession that a prospective secondary school teacher might develop. The items for the scale were also carefully selected and arranged in such a way that the respondents will be able to respond to the statements according to their perspectives. Thus, ensuring face validity for the scale developed.

Content Validity: The scale initially has 60 items, which were distributed over five dimensions identified by the researcher from the literature reviewed. The researchers gave the preliminary draft attitude scale to four professors from the Department of Education, Mizoram University, and one professor from the Institute of Advanced Studies in Education, Mizoram, to lend their expertise in the areas and give their comments and suggestions for the draft scale. The recommendations and suggestions given by different experts were studied and compared. From the expertise suggestions, some of the items in the draft scales were modified, and some of the statements were deleted from the scale. In all, three statements from the draft scales

were rejected, and the item of scale for the pilot test was reduced to 57 items. Therefore, content validity of the scale was developed.

Developing Norms and Interpretation for the Attitude Scale

Norms are the benchmarks against which an individual's scores on a particular attitude scale are compared. These norms provide context on how an individual's score relates to the scores of a representative sample of the population. Norms can be established for a scale by representing the scores in the form of percentiles, standardized scores like Z-scores and T-scores, and other comparative matrices.

For the present attitude scale developed for assessing attitudes of prospective secondary school teachers towards teaching profession, the researcher converted the scores of 584 (male = 229 & female = 355) into Z-scores. The following table no. 3.13 represents the Z-score norms developed for the attitude scale.

Table No. 3.13

Z- Score Table for ATTPS

<i>Mean = 170.09</i>		<i>SD = 12.386</i>		<i>N = 584</i>	
Raw Score	Z Score	Raw Score	Z Score	Raw Score	Z Score
140	-2.43	161	-0.74	182	0.96
141	-2.35	162	-0.65	183	1.04
142	-2.27	163	-0.57	184	1.12
143	-2.19	164	-0.49	<u>185</u>	1.20
144	-2.11	165	-0.41	186	1.28
145	-2.03	166	-0.33	187	1.36
146	-1.95	167	-0.25	188	1.44
147	-1.87	168	-0.17	189	1.52
148	-1.78	169	-0.09	190	1.61
149	-1.70	170	-0.01	191	1.69
150	-1.62	171	0.07	192	1.77
151	-1.54	172	0.15	193	1.85
152	-1.46	173	0.23	194	1.93

153	-1.38	174	0.31	195	2.01
154	-1.30	175	0.39	196	2.09
155	-1.22	176	0.48	197	2.17
156	-1.14	177	0.56	198	2.25
157	-1.06	178	0.64	199	2.33
158	-0.98	179	0.72	200	2.41
159	-0.90	180	0.80	201	2.49
160	-0.82	181	0.88		

Interpretation norms for finding the level of attitude among the prospective secondary school teachers toward teaching profession on the basis of the Z norms calculated from the responses of 584 prospective secondary school teachers in Mizoram is given in the following table no. 3.14.

Table No. 3.14

Interpretation table for ATTPS

Sl./No	Range of z-scores	Raw score	Level of Attitude
1	+2.01 and above	195 & above	Extremely positive
2	+1.26 to + 2.00	186 - 194	Positive
3	+0.51 to + 1.25	177 - 185	Mildly positive
4	-0.50 to +0.50	164 - 176	Neutral
5	-0.51 to -1.25	155 - 163	Mildly negative
6	-1.26 to -2.00	146 - 154	Negative
7	-2.01 and below	145 & below	Extremely negative

3.4 ACADEMIC ACHIEVEMENT OF THE PROSPECTIVE SECONDARY SCHOOL TEACHERS

For assessing the academic achievement of the prospective secondary school teachers in Mizoram, the final B.Ed. result, which is the accumulation of achievement awarded to the prospective teachers over a period of two years in four semesters, declared by the Examination Department, Mizoram University, on 4th July, 2024 was

taken. The following table no. 3.15 was used for interpretation of the academic achievement of the prospective secondary school teachers:

Table No. 3.15

Interpretation table for academic achievement

Sl.No	Percentage	Mark Range	Divisions
1	75.00 & above	1500 & above	Distinction
2	60.00 – 74.99	1200 – 1499	First Class
3	50.00 – 59.99	1000 – 1199	Second Class
4	40.00 – 49.99	800 – 999	Pass
5	39.99 & below	799 & below	Fail

3.5 METHOD OF DATA COLLECTION:

The researcher visited all the secondary teacher education institutions affiliated with Mizoram University within Mizoram and took due permission from the concerned head of the institutions to administer the tests. The researcher, after developing good rapport with prospective secondary school teachers, explained the details of the research and gained consent from the participants to collect the required data. Data for teaching aptitude was collected by distributing the Teaching Aptitude Scale developed by Dr. S.C. Gakhar and Dr. Rajnish. Data for the attitude of prospective secondary school teachers towards teaching was collected by using Google Forms in three teacher education institutions and manually in one teacher education institution within the state. The academic achievement in the form of the final IV Semester result of the Bachelor of Education (B.Ed.) course declared by the Examination Department, Mizoram University, on 4th July 2024 was collected from the records of all teacher education institutions affiliated with Mizoram University.

Ethical Consideration: The researcher developed a participation information sheet and consent form. Only those who filled out the consent form responses were collected and used for the present research.

3.6 METHOD OF ANALYSIS:

The spreadsheet of the collected data for the attitude of prospective secondary school teachers was downloaded from the Google Drive. Scoring of the collected data for both tools was done according to the scoring procedure as highlighted in the manual by the test developers. Tabulation of data was done keeping in view the objectives of the present investigation.

For analysing the collected data, the researcher used percentage, mean, and standard deviation for description of the population in terms of teaching aptitude, academic achievement, and attitude towards teaching profession; a t-test was employed for assessing the statistical difference in teaching aptitude, academic achievement and attitude towards teaching profession in relation to gender, locale and level of education; ANOVA and Tukey Cramer Post Hoc Analysis were employed assessing the difference in teaching aptitude, academic achievement and attitude towards teaching profession in relation to academic stream; and person's coefficient of correlation for calculating the relationship between the variables.

CHAPTER 4

ANALYSIS AND INTERPRETATION

The present chapter represents the analysis and interpretation of the findings relating to teaching aptitude, attitude towards teaching profession and academic achievement of prospective secondary school teachers of Mizoram.

For studying the teaching aptitude of prospective secondary school teachers, the researcher used a readymade tool, Teaching Aptitude Test (TAT-GR) developed by Dr. S. C. Gakhar and Dr. Rajnish. The scale was published by Rakhi Prakashan and distributed by National Psychological Corporation, Kacheri Ghat, Agra. The scale was revalidated, and reliability was re-established by the researcher for the purpose of the current study. The scale was administered among the prospective secondary school teachers of Mizoram. The scale for evaluating the attitude of prospective secondary school teachers towards teaching profession was developed by the researcher. The scale consisted of 47 statements, out of which 36 were favourable and 21 were unfavourable statements. The final result of the B.Ed. course for 2022-24 results declared on 4th July 2024 by Mizoram University, formed the basis for assessing the academic achievement of the prospective secondary school teachers within Mizoram.

The collected data for teaching aptitude, attitude towards teaching profession and academic achievement of the prospective secondary school teachers in Mizoram were classified, tabulated and analysed using statistical techniques that included percentage, mean, standard deviation, t-test, ANOVA and Tukey Cramer Post Hoc Analysis according to the objectives of the study.

The detailed analysis and their interpretation in line with the research objectives highlighted below are presented in the chapter –

- 1) To find out the teaching aptitude of prospective secondary school teachers in Mizoram.

- 2) To find out the attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 3) To find out the academic achievement of prospective secondary school teachers in Mizoram.
- 4) To compare the teaching aptitude of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 5) To compare the attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 6) To compare the academic achievement of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 7) To find out the relationship between teaching aptitude and attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 8) To find out the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.
- 9) To find out the relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

4.1 TEACHING APTITUDE OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM.

Teaching aptitude of prospective teachers refers to the potentiality of prospective secondary school teachers within Mizoram for accomplishment in teaching. Data obtained from the responses of 584 prospective secondary school teachers using the Teaching Aptitude Test (TAT-GR) developed by Dr. S. C. Gakhar and Dr. Rajnish were tabulated and analysed using percentage. The level of teaching aptitude for the population is divided into seven levels:

extremely high, high, above average, average, below average, low, and extremely low.

The level of teaching aptitude and the number and percentage of prospective secondary school teachers in teaching aptitude are presented in the following table no. 4.1 and figure no. 4.1.

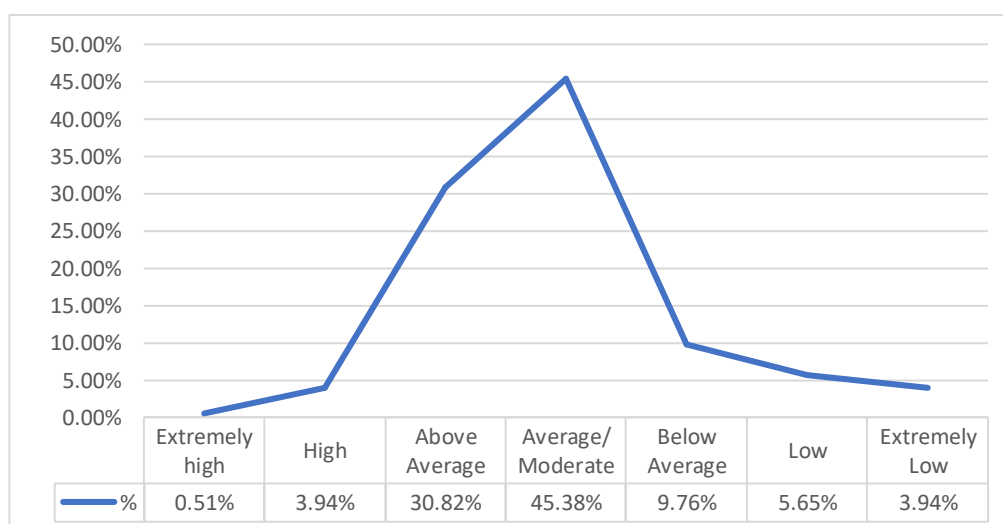
Table No. 4.1

Teaching aptitude of prospective secondary school teachers in Mizoram

Level of Teaching Aptitude	Number	Percentage
Extremely high	3	0.51%
High	23	3.94%
Above Average	181	30.82%
Average/Moderate	264	45.38%
Below Average	57	9.76%
Low	33	5.65%
Extremely Low	23	3.94%
Total	584	100%

Figure No. 4.1

Teaching aptitude level of prospective secondary school teachers in Mizoram



A cursory glance at the above table no. 4.1 and figure no. 4.1 reveals the level of teaching aptitude possessed by prospective secondary school teachers in Mizoram. Among the 584 prospective secondary school teachers, there were 3 (0.51%) prospective secondary school teachers with extremely high teaching aptitude, while 23 (3.94%) of them had extremely low teaching aptitude. Only 23 (3.94%) had high teaching aptitude in contrast to 33 (5.65%) having low teaching aptitude. There were 57 (9.76%) prospective secondary school teachers with below-average teaching aptitude. The majority of the prospective secondary school teachers were found to be distributed in above-average and average teaching aptitude levels, wherein 181 (30.82%) possessed above-average and 264 (45.38%) possessed average teaching aptitude.

4.2 ATTITUDE OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM TOWARDS TEACHING PROFESSION.

Attitude is a psychological construct that an individual possesses, and refers to the natural inclination of an individual towards something. The attitude of prospective secondary school teachers in the present study is the natural disposition of prospective teachers towards teaching as a profession in Mizoram. The researcher constructs an attitude scale for estimating the attitude towards teaching profession among prospective secondary school teachers within Mizoram.

All the responses acquired from the 584 prospective secondary school teachers on the constructed attitude scale directed towards teaching profession were analysed using percentage. The ambit of the analysis is highlighted in the following table no. 4.2 and figure no. 4.2.

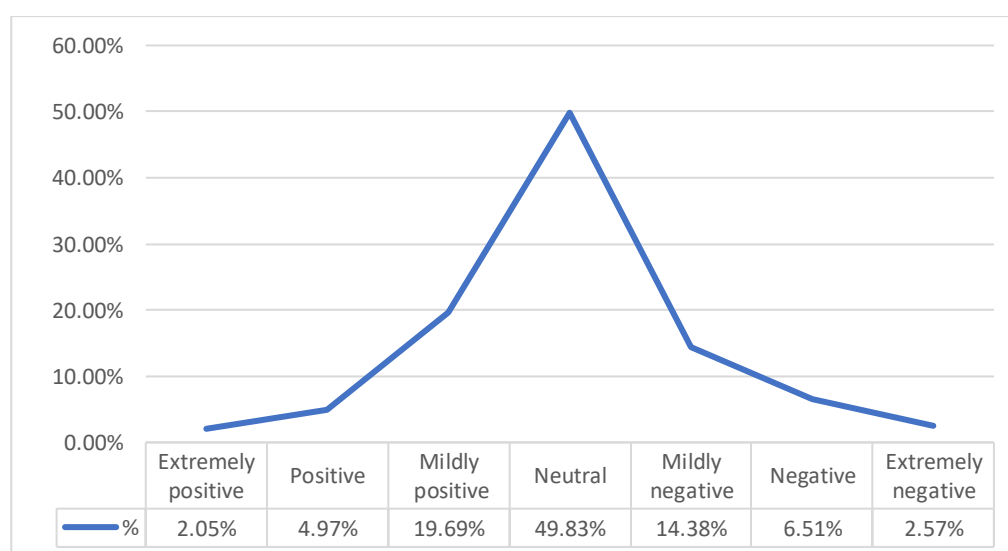
Table No. 4.2

Attitude of prospective secondary school teachers towards teaching profession in Mizoram

Level of Attitude	Number	%
Extremely positive	12	2.05%
Positive	29	4.97%
Mildly positive	115	19.69%
Neutral	291	49.83%
Mildly negative	84	14.38%
Negative	38	6.51%
Extremely negative	15	2.57%
Total	584	100%

Figure No. 4.2

Attitude of prospective secondary school teachers towards teaching profession in Mizoram



The perusal of results as evident from the above table no. 4.2 and figure no. 4.2, reveals that out of the 584 prospective secondary school teachers, 12 (2.05%) were having an extremely positive attitude towards teaching profession, 29 (4.97%) were with a positive attitude towards teaching profession, 38 (6.81%) possessed a negative attitude towards teaching

profession and 15 (2.57%) exhibited an extremely negative attitude towards teaching profession. The majority of the scores of the prospective secondary education teachers were distributed between a mildly positive and a mildly negative attitude towards teaching profession. There were 115 (19.69%), 291 (49.83%) and 84 (14.38%) prospective secondary school teachers with mildly positive, neutral and mildly negative attitude towards teaching profession respectively.

4.3 ACADEMIC ACHIEVEMENT OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM.

Academic achievement refers to the academic performances of the prospective secondary school teachers in Mizoram. The final Bachelor of Education (B.Ed.) results declared in July 2024 under Mizoram University resulting in the awards of the degree to the prospective teachers, were taken as data for academic achievement. The sample for academic achievement of prospective secondary school teachers consisted of 280 final-years B.Ed. batch (2022-24) students studying with Mizoram University.

The academic achievement in divisions represented through numbers and percentages of prospective secondary school teachers is presented in the following table no. 4.3 and figure no. 4.3

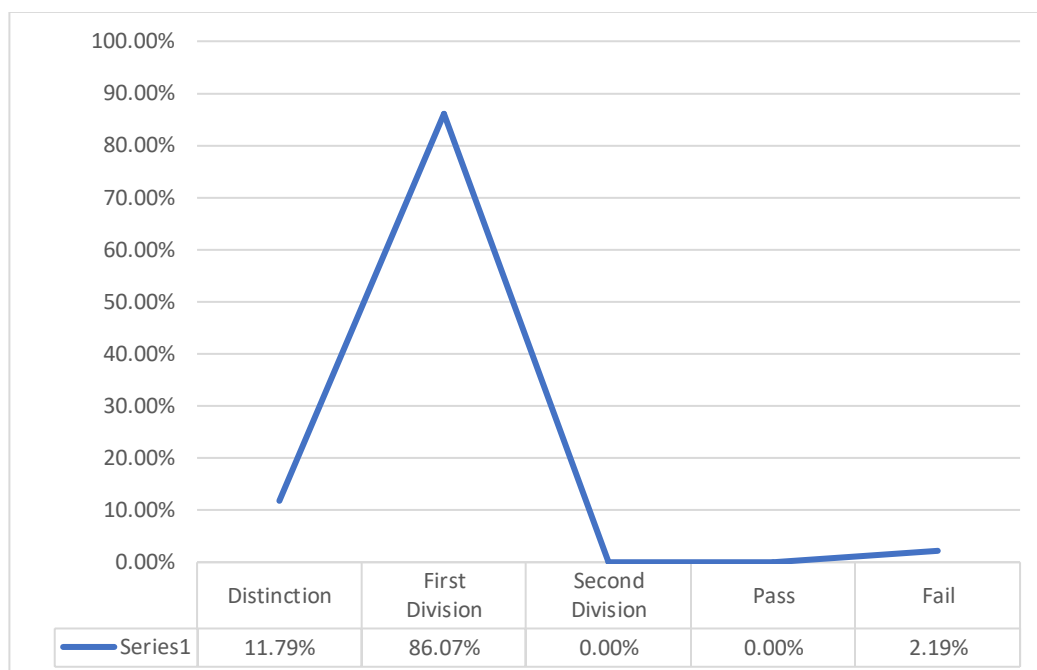
Table No. 4.3

Academic achievement of prospective secondary school teachers in Mizoram

Division	Number	Percentage
Distinction	33	11.79%
First Division	241	86.07%
Second Division	0	0.00%
Pass	0	0.00%
Fail	6	2.14%
Total	280	100%

Figure No. 4.3

Academic achievement of prospective secondary school teachers in Mizoram



A cursory observation of the above table no. 4.3 and figure no. 4.3 reveals that among the 280 prospective secondary school teachers in Mizoram, 33 (11.79%) passed with distinction, 241 (86.07%) secured first division, and 6 (2.14%) failed. There were no prospective secondary school teachers whose performances were second division and pass.

4.4 COMPARISON OF TEACHING APTITUDE OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM.

4.4.1 Teaching aptitude of male and female prospective secondary school teachers in Mizoram.

An attempt was made to compare the teaching aptitude of prospective secondary school teachers in the context of gender. There were 229 male and 355 female respondents among the 584 prospective secondary school teachers studying in secondary teacher education institutions within Mizoram. The level of teaching aptitude among male and female prospective secondary school teachers is tabulated and presented in the form of percentages in the following table no. 4.4 and graphically in figure no. 4.4.

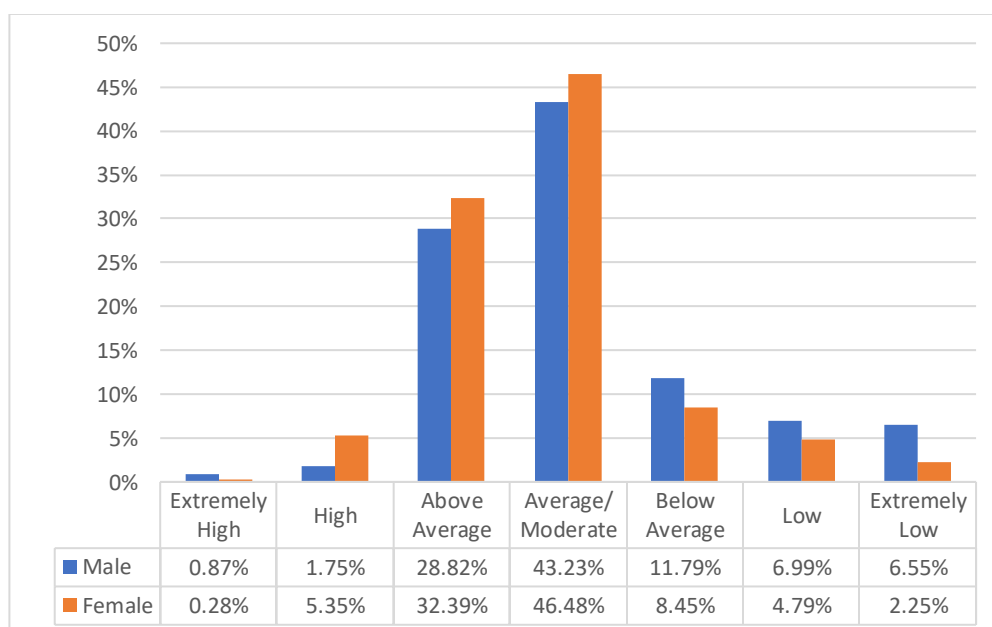
Table No. 4.4

Teaching aptitude of male and female prospective secondary school teachers in Mizoram.

Level of Teaching Aptitude	Male		Female	
	Number	%	Number	%
Extremely high	2	0.87%	1	0.28%
High	4	1.75%	19	5.35%
Above Average	66	28.82%	115	32.39%
Average/Moderate	99	43.23%	165	46.48%
Below Average	27	11.79%	30	8.45%
Low	16	6.99%	17	4.79%
Extremely Low	15	6.55%	8	2.25%
Total	229	100.00%	355	100.00%

Figure No. 4.4

Teaching aptitude of male and female prospective secondary school teachers in Mizoram



A careful observation of the above table no. 4.4 and figure no. 4.4 reveals that out of the 229 male respondents, 2 (0.87%) were found with very high teaching aptitude, 4 (1.75%) were with high teaching aptitude, 66

(28.82%) possessed above average teaching aptitude, 99 (43.32%) were identified with average teaching aptitude, 27 (11.79%) had below average teaching aptitude, 16 (6.99%) were with low teaching aptitude, and 15 (6.55%) were found to have extremely low teaching aptitude.

The above table and figure also evinced the level of teaching aptitude among the 355 female prospective secondary school teachers. It was found that only 1 (0.28%) of the female respondents had extremely high teaching aptitude, 19 (5.35%) were found with high teaching aptitude, 115 (32.39%) had above average teaching aptitude, 165 (46.48%) were identified with average teaching aptitude, 30 (8.45%) were with below average teaching aptitude, 17 (4.79%) had low teaching aptitude, and 8 (2.25%) exhibited extremely low teaching aptitude.

For comparing the teaching aptitude of male and female prospective secondary school teachers in their teaching aptitude, a research hypothesis was formulated, which was converted into a null hypothesis. The mean, standard deviation, mean difference, standard error difference, and t-value were calculated to test the null hypothesis.

H_1 = *There is a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.*

H_0 = *There is no significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.*

Table no. 4.5 shows the comparison of teaching aptitude between male and female prospective secondary school teachers within Mizoram.

Table No. 4.5

Comparison of teaching aptitude among male and female prospective secondary school teachers in Mizoram.

Gender	N	Mean	SD	MD	SEMD	t-value	Sign.
Male	229	24.33	3.53				
				.99	.27	3.604	0.05
Female	355	25.81	3.02				

(critical t value @ .05 level = 1.97)

A cursory glance at the above table no. 4.5 reveals that the mean score of male prospective secondary school teachers is 24.33 with a standard deviation of 3.53, while female prospective secondary school teachers' score is 25.81, whose standard deviation is 3.02. The calculated t-value is 3.605. The calculated t value is higher than the critical t value at the .05 level of confidence, which depicts that the difference between male and female prospective secondary school teachers in their teaching aptitude is statistically significant. The hypothesis that states that there is a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude is thus accepted. Therefore, there is a significant difference between male and female prospective secondary school teachers in Mizoram in teaching aptitude. It can be concluded that female prospective secondary school teachers of Mizoram possessed a higher level of teaching aptitude.

4.4.2 Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their locale.

The level of teaching aptitude among the prospective secondary school teachers whose permanent residences were situated in village areas designated as rural and towns/cities identified as urban areas by the Mizo District (Land and Revenue Rules) 2013 are designated as urban locales. There were 267 prospective secondary school students from rural areas, and 317 were from

urban areas. The level of teaching aptitude with regard to locale among the prospective secondary school teachers in Mizoram is presented in table no. 4.6 and figure no. 4.5.

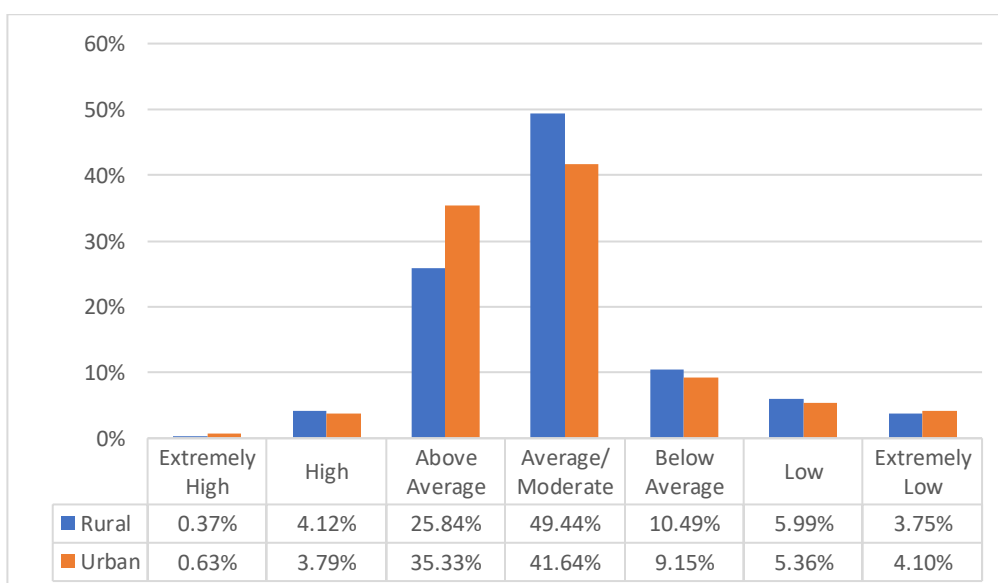
Table No. 4.6

Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their locale.

Level of Teaching Aptitude	Rural		Urban	
	Number	%	Number	%
Extremely high	1	0.37%	2	0.63%
High	11	4.12%	12	3.79%
Above Average	69	25.84%	112	35.33%
Average/Moderate	132	49.44%	132	41.64%
Below Average	28	10.49%	29	9.15%
Low	16	5.99%	17	5.36%
Extremely Low	10	3.75%	13	4.10%
Total	267	100.00%	317	100.00%

Figure No. 4.5

Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their locale.



A cursory inspection of the above table 4.6 and figure 4.5 shows that teaching aptitude is possessed by prospective secondary school teachers from rural and urban areas. Among the prospective secondary school teachers from rural areas, there was 1 (0.37%) respondent with extremely high teaching aptitude, 11 (4.12%) had high teaching aptitude, 69 (25.84%) possessed above average teaching aptitude, 132 (49.44%) exhibited above average teaching aptitude, 28 (10.49%) were having below average teaching aptitude, 16 (5.99%) were identified with low teaching aptitude and 10 (3.75%) were having extremely low teaching aptitude.

In the above table 4.6 and graphical representation of teaching aptitude among prospective secondary school teachers with regard to locale in figure 4.5, it is revealed that among the 317 urban prospective secondary school teachers in Mizoram, 2 (0.63%) had extremely high teaching aptitude, 12 (3.79%) were having high teaching aptitude, 112 (35.33%) were with above average teaching aptitude, 132 (41.64%) were found with average teaching aptitude, 29 (9.15%) were identified with below average teaching aptitude, 17 (9.15%) were found with low teaching aptitude and 13 (4.10%) of the urban prospective secondary school teachers in Mizoram were having extremely low teaching aptitude.

An attempt to estimate the statistical difference between the rural and urban prospective secondary school teachers within Mizoram in their teaching aptitude was made by calculating the statistics of the population and a t-test for testing the statistical significance. The investigator formulates the following research hypothesis, which is converted into a null hypothesis for estimating the statistical difference in teaching aptitude among the prospective secondary school teachers in Mizoram with regard to locale.

H_1 = *There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.*

H_o = *There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.*

The analysis table for comparison of teaching aptitude among prospective secondary school teachers in Mizoram with regard to locale is presented in table no. 4.7.

Table No. 4.7

Comparison of teaching aptitude of prospective secondary school teachers in Mizoram with regard to their locale

Locale	N	Mean	SD	MD	SEMD	t-value	Sign
Urban	317	25.19	3.25	.57	.27	2.115	NS
Rural	267	24.62	3.25				

(critical t value @ .05 level = 1.97 and @.01 level = 2.59)

As evinced in the above table no. 4.7, the calculated mean score of rural prospective secondary school teachers in Mizoram in teaching aptitude is 24.62, and the standard deviation is 3.25, whereas urban prospective secondary school teachers mean score in teaching aptitude is 25.19 with a standard deviation of 3.25. This shows that urban prospective secondary school teachers have higher teaching aptitude as compared to rural prospective secondary school teachers in Mizoram. The mean difference and standard error mean difference calculated between the groups correspond to 0.57 and 0.27 respectively. The calculated t-value between the two groups is 2.115, which is found to be statistically significant as it is higher than the critical t-value at the .05 level of confidence (*critical value = 1.97*). Thus, the difference between rural and urban prospective secondary school teachers in Mizoram when it comes to teaching aptitude is statistically significant. Therefore, the null hypothesis which states that ‘there is no significant difference in urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude,’ is rejected’.

The research hypothesis that states ‘there is a significant difference in urban and rural prospective secondary school teachers in Mizoram in their

teaching aptitude' is thus accepted. The above table also reveals that urban prospective secondary school teachers possessed a higher teaching aptitude as compared to their counterparts.

4.4.3 Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their level of education.

The level of education of the prospective secondary school teachers in Mizoram was divided into graduate and postgraduate for comparing their teaching aptitude in terms of their level of education. There were 283 graduate and 301 prospective secondary school teachers who gave their responses in the present research.

The difference in teaching aptitude for the different levels of teaching aptitude with their percentage among the students of secondary teacher education institutions within Mizoram with regard to level of education is presented in table no. 4.8 and graphically displayed in figure no. 4.6.

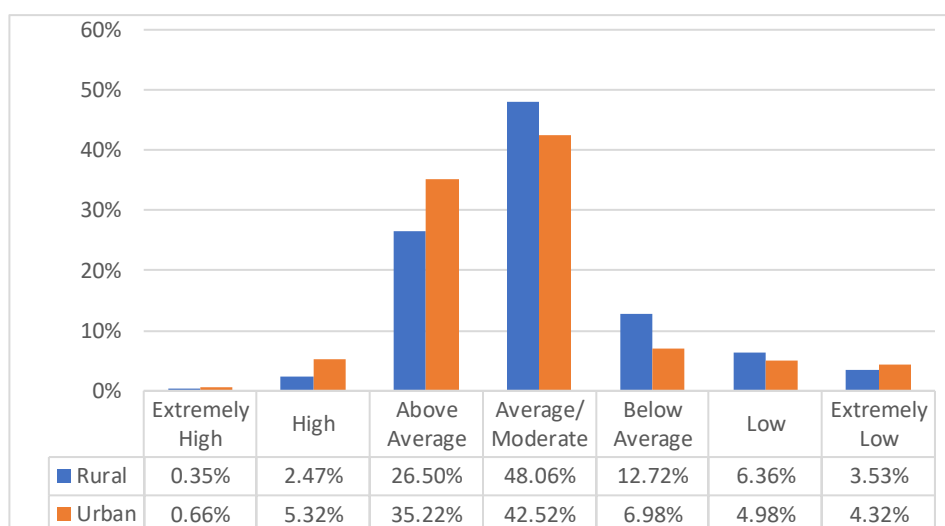
Table No. 4.8

Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their level of education

Level of Teaching Aptitude	Graduate		Postgraduate	
	Number	%	Number	%
Extremely high	1	0.35%	2	0.66%
High	7	2.47%	16	5.32%
Above Average	75	26.50%	106	35.22%
Average/Moderate	136	48.06%	128	42.52%
Below Average	36	12.72%	21	6.98%
Low	18	6.36%	15	4.98%
Extremely Low	10	3.53%	13	4.32%
Total	283	100.00%	301	100.00%

Figure No. 4.6

Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their level of education.



The perusal of data vide table no. 4.8 and figure no. 4.6 reveal the difference in teaching aptitude of prospective secondary school teachers studying in the four secondary teacher education institutions in Mizoram. Among the graduate prospective secondary school teachers, 1 (0.35%) was found with extremely high teaching aptitude, whereas 2 (0.66%) postgraduate prospective secondary school teachers were found to be at the same level of teaching aptitude.

It is evident from the above table and figure that there were fewer graduate prospective secondary school teachers having a high level of teaching aptitude (7 (2.47%)) than postgraduate prospective secondary school teachers (16 (5.32%)). It is also observed that the proportion of postgraduates having an above-average teaching aptitude (106 (35.22%)) is more than prospective graduate secondary school teachers (75 (26.50%)).

The table and figure also show that there were more graduate prospective secondary school teachers within Mizoram having average (136 (48.06%)), below average (36 (12.72%)) and low (18 (6.36%)) teaching aptitude as compared to postgraduate prospective secondary school teachers with average (128 (42.52%)), below average 21 (6.98%) and low 15 (4.98%)

teaching aptitude. In extremely low levels of teaching aptitude lie in 10 (3.53%) and 13 (4.32%) of graduate and postgraduate prospective secondary school teachers.

The difference in teaching aptitude between graduate and postgraduate prospective secondary school teachers was gauged by calculating the group statistics, mean difference, standard error mean difference, and t-value and drawing an interpretation from the same. A research hypothesis was drawn up, which was converted into a null hypothesis for testing the statistical difference between the two groups, which is given below.

H₁ = There is a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude.

H₀ = There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude.

The scores of the graduate and postgraduate prospective secondary school teachers on teaching aptitude were computed and compared on the samples of 283 and 301, respectively. The mean, standard deviation (SD), standard error (SE), and t-values were computed for the comparison of the mean score, which is shown in table no. 4.9.

Table No. 4.9

Comparison of teaching aptitude of prospective secondary school teachers in Mizoram with regard to their level of education

Level of Education	N	Mean	SD	MD	SEMD	t-value	Sign.
Graduate	283	24.66	3.12				
Postgraduate	301	25.19	3.37	.53	.27	1.977	.05

(critical t value @ .05 level = 1.97)

A cursory glance at the above table no. 4.9 reveals that the mean scores of postgraduate prospective secondary school teachers (25.19) is higher than those of the graduate (24.66) prospective secondary school teachers. The 't' values for the significance of difference between the mean scores on teaching aptitude among graduate and postgraduate is statistically significant since the calculated 't' value (1.977) is higher than the critical 't' value (1.97). Therefore, it can be concluded that there is a significant difference between prospective secondary school teachers in teaching aptitude with regard to level of education, and female prospective secondary school teachers in Mizoram have higher teaching aptitude as compared to male prospective secondary school teachers. Thus, the null hypothesis that assumes that 'there is no difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude' is rejected.

Thus, the research hypothesis that states that 'there is a difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude' is accepted. The postgraduate prospective secondary school teachers in Mizoram were found to have higher teaching aptitude as compared to graduate prospective secondary school teachers, as they portrayed a higher mean score.

4.4.4 Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.

One of the eligibility criteria for entrance into secondary teacher education institutions for prospective teachers, according to the National Council for Teacher Education (NCTE), is subject area. The subject areas mentioned by NCTE are humanities, social science, and science. Therefore, for the purpose of analysing the teaching aptitude of prospective secondary school teachers with regard to academic stream, academic stream is divided into humanities, social science and science.

The teaching aptitude of prospective secondary school teachers in Mizoram having humanities, social science and science backgrounds represented using percentages is given in the following table no. 4.10 and figure no. 4.7.

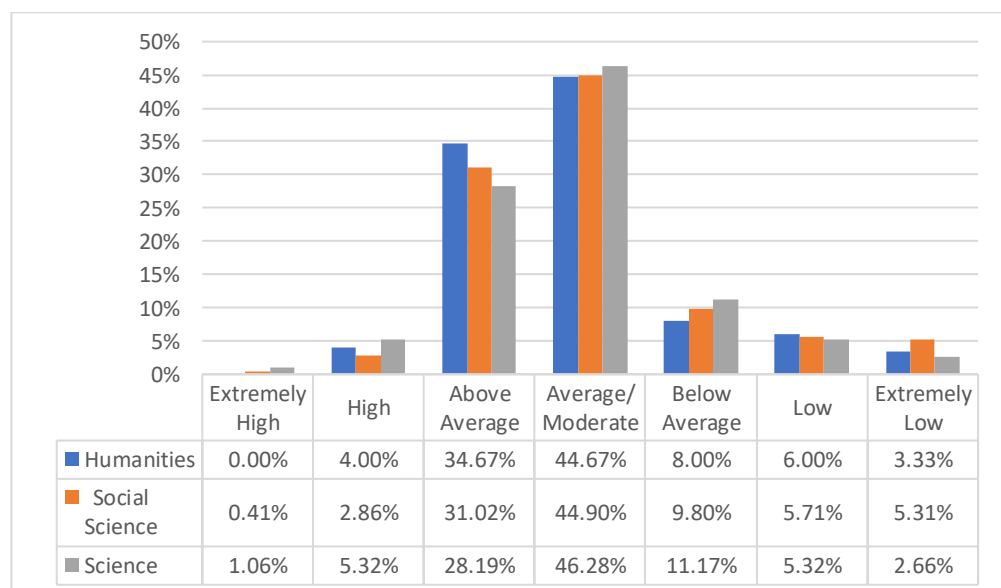
Table No. 4.10

Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream

Level of Teaching Aptitude	Humanities		Social Science		Science	
	N	%	N	%	N	%
Extremely high	0	0.00%	1	0.41%	2	1.06%
High	6	4.00%	7	2.86%	10	5.32%
Above Average	52	34.67%	76	31.02%	53	28.19%
Average/Moderate	67	44.67%	110	44.90%	87	46.28%
Below Average	12	8.00%	24	9.80%	21	11.17%
Low	9	6.00%	14	5.71%	10	5.32%
Extremely Low	5	3.33%	13	5.31%	5	2.66%
Total	151	100.00%	245	100.00%	189	100.00%

Figure No. 4.7

Teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream



A detailed observation of the above table no. 4.10 and figure no. 4.7 reveals that among the 151 prospective secondary school teachers from humanities, 6 (3.00%) were having high, 52 (34.67%) were above average, 67 (44.67%) were found to be average, 12 (8.00%) were found to be below average, 9 (6.00%) were low, and 5 (3.33%) were having extremely low teaching aptitude. There were no prospective secondary school teachers from humanities with extremely high teaching aptitude.

The above table and figure also depict the level of teaching aptitude among the 245 prospective secondary school teachers with social science as their subject area. It was found that only 1 (0.41%) had extremely high teaching aptitude, 7 (2.86%) were found with high teaching aptitude, 76 (31.02%) had above average teaching aptitude, 110 (44.90%) were identified with average teaching profession, 24 (9.80%) were with below average teaching aptitude, 14 (5.71%) were having low teaching aptitude and 13 (5.31%) exhibited extremely low teaching aptitude.

A cursory glance at the above table and figure also reveals the level of teaching aptitude possessed by prospective secondary school teachers in Mizoram with science backgrounds. Among the 190 prospective secondary school teachers, there were 2 (1.06%) prospective secondary school teachers with extremely high teaching aptitude, while 5 (2.66%) of them were with extremely low teaching aptitude. Among the prospective secondary school teachers, 10 (5.32%) were with low and high teaching aptitude. There were 53 (28.19%) of the prospective secondary school teachers with above-average teaching aptitude, while 21 (11.17%) were with below-average teaching aptitude. An astounding 87 (46.28%) of prospective secondary school teachers with science backgrounds were found to possess average teaching aptitude.

For comparison of the teaching aptitude of prospective secondary school teachers based on their academic stream, one-way ANOVA was employed. A research hypothesis given below was formulated that was

converted into a null hypothesis for testing the statistical difference between the three groups.

H_1 = *There is a significant difference in the teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.*

H_0 = *There is no significant difference in the teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.*

The group statistics of prospective secondary school teachers with regard to academic streams—humanities, social science and science—are shown in table no 4.11.

Table No 4.11

Group statistics of prospective secondary school teachers in teaching aptitude with regard to academic streams.

Variables	N	Mean	SD
Humanities	151	25.01	3.17
Social Science	245	24.73	3.36
Science	188	25.06	3.19
Total	584	24.93	3.26

Observation of the above table no. 4.11 reveals that the mean score and standard deviation are 25.01 and 3.17 for humanities, 24.73 and 3.36 for social science, and 25.06 and 3.19 for science prospective secondary school teachers in Mizoram.

The analysis of the comparison of teaching aptitude among the prospective secondary school teachers in Mizoram with regard to their academic stream is shown in table no. 4.12.

Table No. 4. 12

Comparison of teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.

Dimensions	Group	Sum of Squares	df	Mean Square	F	<i>p-value</i>
Teaching Aptitude	Between Groups	17.839	2	8.919	.839	.432
	Within Groups	6173.422	581	10.626		
	Total	6191.260	583			

(Critical 'F' value @ .05 level = 3.00)

It is evident from the above table no. 4.12 that the calculated 'F' value is 0.839, and it is lower than the critical 'F' value @ .05 level of confidence. It can therefore be concluded that the differences in teaching aptitude between prospective secondary school teachers with academic streams - humanities, social science and science in Mizoram are not statistically significant. Thus, the null hypothesis that states that 'there is no significant difference in teaching aptitude of prospective secondary school teachers in Mizoram with regard to academic stream' is accepted.

Thus, the research hypothesis that states that 'there is a significant difference in teaching aptitude of prospective secondary school teachers in Mizoram with regard to academic stream' is rejected.

4.5 COMPARISON OF ATTITUDE TOWARDS TEACHING PROFESSION AMONG PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM.

4.5.1 Attitude of male and female prospective secondary school teachers in Mizoram towards teaching profession.

The level of attitude of 229 male and 355 female prospective secondary school teachers towards teaching profession for the purpose of comparison is presented in the following table no. 4.13 and graphically represented in figure no. 4.8.

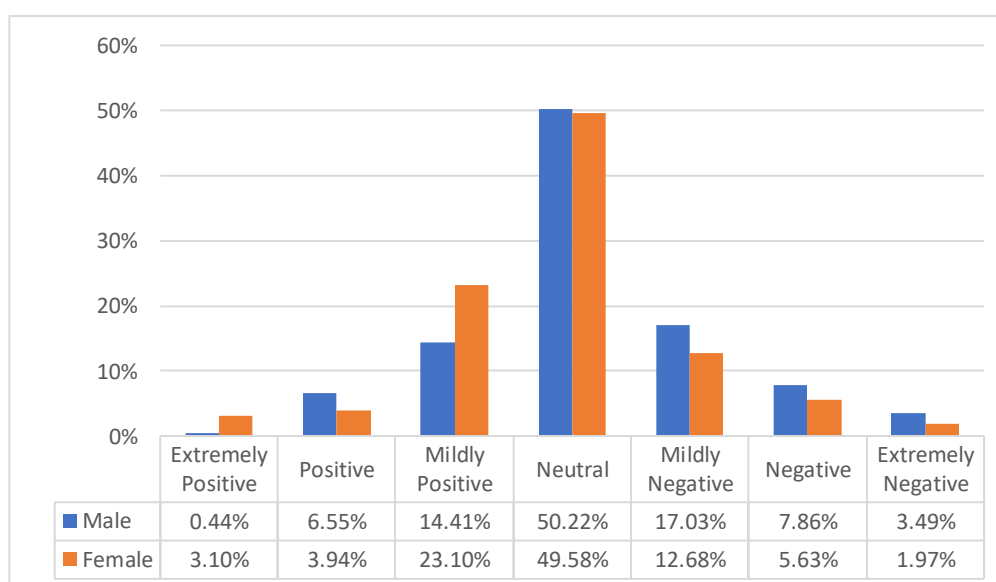
Table No. 4.13

Attitude of male and female prospective secondary school teachers in Mizoram towards teaching profession

Level of attitude	Male		Female	
	Number	%	Number	%
Extremely positive	1	0.44%	11	3.10%
Positive	15	6.55%	14	3.94%
Mildly positive	33	14.41%	82	23.10%
Neutral	115	50.22%	176	49.58%
Mildly negative	39	17.03%	45	12.68%
Negative	18	7.86%	20	5.63%
Extremely negative	8	3.49%	7	1.97%
Total	229	100.00%	355	100.00%

Figure No. 4.8

Attitude of male and female prospective secondary school teachers in Mizoram towards teaching profession.



A detailed observation of the above table no. 4.13 and figure no. 4.8 depicts that among the 229 male prospective secondary school teachers within Mizoram, 1 (0.44%) was found with an extremely positive attitude, 15 (6.55%) were having a positive attitude, 33 (14.41%) were with a mildly positive attitude, 115 (50.22%) exhibited a neutral attitude, 39 (17.03%) were having a

mildly negative attitude, 18 (7.86%) were found with a negative attitude and 8 (3.49%) were with an extremely negative level of attitude towards teaching profession.

The table and figure also show the level of attitude of female prospective secondary school teachers within Mizoram towards teaching profession. Out of the 355 female respondents, 11 (3.10%) exhibited an extremely positive attitude, 14 (3.94%) were having a positive attitude, 82 (23.10%) were with a mildly positive attitude, 176 (49.58%) had a neutral attitude, 45 (12.58%) were having a mildly negative attitude, 20 (5.63%) were with a negative attitude and 7 (1.97%) were identified with an extremely negative attitude towards teaching profession.

In order to estimate the statistical difference between male and female secondary school teachers within Mizoram in their attitude towards teaching profession, the descriptive statistics of the samples were calculated along with mean difference, standard error mean difference, and t-test. The hypothesis for testing the difference in terms of gender, the attitude of prospective secondary school teachers towards teaching profession has been stated as –

H₁ = There is a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.

H₀ = There is no significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.

The detailed statistics calculated for testing the difference in attitude towards teaching profession among prospective secondary school teachers in Mizoram are highlighted in table no. 4.14.

Table No. 4.14

Comparison of attitude of male and female prospective secondary school teachers in Mizoram towards their teaching profession

Gender	N	Mean	SD	MD	SEMD	t-value	Sign.
Male	229	168.4	12.02	2.95	1.02	2.886	0.05
Female	355	171.36	12.10				

(critical t value @ .05 level = 1.97)

The perusal of the above table no. 4.14 depicts that the mean score and standard deviation of male respondents are 168.26 and 12.02, respectively. The mean score of female respondents (171.36) is slightly higher than the average score of the male respondents, and its standard deviation is 12.10. Both the scores lie within an average level of attitude towards teaching profession. The mean difference and standard error mean difference for the groups are 2.95 and 1.02 respectively. The calculated t-value for the two groups is 2.886 which is higher than the critical t-value at the .05 level (1.97). Hence, the statistical difference between male and female prospective secondary school teachers in their attitude towards teaching profession is significant. The null hypothesis is therefore rejected.

The research hypothesis that indicates that ‘there is a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession’ is accepted. Female prospective secondary school teachers possess a higher mean score in attitude towards teaching profession and are considered to have a more favourable attitude towards teaching profession as compared to their male counterparts.

4.5.2 Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their locale.

The attitudes of rural and urban prospective secondary school teachers in Mizoram toward teaching profession were tabulated and analysed using percentages. The responses of 267 rural and 317 urban prospective secondary

school teachers in Mizoram on the attitude scale directed towards teaching profession are shown in the table no. 4.15 and figure 4.9 given below.

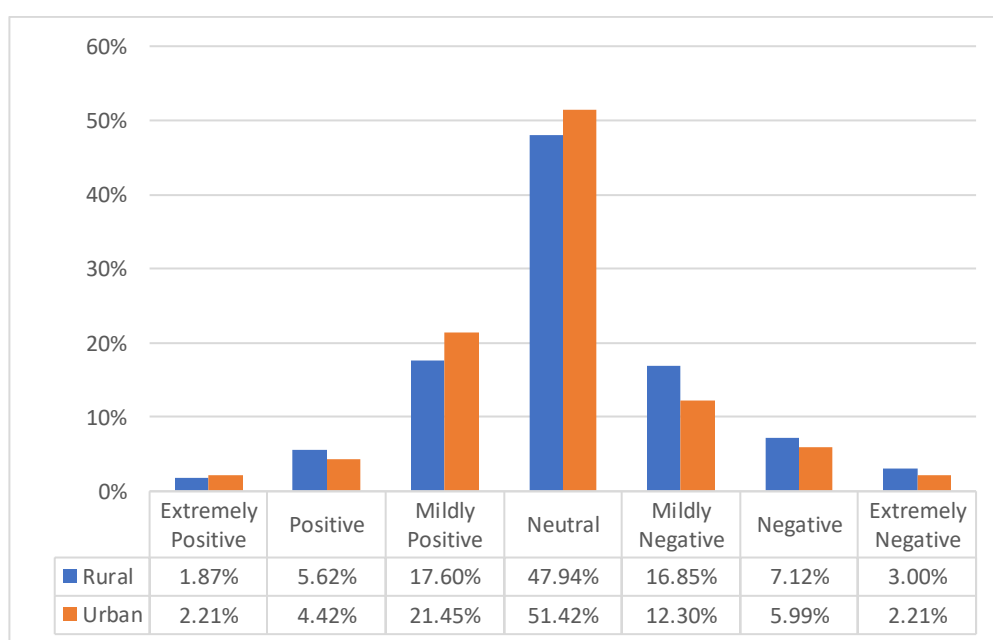
Table No. 4. 15

Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their locale

Level of attitude	Rural		Urban	
	Number	%	Number	%
Extremely positive	5	1.87%	7	2.21%
Positive	15	5.62%	14	4.42%
Mildly positive	47	17.60%	68	21.45%
Neutral	128	47.94%	163	51.42%
Mildly negative	45	16.85%	39	12.30%
Negative	19	7.12%	19	5.99%
Extremely negative	8	3.00%	7	2.21%
Total	267	100.00%	317	100.00%

Figure No. 4.9

Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their locale



A close observation of the above table no. 4.15 and figure no. 4.9 depicts the level of attitude among 267 rural prospective secondary school teachers towards teaching aptitude, wherein 5 (1.87%) were found with an extremely positive attitude, 15 (5.62%) were having a positive attitude, 47 (17.60%) were with a mildly positive attitude, 128 (47.94%) were found to possessed a neutral attitude, 45 (16.85%) were having a mildly negative attitude, 19 (7.12%) had a negative attitude and 8 (3.00%) were found to had an extremely high attitude towards teaching profession.

The above table and figure also highlight that out of the 317 urban prospective secondary school teachers within Mizoram, 7 (2.21%) exhibited an extremely high attitude, 14 (4.42%) possessed a high attitude, 68 (21.45%) showed a mildly positive attitude, 163 (51.42%) were identified with a neutral attitude, 39 (12.30%) exhibited a mildly negative attitude, 19 (5.99%) had a negative attitude and 7 (2.21%) were found with an extremely negative attitude towards teaching profession.

The researcher formulated a research hypothesis that is converted into null hypothesis given below for testing the statistical difference between rural and urban prospective secondary school teachers in their attitude towards teaching profession.

H_1 = *There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.*

H_0 = *There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.*

The calculated statistics of the prospective secondary school teachers in terms of their locale, along with the mean difference, standard error mean difference, and t-value for comparisons of their attitude towards the teaching profession, are represented by table no. 4.16 given below.

Table No. 4.16

Comparison of the attitude of secondary school teachers in Mizoram towards their teaching profession with regard to their locale

Locale	N	Mean	SD	MD	SEMD	t-value	Sign.
Urban	317	170.59	12.23	.89	1.01	0.882	NS
Rural	267	169.70	12.03				

(critical t value @ .05 level = 1.97)

It is evident from the above table no. 4.16 that the mean scores of rural prospective secondary school teachers in attitude towards teaching profession (169.70) are slightly lower than the mean scores of urban prospective secondary school teachers in their attitude towards teaching profession (170.59) in Mizoram. The calculated standard deviation for both the groups (12.03) and 12.23) indicates that the scores were almost equally deviated from the mean scores. The t-value calculated to test the level of significance is 0.882 which is lower than the critical t-value at the .05 level. Hence, the difference between the attitude of urban and rural prospective secondary school teachers in Mizoram towards teaching profession is not statistically significant. Therefore, the null hypothesis is accepted.

The research hypothesis that indicates that ‘there is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession’ is accepted. Urban prospective secondary school teachers possess a higher mean score in attitude towards teaching profession as compared to their rural prospective secondary school teachers.

4.5.3 Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their level of education.

The minimum qualification for entry into secondary teacher education is a graduate degree. Therefore, graduate and postgraduate constituted levels of education in the present research. The different levels of attitude among prospective secondary school teachers towards teaching profession with regard

to their level of education were calculated and tabulated along with their percentages for interpretation and are presented in the following table no. 4.17 and figure no. 4.10.

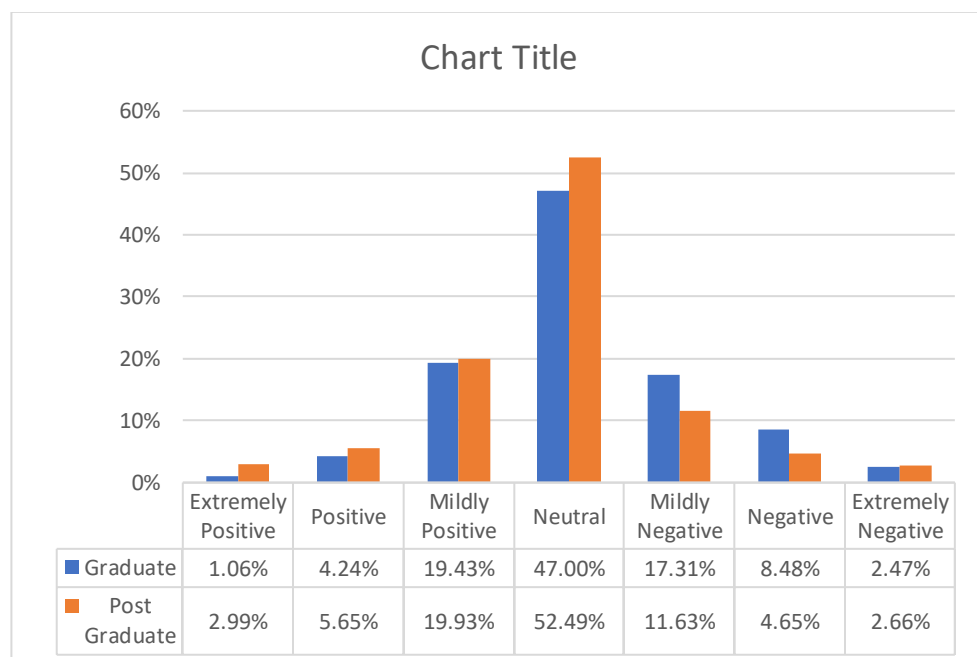
Table No. 4.17

Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their level of education.

Level of Attitude	Graduate		Postgraduate	
	Number	%	Number	%
Extremely positive	3	1.06%	9	2.99%
Positive	12	4.24%	17	5.65%
Mildly positive	55	19.43%	60	19.93%
Neutral	133	47.00%	158	52.49%
Mildly negative	49	17.31%	35	11.63%
Negative	24	8.48%	14	4.65%
Extremely negative	7	2.47%	8	2.66%
Total	283	100.00%	301	100.00%

Figure 4.10

Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their level of education



A cursory inspection of the above table no. 4.17 and figure no. 4.10 reveals that among the 283 prospective graduate secondary school teachers, 3 (1.06%) had an extremely positive attitude, 12 (4.24%) were found with a positive attitude, 55 (19.43%) were with a mildly positive attitude, 133 (47.00%) exhibited a neutral attitude, 49 (17.31%) were found to have a mildly negative attitude, 24 (8.48%) were having a negative attitude, and 7 (2.47%) were found to have an extremely negative attitude toward teaching profession.

The above table also reveals the attitude of 301 postgraduate prospective secondary school teachers towards teaching profession. Among the 301 post-graduate prospective secondary school teachers, there were 9 (2.99%), with an extremely positive attitude, 17 (5.65%) with a positive attitude, 60 (19.95%) with a mildly positive attitude, 158 (52.49%) with a neutral attitude, 35 (11.63%) with a mildly negative attitude, 14 (4.65%) with a negative attitude, and 8 (2.66%) with an extremely negative attitude toward teaching profession.

The comparison of the attitudes of graduates and postgraduates who are prospective secondary school teachers in Mizoram towards teaching profession was carried out by formulating a research hypothesis that is converted into a null hypothesis and testing the null hypothesis stated below.

H_1 = *There is a significant difference between graduate and postgraduate prospective secondary school teachers in Mizoram in their attitude towards teaching profession.*

H_o = *There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their attitude towards teaching profession.*

The null hypothesis was tested by calculating the t-value to find out the statistical difference between the two groups. The following table no. 4.18 highlights the analysis of the attitude of graduate and postgraduate prospective secondary school teachers in Mizoram toward teaching profession.

Table No. 4. 18

Comparison of attitude of secondary school teachers in Mizoram towards their teaching profession with regard to their level of education

Level of Education	N	Mean	SD	MD	SEMD	t-value	Sign.
Graduate	283	169.09	12.01				
Postgraduate	301	171.22	12.19	2.12	1.01	2.12	.05

(Critical t value @ .05 level = 1.97)

It is observed from the above table no. 4.18 that the calculated t-value 2.12 is higher than the critical t-value @ .05 level (1.97). This indicates that the difference in attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to level of education is statistically significant at the .05 level. Therefore, the null hypothesis that states that ‘there is no difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their attitude towards teaching profession’ is rejected.

The research hypothesis that indicates that ‘there is a significant difference between graduate and postgraduate prospective secondary school teachers in Mizoram in their attitude towards teaching profession’ is accepted. The table also shows the mean value attitude of graduate (169.09) and postgraduate (171.22) prospective secondary school teachers in Mizoram toward teaching profession. Graduate prospective secondary school teachers were having a lower level of attitude as compared to postgraduate prospective secondary school teachers in Mizoram towards teaching profession.

4.5.4 Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their academic stream.

Among the 584 prospective secondary school teachers in Mizoram, there were 151 prospective teachers with humanities backgrounds, 245 with social science backgrounds, and 188 prospective secondary school teachers with science backgrounds. The level of attitude towards teaching profession among the three groups was tabulated, and percentages were calculated, which are represented by the following table no. 4.19 and figure no. 4.11.

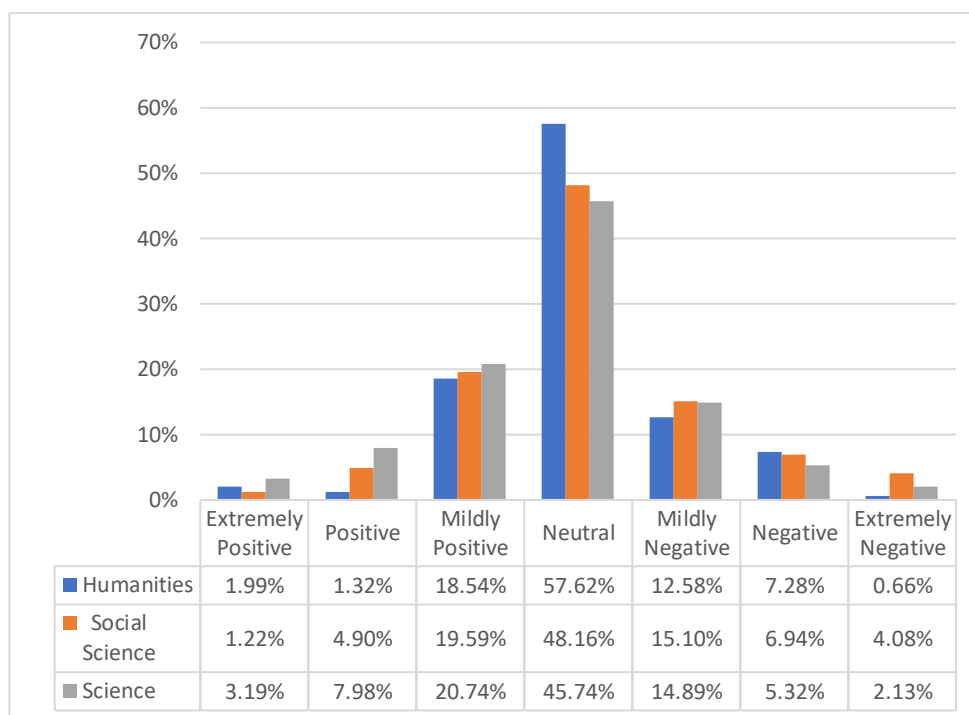
Table no. 4.19

Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their academic stream.

Level of Attitude	Humanities		Social Science		Science	
	N	%	N	%	N	%
Extremely positive	3	1.99%	3	1.22%	6	3.19%
Positive	2	1.32%	12	4.90%	15	7.98%
Mildly positive	28	18.54%	48	19.59%	39	20.74%
Neutral	87	57.62%	118	48.16%	86	45.74%
Mildly negative	19	12.58%	37	15.10%	28	14.89%
Negative	11	7.28%	17	6.94%	10	5.32%
Extremely negative	1	0.66%	10	4.08%	4	2.13%
Total	151	100.00%	245	100.00%	188	100.00%

Figure No. 4.11

Attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their academic stream.



The perusal of results observed from the above table no. 4.19 and figure 4.11 reveals the level of attitude among 151 prospective secondary school teachers in Mizoram with humanities. There were 3 (1.99%) with an extremely positive attitude, 2 (1.32%) with a positive attitude, 28 (18.54%) with a mildly positive attitude, 87 (57.62%) with a neutral attitude, 19 (12.58%) with a mildly negative attitude, 11 (7.28%) with a negative attitude and 1 (0.66%) with an extremely negative attitude toward teaching profession.

The attitude of 245 prospective secondary school teachers with academic stream – social science is also highlighted in the above table and figure. Among the 245 prospective secondary school teachers, 3 (1.22%) prospective teachers possessed an extremely positive attitude, 12 (4.90%) exhibited a positive attitude, 48 (19.59%) were identified with a mildly positive attitude, 118 (48.16%) were found with a neutral attitude, 37 (15.10%) exhibited a mildly negative attitude, 17 (6.94%) were with a negative attitude

and 10 (4.08%) were found to possess an extremely negative attitude toward teaching profession.

The above table and figure also depict the attitude of 188 prospective secondary school teachers with a science academic stream toward teaching profession. Among the 188 prospective secondary school teachers in Mizoram with science academic streams, 6 (3.19%) were having an extremely positive attitude, 15 (7.98%) were found with a positive attitude, 39 (20.74%) were found to possess a mildly positive attitude, 86 (45.74%) were having a neutral attitude, 28 (14.89%) were with a mildly negative attitude, 10 (5.32%) were found with a negative attitude and 4 (2.13%) were found to possess an extremely positive attitude toward teaching profession.

For comparison of the attitude of prospective teachers toward teaching profession, the following null hypothesis was formulated to test the statistical differences between prospective teachers from humanities, social science and science streams.

H_1 = *There is a significant difference in attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to their academic stream.*

H_0 = *There is no significant difference in attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to their academic stream.*

The group statistics for prospective secondary school teachers in their attitude towards teaching profession with regard to their academic streams were calculated and presented in the following table no. 4.20.

Table No 4.20

Group statistics of prospective secondary school teachers in attitude towards teaching profession with regard to academic streams

Academic Stream	N	Mean	SD
Humanities	151	170.10	10.81
Social Science	245	169.12	12.68
Science	188	171.64	12.33
Total	584	170.19	12.14

The above table no. 4.20 shows that there are 151 humanities prospective secondary school teachers with a 170.10 mean score in attitude towards teaching profession and a standard deviation of 10.81, 245 social science prospective secondary school teachers with a 169.12 mean score in attitude towards teaching profession and a standard deviation of 12.68 and 188 science prospective secondary school teachers with a 171.64 mean score in attitude towards teaching profession and a standard deviation of 12.33.

The following table no. 4.21 shows the comparison of the three groups (humanities, social science and science) of prospective secondary school teachers in Mizoram using one way ANOVA.

Table No. 4.21

Comparison of attitude of secondary school teachers in Mizoram towards their teaching profession with regard to their academic stream

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Attitude toward teaching profession	Between Groups	677.70	2	338.849	2.311	.100
	Within Groups	85184.96	581	146.618		
	Total	85862.66	583			

(Critical 'F' value @ .05 level = 3.00)

The above table no. 4.21 indicates the comparison of attitudes of prospective secondary school teachers toward teaching profession and the calculated 'F' value is 2.311, which is lower than the critical 'F' value at the

.05 level (=3.00). This indicates that the difference in attitude toward teaching profession among prospective secondary school teachers with academic stream – humanities, social science and science is not statistically significant. Therefore, the null hypothesis is accepted.

The research hypothesis that indicates that ‘there is a significant difference in attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to their academic stream’ is rejected.

4.6 COMPARISON OF ACADEMIC ACHIEVEMENT OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM.

4.6.1 Academic achievement of male and female prospective secondary school teachers in Mizoram.

The academic achievement of prospective secondary school teachers in the context of gender was compared in the study. There were 112 male and 168 female respondents among the 280 prospective secondary school teachers among the samples taken for evaluation of academic achievement. The level of academic performance among male and female prospective secondary school teachers was tabulated and presented in the form of percentages in the following table no. 4.22 and graphically in figure no. 4.12.

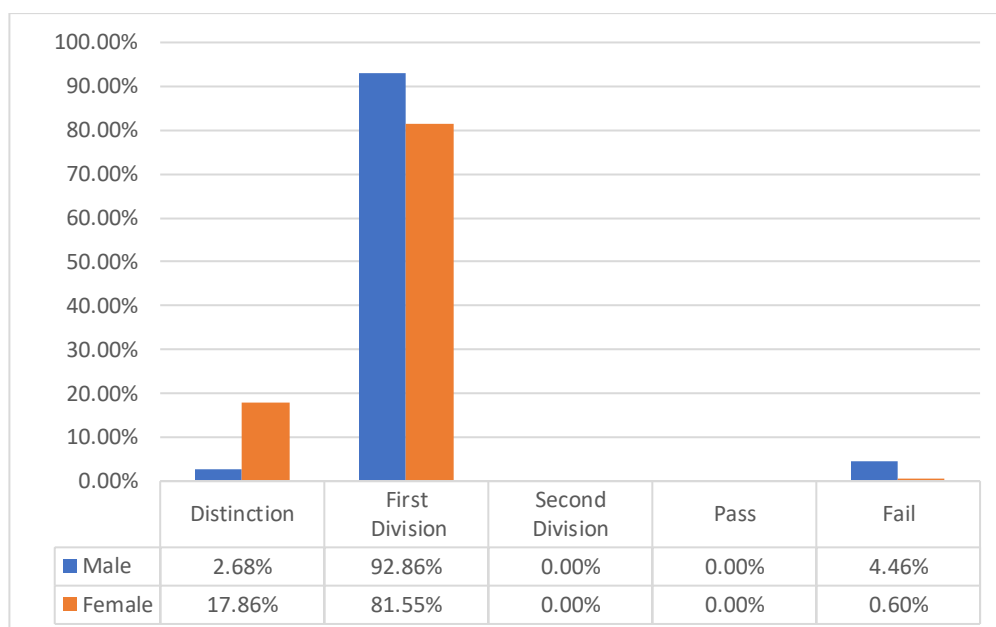
Table No. 4.22

Academic achievement of male and female prospective secondary school teachers in Mizoram

Division	Male		Female	
	N	%	N	%
Distinction	3	2.68%	30	17.86%
First Division	104	92.86%	137	81.55%
Second Division	0	0.00%	0	0.00%
Pass	0	0.00%	0	0.00%
Fail	5	4.46%	1	0.60%
Total	112	100%	168	100%

Figure No. 4.12

Academic achievement of male and female prospective secondary school teachers in Mizoram.



The perusal of results vide table no. 4.22 and figure no. 4.12 shows the academic performances of male and female prospective secondary school teachers. The table and figure show that there were 3 (2.68%) male prospective secondary school teachers who secured distinction, whereas 30 (17.86%) female prospective secondary school teachers secured distinction. The table and figure also reveal that 104 (92.86%) male and 137 (81.55%) female prospective secondary school teachers were in the first division. And there were 5 (4.46%) males and 1 (0.6%) who failed. There were no male and female prospective secondary school teachers whose academic performances were second division and pass.

A comparison of male and female academic achievement among prospective secondary school teachers was carried out by formulating a research hypothesis which is converted into a null hypothesis given below to test the statistical differences between the two groups.

H_1 = *There is no significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.*

H_0 = *There is no significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.*

Group statistics for male and female academic achievement were calculated along with mean differences, standard error difference and t-value and are presented in the following table no 4.23.

Table No. 4.23

Comparison of academic achievement among male and female prospective secondary school teachers in Mizoram

Gender	N	Mean	SD	MD	SEMD	t-value	Sign.
Male	112	1400.64	59.37	36.39	7.86	4.633	.05
Female	168	1437.04	65.90				

(critical t value @ .05 level = 1.97)

As is evident from the above table no. 4.23, the mean scores of 168 female prospective secondary school teachers (1437.04) are higher than the mean scores of 112 male prospective secondary school teachers (1400.64). The standard deviations for male and female prospective teachers are 59.37 and 65.90 respectively. The calculated mean differences and standard error differences are 36.39 and 7.76. The calculated t-value (4.633) is higher than the critical t-value at the .05 level of confidence. Hence, the difference between male and female prospective secondary school teachers in academic achievement is statistically significant with female prospective teachers having a higher performance. Therefore, the hypothesis that states that ‘there is no significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement’ is rejected.

The research hypothesis that states that ‘there is a significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement’ thus, is accepted. Female prospective secondary school teachers were found with a higher academic achievement as compared to their male counterparts.

4.6.2 Academic achievement of prospective secondary school teachers in Mizoram with regard to their locale.

The academic achievements of the sample prospective secondary school teachers of Mizoram with regard to the locality they belong to were categorized into different divisions, tabulated and analysed using percentages for comparison. The level of achievement among 116 rural and 164 urban prospective secondary school teachers in Mizoram is shown in the table no. 4.24 given below and graphically represented in figure no. 4.13.

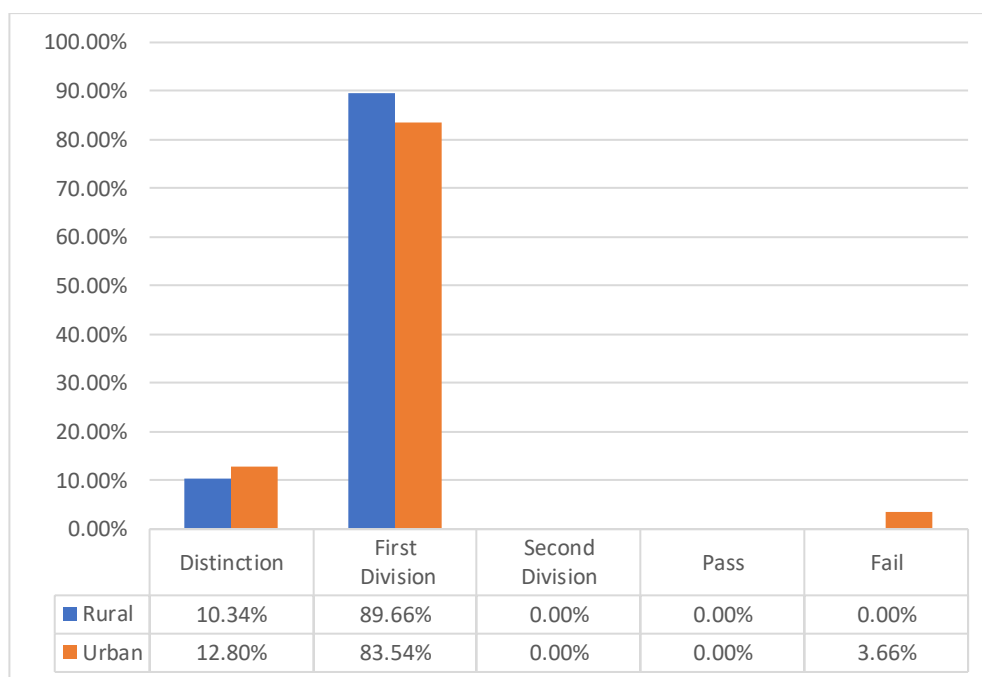
Table no. 4.24

Academic achievement of prospective secondary school teachers in Mizoram with regard to their locale

Division	Rural		Urban	
	N	%	N	%
Distinction	12	10.34%	21	12.80%
First Division	104	89.66%	137	83.54%
Second Division	0	0.00%	0	0.00%
Pass	0	0.00%	0	0.00%
Fail	0	0.00%	6	3.66%
Total	116	100.00%	164	100.00%

Figure No. 4.13

Academic achievement of prospective secondary school teachers in Mizoram with regard to their locale.



A close observation of table no. 4.24 and figure no. 4.13 shows that among the rural prospective secondary school teachers in Mizoram, 12 (10.34%) passed with distinction and 104 (89.66%) secured first division. There were no rural prospective secondary school teachers whose academic achievement was lower than first division.

The above table and figure also depict the academic achievement of urban prospective secondary school teachers in Mizoram. Among the urban prospective secondary school teachers, 21 (12.80%) and 137 (83.54%) secured distinction and first division respectively. There were 6 (3.66%) urban prospective secondary school teachers with failed results. No urban prospective secondary school teachers were found with lower levels of performance, that is, second division and pass.

In order to test the statistical difference between rural and urban prospective secondary school teachers of Mizoram in their academic

achievement, a research hypothesis stated below is formulated which is converted into a null hypothesis.

$H_1 =$ *There is a significant difference between urban and rural of prospective secondary school teachers in Mizoram in their academic achievement.*

$H_0 =$ *There is no significant difference between urban and rural of prospective secondary school teachers in Mizoram in their academic achievement.*

The detailed statistics that include mean, standard deviation, mean differences, standard error mean differences and t-value were calculated and tabulated in the following table no. 4.25 for comparing the academic achievement of rural and urban prospective secondary school teachers in Mizoram.

Table No. 4.25

Comparison of academic achievement of prospective secondary school teachers in Mizoram with regard to their locale

Locale	N	Mean	SD	MD	SEMD	t-value	Sign.
Urban	164	1426.61	64.64	8.94	8.04	1.112	NS
Rural	116	1417.67	67.22				

(critical t value @ .05 level = 1.97)

The above table no. 4.25 depicts that the mean scores of rural and urban prospective secondary school teachers in their final exams are 1417.67 and 1426.61 respectively. The standard deviation for the two groups is 67.22 and 64.64. The calculated mean differences, standard error difference and t-value are 8.94, 8.04 and 1.112 respectively. The calculated t-value is lower than the critical t-value, which shows that the difference between rural and urban prospective secondary school teachers of Mizoram in academic achievement is not statistically significant. Therefore, the null hypothesis that states that there

is no difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement is accepted.

Thus, the research hypothesis that state that there is a difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement is rejected.

4.6.3 Academic achievement of prospective secondary school teachers in Mizoram with regard to their level of education

The academic achievement of 125 graduate and 155 postgraduate prospective secondary school teachers was tabulated and categorized into divisions depending upon the level of achievement secured by the prospective teachers. The following table no. 4.26 and figure no. 4.14 represent the analysis of the levels of academic achievement among the graduate and postgraduate prospective secondary school teachers.

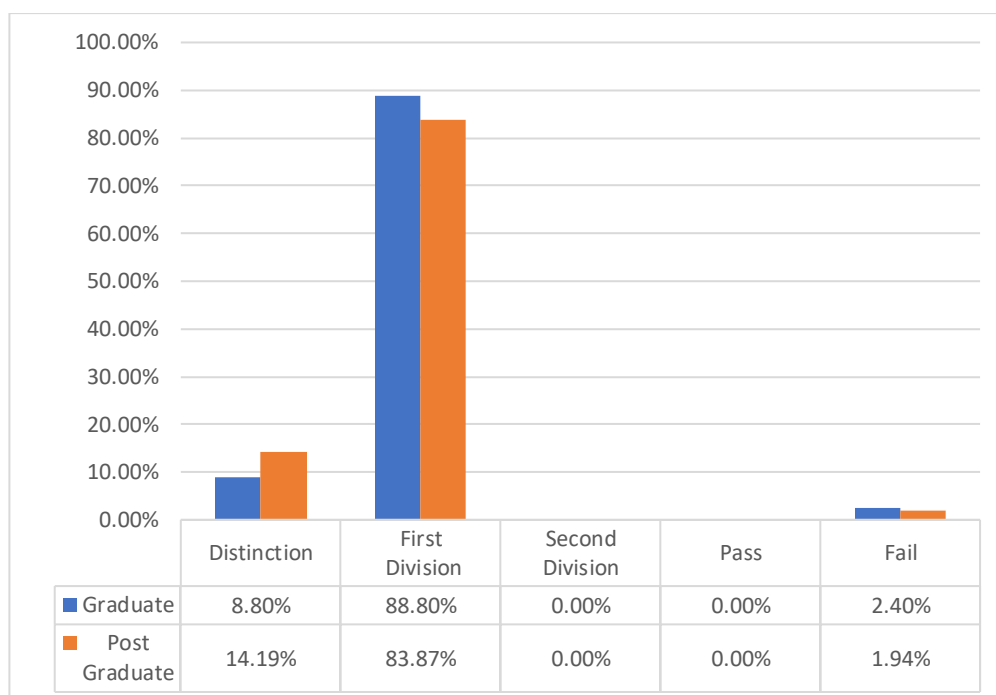
Table No. 4.26

Academic achievement of prospective secondary school teachers in Mizoram with regard to their level of education

Division	Graduate		Post Graduate	
	N	%	N	%
Distinction	11	8.80%	22	14.19%
First Division	111	88.80%	130	83.87%
Second Division	0	0.00%	0	0.00%
Pass	0	0.00%	0	0.00%
Fail	3	2.40%	3	1.94%
Total	125	100.00%	155	100.00%

Figure 4.14

Academic achievement of prospective secondary school teachers in Mizoram with regard to their level of education



A close observation of the above table no. 4.26 and figure no. 4.14 reveals that among the 125 prospective graduate secondary school teachers, 11 (8.08%) passed with distinction, 111 (88.88%) passed in the first division, while 3 (2.40%) failed. No graduate prospective secondary school teachers were found to have passed in second division and passed.

The above table no. 4.26 and figure no. 4.14 also show that 22 (14.19%) secured distinction, 130 (83.87%) secured the first division, and 3 (1.94%) failed. There were no postgraduate secondary school teachers with the second division, `and passed.

A research hypothesis was formulated that is converted into a null hypothesis for testing the statistically significant differences in academic achievement between graduate and postgraduate prospective secondary school teachers in Mizoram which is stated below:

$H_o =$. *There is a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their academic achievement.*

$H_o =$. *There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their academic achievement.*

The statistics calculated for evaluating the statistical differences in academic achievement among prospective secondary school teachers in relation to their level of education are highlighted in the following table no. 4.27.

Table No. 4.27

Comparison of academic achievement of prospective secondary school teachers in Mizoram with regard to their level of education

Level of Education	N	Mean	SD	MD	SED	t-value	Sign .
Graduate	125	1408.15	64.81	26.46	7.85	3.372	.05
Postgraduate	155	1434.61	64.35				

(critical t value @ .05 level = 1.97)

As evinced from the above table no. 4.27, the calculated mean for graduates is 1408.15, which is lower than the calculated mean for postgraduate (1434.61) prospective secondary school teachers in academic achievement. The standard deviations for graduate and postgraduate prospective secondary school teachers are 64.81 and 64.35, respectively. The calculated t-value is 3.372, which is higher than the critical t-value at the .05 level. Hence, the difference in academic achievement among graduate and postgraduate secondary school teachers is statistically significant. This indicates that postgraduate prospective secondary school teachers are having higher academic achievement. Therefore, the null hypothesis is rejected.

The research hypothesis that states that ‘there is a significant difference between graduates and postgraduates prospective secondary school teachers in

Mizoram in their academic achievement’ is thus accepted in favour of the urban prospective secondary school teachers.

4.6.4 Academic achievement of prospective secondary school teachers in Mizoram with regard to their academic achievement.

The sample for academic achievement consisted of 280 prospective secondary school teachers who were awarded bachelor’s degrees in July 2024. Among the sample prospective secondary school teachers, there were 66 with humanities, 121 from social science, and 93 from science streams. The table no. 4.28 and figure no. 4.15 given below highlight the level of academic achievement among prospective secondary school teachers from different streams, with their numbers and percentages calculated for analysis.

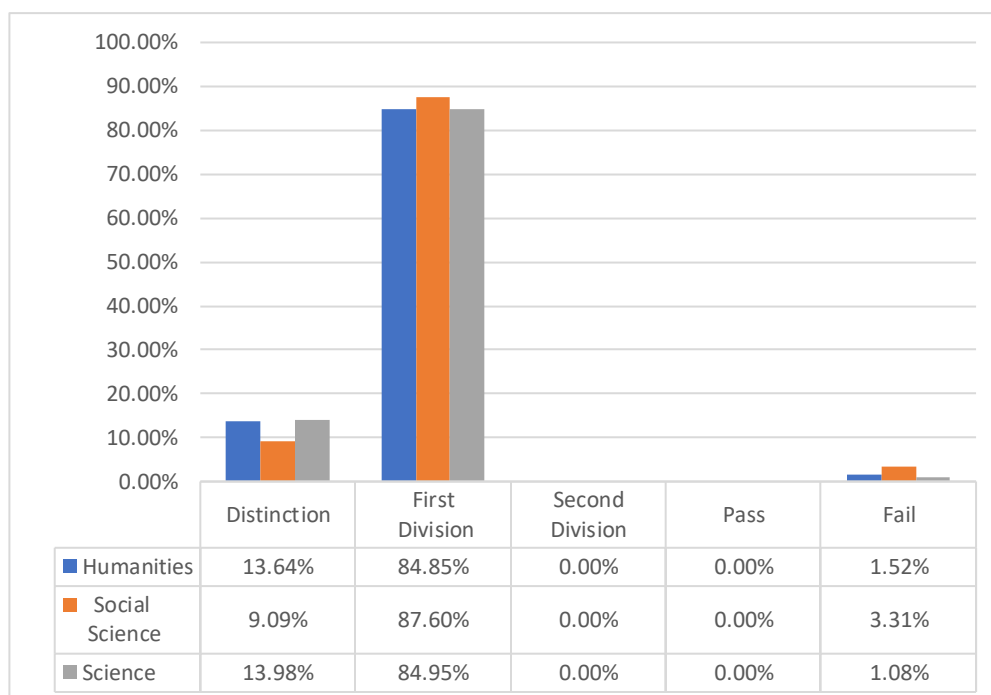
Table No. 4.28

Academic achievement of prospective secondary school teachers in Mizoram with regard to their academic achievement

Division	Humanities		Social Science		Science	
	N	%	N	%	N	%
Distinction	9	13.64%	11	9.09%	13	13.98%
First Division	56	84.85%	106	87.60%	79	84.95%
Second Division	0	0.00%	0	0.00%	0	0.00%
Pass	0	0.00%	0	0.00%	0	0.00%
Fail	1	1.52%	4	3.31%	1	1.08%
Total	66	100.00%	121	100.00%	93	100.00%

Figure No. 4.15

Academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream



A cursory observation of the above table no. 4.28 and figure no. 4.15 reveals that among the 66 prospective secondary school teachers from humanities, there were 9(13.64%) who passed with distinction, 56(84.85%) who passed in the first division and 1 (1.52%) who failed.

The table also reveals that among the 121 prospective secondary school teachers from social science, 11(9.09%) were with distinctions, 106 (87.60%) were with first division and 4 (3.31%) failed.

The table and figure also depict the academic achievement of 93 Science prospective secondary school teacher, out of which 13 (13.98%) secured distinction, 79 (85.87%) passed in first division and 1 (1.08%) failed.

As is evident from the table above, there were no prospective secondary school teachers with second division and pass.

A research hypothesis was formulated and converted into a null hypothesis for testing the significant difference in academic achievement among prospective secondary school teachers with regard to academic stream are as follows –

H_1 = *There is no significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.*

H_0 = *There is no significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.*

The group statistics which include the number, mean and standard deviation were calculated for the academic achievement of prospective secondary school teachers in Mizoram in relation to their academic streams. The table no. 4.29 given below shows the calculated group statistics.

Table No. 4.29

Group statistics of prospective secondary school teachers in academic achievement with regards to academic streams

Academic Stream	N	Mean	SD
Humanities	66	1429.89	63.36
Social Science	121	1410.75	66.57
Science	93	1433.18	64.60
Total	274	1422.82	65.77

As evinced from the above table no. 4.29, among the 66 humanities prospective secondary school teachers, the mean score in academic achievement is 1429.89, and the standard deviation for the group is 63.36. The mean score of 121 social science prospective secondary school teachers in academic achievement is 140.75, and its standard deviation is 66.57. The table also shows that the mean score of 93 prospective secondary school teachers

from science stream in academic achievement and its standard deviation are 1433.18 and 64.60 respectively.

ANOVA was employed for assessing the significant difference in academic achievement among the prospective secondary school teachers with regard to academic streams. The detailed analysis is presented in the table no. 4.30 given below.

Table No. 4.30

Comparison of academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream

Dimensions		Sum of		Mean		
		Squares	df	Square	F	Sig.
Academic Achievement	Between	30173.67	2	15086.83	7	3.553
	Groups					
	Within	1150731.92	271	4246.243		
	Groups					
Total		1180905.59	273			

(Critical 'F' value @ .05 level = 3.00)

As is evident from the above table no. 4.30, the calculated 'F' value is 3.553 which is higher than the critical 'F' value at the .05 level (=3.00). This indicates that the difference in academic achievement among prospective secondary school teachers with academic stream – humanities, social science and science is statistically significant. Therefore, the null hypothesis is rejected. The research hypothesis that state that 'there is a significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream' is thus accepted.

Tukey Kramer Post Hoc analysis was employed to determine the mean difference in academic achievement among prospective secondary school teachers in Mizoram with regard to their academic achievement.

The comparison of academic achievement between humanities, social science and science prospective secondary school teachers is given in table no. 4.31.

Table No. 4.31

Multiple comparisons of academic achievement among prospective secondary school teachers with regard to academic streams.

S/N	Group	N	Mean	SD	MD	SE	Sig.
1	Humanities	66	1429.89	63.36	19.14	10.08	0.141 (NS)
	Social Science	121	1410.75	66.57			
2	Humanities	66	1429.89	63.36	22.43	9.08	0.948 (NS)
	Science	93	1433.18	64.60			
3	Social Science	121	1410.75	66.57	3.29	10.56	0.037 (S @ .05)
	Science	93	1433.18	64.60			

It is evident from the above table no. 4.31 that the mean difference between humanities and social science prospective secondary school teachers in academic achievement is 19.14. The calculated p -value for the two groups is 0.141, which is greater than the critical p -value (0.05). Therefore, the mean difference between humanities and social science prospective secondary school teachers is not significant.

It is observed in the above table no. 4.31 that the calculated p -value for humanities and science prospective secondary school teachers in academic achievement (0.948) is higher than the critical p -value (0.05) at the .05 level of confidence. Hence, the mean difference (22.43) between humanities and science prospective secondary school teachers in academic achievement is not significant.

The table also shows the mean difference between social science and science prospective secondary school teachers in academic achievement is 3.29. The calculated p -value is 0.0037, which is lower than the critical p -value

(0.05). Thus, there is a significant difference between social science and science prospective secondary school teachers in academic achievement.

4.7 RELATIONSHIP BETWEEN TEACHING APTITUDE AND ATTITUDE OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM TOWARDS TEACHING PROFESSION.

To find out the relationship between teaching aptitude and attitudes of prospective teachers towards teaching profession in Mizoram, Pearson's Product Moment Coefficient of correlation was employed.

The following table no. 4.32 highlights the analysis of the relationship between teaching aptitude and attitudes of prospective secondary school teachers towards teaching profession.

Table No. 4.32

Relationship between teaching aptitude and attitude towards teaching profession among prospective secondary school teachers in Mizoram.

Variable	N	Mean	SD	R	Remark
Teaching Aptitude	584	24.87	3.36		Low
Attitude towards teaching profession	584	170.09	12.38	.219	Positive relationship

A close observation of the above table no. 4.32 reveals that the mean score of the prospective secondary school teachers in teaching aptitude and attitude toward teaching profession is 24.87 and 1790.09 respectively. Calculated standard deviations for teaching aptitude and attitude toward teaching profession are 3.36 and 23.38. Pearson's coefficient of correlation 'r' calculated between the two variables is .219. This indicates that the relationship between teaching aptitude and attitude toward teaching profession of prospective secondary school teachers in Mizoram is low positive.

4.8 RELATIONSHIP BETWEEN TEACHING APTITUDE AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM.

The sample for estimation of the relationship between teaching aptitude and academic achievement consisted of 280 prospective secondary school teachers. The product moment coefficient of correlation was used to find out the relationship between the two variables.

The table no. 4.33 given below shows the analysis of the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

Table No. 4.33

Relationship between teaching aptitude and academic achievement among prospective secondary school teachers in Mizoram.

Variable	N	Mean	SD	r	Remark
Teaching Aptitude	280	25.01	3.21	0.196	Low Positive Relationship
Academic Achievement	280	1422.82	65.77		

The above table no. 4.33 reveals that the mean score and standard deviation of the prospective secondary school teachers in teaching aptitude are 25.01 and 3.21, respectively, and 1422.82 and 65.77 for academic achievement. The calculated Pearson's coefficient of correlation 'r' between the two variables is .196, which shows that there is a low relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram. Therefore, there exists a low positive relationship between teaching aptitude and academic achievement among prospective secondary school teachers in Mizoram.

4.9 RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING PROFESSION AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN MIZORAM.

To evaluate the relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers, Pearson's Product Moment Correlation Coefficient was applied. The analysis of the relationship between the two variables, attitude towards teaching profession and academic achievement, is highlighted in table no. 4.34 below.

Table No. 4.34

Relationship between attitude towards teaching profession and academic achievement among prospective secondary school teachers in Mizoram.

Variable	N	Mean	SD	r	Remark
Attitude towards teaching profession	280	170.99	13.26	0.008	No relationship
Academic Achievement	280	1422.82	65.77		

The perusal of result vide table 4.34 reveals that the mean scores of the prospective secondary school teachers in attitude toward teaching profession are 170.99 and 1422.82 respectively. Standard deviations of attitude toward teaching profession and academic achievement are 13.26 and 65.77. Pearson's coefficient of correlation 'r' calculated between the two variables is .008 which indicates that there is no relationship between attitude towards teaching profession and academic achievement. Therefore, there is no relationship between attitude toward teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

CHAPTER 5

FINDINGS, DISCUSSIONS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

The present chapter represents major findings of the research, discussion of the findings, educational implications, recommendations, and suggestions for further studies made in light of the findings. The chapter is organised according to the following subheadings:

- 5.1 Findings
- 5.2 Discussions
- 5.3 Educational implications
- 5.4 Recommendations in light of findings
- 5.5 General recommendations
- 5.6 Suggestions for further study
- 5.7 Conclusions

5.1 FINDINGS

The major findings of the present study entitled ‘Teaching aptitude, academic achievement and attitude towards teaching profession of prospective secondary school teachers in Mizoram’ are presented in the following –

5.1.1. Overall Teaching Aptitude among prospective secondary school teachers in Mizoram.

Among the 584 prospective secondary school teachers in Mizoram, 3 (0.51%) prospective secondary school teachers were found to have an extremely high teaching aptitude; 23 (3.94%) prospective secondary school teachers had a high teaching aptitude; 181 (30.82%) prospective secondary school teachers possessed above-average teaching aptitude; 264 (45.38%) prospective secondary school teachers were identified with an average teaching aptitude; 57 (9.76%) prospective secondary school teachers were below

average teaching aptitude; 33 (5.65%) prospective secondary school teachers were having a low teaching aptitude; and 23 (3.94%) of prospective secondary school teachers were with an extremely low teaching aptitude.

5.1.2 Attitude of prospective secondary school teachers in Mizoram towards teaching profession.

The findings on attitudes of 584 prospective secondary school teachers in Mizoram towards teaching profession revealed that 12 (2.05%) were having an extremely positive attitude towards teaching profession, 29 (4.97%) were with a positive attitude towards teaching profession, 115 (19.69%) were having a mildly positive attitude towards teaching profession, 291 (49.83%) were with a neutral attitude towards teaching profession, 84 (14.38%) were with a mildly negative attitude towards teaching profession, 38 (6.81%) possessed a negative attitude towards teaching profession and 15 (2.57%) exhibited an extremely negative attitude towards teaching profession.

5.1.3 Academic achievement of prospective secondary school teachers in Mizoram.

Out of 280 prospective secondary school teachers in Mizoram, 33 (11.79%) passed with distinction, 241 (86.07%) secured first division, and 6 (2.14%) failed. There were no prospective secondary school teachers whose performances were second division and pass.

5.1.4 Comparison of teaching aptitude of prospective secondary school teachers in Mizoram.

(a) Gender

- 1) Among the 229 male prospective secondary school teachers in Mizoram 2, (0.87%) were found to have a very high teaching aptitude, 4 (1.75%) were with a high teaching aptitude, 66 (28.82%) possessed above average teaching aptitude, 99 (43.32%) were identified with an average teaching

aptitude, 27 (11.79%) had below average teaching aptitude; 16 (6.99%) were with a low teaching aptitude; and 15 (6.55%) were found to have an extremely low teaching aptitude.

- 2) Among the 355 female prospective secondary school teachers in Mizoram, 1 (0.28%) had extremely high teaching aptitude; 19 (5.35%) were found with high teaching aptitude; 115 (32.39%) had above average teaching aptitude; 165 (46.48%) were identified with average teaching aptitude; 30 (8.45%) were with below average teaching aptitude; 17 (4.79%) were having low teaching aptitude; and 8 (2.25%) exhibited extremely low teaching aptitude.
- 3) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) Female prospective secondary school teachers were found with a higher teaching aptitude.

(b) Locale

- 1) Teaching aptitude possessed by prospective secondary school teachers from rural were - 1 (0.37%) respondent had an extremely high teaching aptitude, 11 (4.12%) had a high teaching aptitude, 69 (25.84%) possessed above average teaching aptitude; 132 (49.44%) exhibited above average teaching aptitude; 28 (10.49%) were having below average teaching aptitude; 16 (5.99%) were identified with low teaching aptitude; and 10 (3.75%) were having an extremely low teaching aptitude.
- 2) Teaching aptitude among the 317 urban prospective secondary school teachers in Mizoram were - 2 (0.63%) had extremely high teaching aptitude; 12 (3.79%) had high teaching aptitude; 112 (35.33%) were with above average teaching aptitude; 132 (41.64%) were found with average teaching aptitude; 29 (9.15%) were identified with below average teaching

aptitude; 17 (9.15%) were found with low teaching aptitude; and 13 (4.10%) were having extremely low teaching aptitude.

- 3) There was a significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) Urban prospective secondary school teachers were found to have higher teaching aptitude.

(b) Level of Education

- 1) The teaching aptitude among the graduate prospective secondary school teachers in Mizoram were - 1 (0.35%) was found with extremely high teaching aptitude; 7 (2.47%) were having high level of teaching aptitude; 75 (26.50%) were with above average teaching aptitude; 136 (48.06%) were with average teaching aptitude; 36 (12.72%) were found with below average teaching aptitude; 18 (6.36%) possessed low teaching aptitude; and 10 (3.53%) exhibited an extremely low level of teaching aptitude.
- 2) The teaching aptitude among the graduate prospective secondary school teachers in Mizoram were - 2 (0.66%) had extremely high teaching aptitude; 16 (5.32%) exhibited high teaching aptitude; 106 (35.22%) possessed above average teaching aptitude; 128 (42.52%) were found with average teaching aptitude; 21 (6.98%) were having below average teaching aptitude; 15 (4.98%) were with low teaching aptitude; and 13 (4.32%) exhibited an extremely low teaching aptitude.
- 3) There was a significant difference between graduate and postgraduate prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) Postgraduate prospective secondary school teachers were found to have higher teaching aptitude compared to graduate prospective secondary school teachers.

(d) Academic Stream

- 1) Among the 151 prospective secondary school teachers from humanities, 6 (3.00%) were having high, 52 (34.67%) were above average, 67 (44.67%) were found with average, 12 (8.00%) were found to have below average, 9 (6.00%) were with low and 5 (3.33%) were having extremely low teaching aptitude. There were no prospective secondary school teachers from humanities with extremely high teaching aptitude.
- 2) With respect to the 245 prospective secondary school teachers with social science in academic achievement, there was 1 (0.41%) with extremely high teaching aptitude, 7 (2.86%) were found with high teaching aptitude, 76 (31.02%) had above average teaching aptitude, 110 (44.90%) were identified with average teaching profession, 24 (9.80%) were with below average teaching aptitude, 14 (5.71%) were having low teaching aptitude and 13 (5.31%) exhibited extremely low teaching aptitude.
- 3) Among the 190 prospective secondary school teachers, there were 2 (1.06%) prospective secondary school teachers with extremely high teaching aptitude while 5 (2.66%) of them had extremely low teaching aptitude. Among the prospective secondary school teachers, 10 (5.32%) were with low and high teaching aptitude. There were 53 (28.19%) of the prospective secondary school teachers with above average teaching aptitude while 21 (11.17%) were with below average teaching aptitude. An astounding 87 (46.28%) of prospective secondary school teachers with science backgrounds were found to possess average teaching aptitude.
- 4) There were no significant differences in teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic streams.

5.1.5 Comparison of attitude towards teaching profession of prospective secondary school teachers in Mizoram.

(a) Gender

- 1) The level of attitude towards teaching profession among the 229 male prospective secondary school teachers in Mizoram showed that 1 (0.44%) were with an extremely positive attitude towards teaching profession; 15 (6.55%) were having a positive attitude towards teaching profession; 33 (14.41%) were with a mildly positive attitude towards teaching profession; 115 (50.22%) exhibited a neutral attitude towards teaching profession; 39 (17.03%) were having a mildly negative attitude towards teaching profession; 18 (7.86%) were found with a negative attitude towards teaching profession; and 8 (3.49%) were with an extremely negative attitude towards teaching profession.
- 2) The level of attitude of female prospective secondary school teachers within Mizoram towards teaching profession revealed that 11 (3.10%) exhibited an extremely positive attitude towards teaching profession; 14 (3.94%) were having a positive attitude towards teaching profession; 82 (23.10%) were with a mildly positive attitude towards teaching profession; 176 (49.58%) had a neutral attitude towards teaching profession; 45 (12.58%) were having a mildly negative attitude towards teaching profession; 20 (5.63%) were with a negative attitude towards teaching profession; and (1.97%) were identified with an extremely negative attitude towards teaching profession.
- 3) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 4) Female prospective secondary school teachers exhibited a more positive attitude towards teaching profession as compared to the male prospective secondary school teachers.

(b) Locale

- 1) The level of attitude among 267 rural prospective secondary school teachers towards teaching aptitude were - 5 (1.87%) were found with an extremely positive attitude towards teaching profession; 15 (5.62%) were having a positive attitude towards teaching profession; 47 (17.60%) were with a mildly positive attitude towards teaching profession; 128 (47.94%) were found to possess a neutral attitude towards teaching profession; 45 (16.85%) were having a mildly negative attitude towards teaching profession; 19 (7.12%) had a negative attitude towards teaching profession; and 8 (3.00%) were found to have an extremely positive attitude towards teaching profession.
- 2) The attitudes of urban prospective secondary school teachers within Mizoram towards teaching profession were - (2.21%) exhibited an extremely positive attitude towards teaching profession; 14 (4.42%) possessed a positive attitude towards teaching profession; 68 (21.45%) showed a mildly positive attitude towards teaching profession; 163 (51.42%) were identified with a neutral attitude towards teaching profession; 39 (12.30%) exhibited a mildly negative attitude towards teaching profession; 19 (5.99%) had a negative attitude towards teaching profession; and (2.21%) were found with an extremely negative attitude towards teaching profession.
- 3) There was no significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.

(e) Level of education

- 1) The attitudes of 283 prospective graduate secondary school teachers in Mizoram towards teaching profession were - 3 (1.06%) were having an extremely positive attitude toward teaching profession; 12 (4.24%) were found with a positive attitude toward teaching profession; 55 (19.43%)

were with a mildly positive attitude toward teaching profession; 133 (47.00%) exhibited a mildly negative attitude toward teaching profession; 49 (17.31%) were found to have a mildly negative attitude toward teaching profession; 24 (8.48%) were having a negative attitude toward teaching profession; and 7 (2.47%) were found to have an extremely negative attitude toward teaching profession.

- 2) Attitudes of 301 postgraduate prospective secondary school teachers in Mizoram towards teaching profession were – 9 (2.99%) were with an extremely positive attitude toward teaching profession; 17 (5.65%) were with a positive attitude toward teaching profession; 60 (19.95%) were with a mildly positive attitude toward teaching profession; 158 (52.49%) were with a neutral attitude toward teaching profession; 35 (11.63%) were with a mildly negative attitude toward teaching profession 14 (4.65%) were with a negative attitude toward teaching profession; and (2.66%) with an extremely negative attitude toward teaching profession.
- 3) There was a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 4) Postgraduate prospective secondary school teachers in Mizoram possessed a more positive attitude towards teaching profession compared to graduate prospective secondary school teachers.

(d) Academic stream

- 1) The level of attitude among 151 prospective secondary school teachers towards teaching profession in Mizoram with humanities were - 3 (1.99%) were with extremely positive attitude, 2 (1.32%) were with positive attitude, 28 (18.54%) were with mildly positive attitude, 87 (57.62%) were with neutral attitude, 19 (12.58%) were with mildly negative attitude, 11 (7.28%) were with negative attitude and 1 (0.66%) was with extremely negative attitude toward teaching profession.

- 2) Among the 245 social science prospective secondary school teachers in Mizoram, 3 (1.22%) prospective teachers possessed extremely positive attitude, 12 (4.90%) exhibited positive attitude, 48 (19.59%) were identified with mildly positive attitude, 118 (48.16%) were found with neutral attitude, 37 (15.10%) exhibited mildly negative attitude, 17 (6.94%) were with a negative attitude and 10 (4.08%) were found to possess an extremely negative attitude toward teaching profession.
- 3) Among the 188 prospective secondary school teachers in Mizoram with science academic streams, 6 (3.19%) were having an extremely high attitude, 15 (7.98%) were found with a high attitude, 39 (20.74%) were found to possess an above average attitude, 86 (45.74%) were having average attitude, 28 (14.89%) were with below average attitude, 10 (5.32%) were found with a low attitude and 4 (2.13%) were found to possess an extremely high attitude toward teaching profession.
- 4) There were no significant differences in attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their academic streams.

5.1.6 Comparison of academic achievement of prospective secondary school teachers in Mizoram.

(a) Gender

- 1) Among the 112 male and 168 female prospective secondary school teachers in Mizoram, 3 (2.68%) male prospective secondary school teachers secured distinction, whereas 30 (17.86%) female prospective secondary school teachers secured distinction. The table and figure also reveal that 104 (92.86%) male and 137 (81.55%) female prospective secondary school teachers were in the first division. And there were 5 (4.46%) males and 1 (0.6%) who failed. There were no male and female prospective secondary school teachers whose academic performances were second division and pass.

- 2) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.
- 3) Female prospective secondary school teachers possessed higher academic achievement as compared to male prospective secondary school teachers in Mizoram.

(b) Locale

- 1) The academic achievements of rural prospective secondary school teachers in Mizoram were – 12 (10.34%) passed with distinction and 104 (89.66%) secured first division. There were no rural prospective secondary school teachers whose academic achievement was lower than first division. The academic achievement among the urban prospective secondary school teachers showed that 21 (12.80%) and 137 (83.54%) secured distinction and first division respectively. There were 6 (3.66%) urban prospective secondary school teachers with failed results. No urban prospective secondary school teachers were found with second division and pass.
- 2) The difference in academic achievement of prospective secondary school teachers in Mizoram in relation to locale is not significant.

(c) Level of Education

- 1) With regard to the academic achievement of prospective graduate secondary school teachers in Mizoram, 11 (8.08%) passed with distinction, 111 (88.88%) passed in the first division, while 3 (2.40%) failed. No prospective secondary school teachers were found to have passed in the second division and pass. Among the postgraduate prospective secondary school teachers in Mizoram, 22 (14.19%) secured distinction, 130 (83.87%) secured first division and 3 (1.94%) failed. There were no postgraduate prospective secondary school teachers with second division, and pass.

- 2) The difference in academic achievement among graduates and postgraduates secondary school teachers is statistically significant.
- 3) Postgraduate prospective secondary school teachers were having higher academic achievement.

(d) Academic stream

- 1) Among the 66 prospective secondary school teachers from humanities, there were 9(13.64%) who passed with distinction, 56(84.85%) who passed in the first division and 1 (1.52%) who failed.
- 2) Among the 121 prospective secondary school teachers from social science, 11(9.09%) were with distinctions, 106 (87.60%) were with the first division and 4 (3.31%) failed.
- 3) Among the 93 prospective science secondary school teachers, 13 (13.98%) secured distinction, 79 (85.87%) passed in the first division and 1 (1.08%) failed.
- 4) There were significant differences in the academic achievement of prospective secondary school teachers in Mizoram towards teaching profession with regard to academic streams.
- 5) The difference in academic achievement between humanities and social science prospective secondary school teachers was not significant.
- 6) The difference between social science and science prospective secondary school teachers in academic achievement was significant. Science prospective secondary school teachers were found with higher levels of academic achievement.
- 7) The difference between humanities and science prospective secondary school teachers in academic achievement was not significant.

5.1.7 Relationship between teaching aptitude and attitude of prospective secondary school teachers in Mizoram towards teaching profession.

There was a low positive relationship between teaching aptitude and attitude of prospective secondary school teachers in Mizoram towards teaching profession.

5.1.8 Relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

There was a low positive relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

5.1.9 Relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

There was no relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

5.2 DISCUSSIONS

In light of the findings of the present study, the following discussions were made –

5.2.1 Discussion on the teaching aptitude among prospective secondary school teachers in Mizoram.

The findings of the present research revealed that the majority of the prospective secondary school teachers' teaching aptitude lies in above average (30.82%) and average (45.38%) levels of teaching aptitude. There were more prospective secondary school teachers with lower levels of teaching aptitude, that is, below average (9.76%), low (5.65%), and extremely low (3.94%) teaching aptitude as compared to prospective secondary school teachers with higher levels of teaching aptitude, that is, extremely high (0.51%) and high (3.94%) teaching aptitude.

In the same line, Anjum and Fatima (2011) found that prospective secondary school teachers were at an above-average level of teaching aptitude, while Rana and Singh (2015) and Singh and Kaur (2018) found the majority of prospective secondary school teachers with average teaching aptitude.

The findings relating to the overall teaching aptitude of prospective secondary school teachers in Mizoram have the implication that the majority of the prospective teachers were having favourable level of teaching aptitude for teachers. The prospective secondary school teachers are in the process of receiving teacher education in the secondary teacher education institutions within Mizoram. On top of that, teaching is not a new concept for those prospective secondary school teachers who are actively involved in church activity. The majority of the prospective secondary school teachers in Mizoram were from the Mizo Christian community. Therefore, these factors may contribute to a favourable level of teaching aptitude among the prospective secondary school teachers in Mizoram. The fact that a few of the prospective secondary school teachers were found with below average, low, and very low teaching aptitude is very astounding. This highlighted the need for testing teaching aptitude for screening candidates at entrance examinations and designing secondary teacher education programme that promote teaching aptitude among prospective secondary school teachers.

5.2.2 Discussion on the attitude of prospective secondary school teachers in Mizoram towards teaching profession.

The findings of the present research depicted that out of 584 prospective secondary school teachers in Mizoram there were 12 (2.05%) prospective secondary school teachers who were having extremely positive level of attitude towards teaching profession, 29 (4.97%) prospective secondary school teachers were with positive level of attitude towards teaching profession, 115 (19.69%) prospective secondary school teachers with mildly positive, attitude towards teaching profession, 291 (49.83%) prospective secondary school teachers were with neutral attitude towards teaching

profession, 84 (14.38%) prospective secondary school teachers were found with mildly negative level of attitude towards teaching profession, 38 (6.81%) prospective secondary school teachers possessed a negative attitude towards teaching profession, and 15 (2.57%) prospective secondary school teachers exhibited an extremely negative level of attitude towards teaching profession.

The above finding relating to the attitude of prospective secondary school teachers within Mizoram towards teaching profession has the implication that there is a need for improving the attitude of prospective secondary school teachers towards teaching profession. Even though the majority of the prospective secondary school teachers' attitudes towards teaching profession were distributed in neutral and mildly positive attitudes, a surprisingly high percentage (26.37%) of the prospective secondary teachers were found to possess attitude levels between mildly negative and extremely low towards teaching profession. It is, therefore, important that further investigations are taken up to find out the underlying condition that causes negative attitude towards teaching profession among the prospective secondary school teachers.

Other researchers who also found a high attitude towards teaching profession among prospective teachers were Sahayarani and Stanly (2014) and Umar and Gobirawa (2018). Whereas Andronache (2014), Ganapathy (1992), Şener (2015), Prabha and Vasanthpriyadharsan (2020) and Lalsangzuala (2021) found a positive and favourable attitude towards teaching profession among prospective teachers. On the other hand, Parvathi (2012), Kumar (2013), Alex (2019) and Sreelekha and Baby (2024) found a moderate attitude towards teaching profession among prospective teachers. In contrary to these findings, Pancholi and Bharwat (2015) and Adjei and Kor (2024) found an unfavourable attitude towards teaching profession among the prospective teachers.

5.2.3 Discussion on the academic achievement of prospective secondary school teachers in Mizoram.

The present study revealed that the majority of the prospective secondary school teachers, 241 (86.07%) secured first division, 33 (11.79%) passed in distinction, and 6 (2.14%) failed. This finding depicted that the academic achievement of the prospective secondary school teachers in Mizoram was good. The present finding has the implication that the delivery of the teacher education programme yields a desirable learning outcome among the prospective teachers with room for improvement. The main reason for failed result is not the poor performance of the students but rather the difficulty faced by the prospective teachers during their semester examinations.

Singh (2021), Arumugam and Prabakar (2014) and Singh (2017) found high academic achievement among prospective teachers. Whereas Mathukrishnan (2018) and Nonglait and Laithma (2020) found that the overall academic achievement of prospective teachers was below average. A study conducted by Prasad (2018) revealed that 47.02% of prospective teachers passed with distinction, 48.72% of prospective teachers passed in first class, 3.19% of prospective teachers passed in the second class, and 1.06% of prospective teachers passed in the third class, while a study conducted by Bahubali and Shailaja (2020) revealed that 81.16% (560) of prospective teachers were with a moderate level, 10.29% (71) of prospective teachers were at a low level and 8.55% (59) of prospective teachers were at a high level of academic achievement.

5.2.4 Discussion on comparison of teaching aptitude of prospective secondary school teachers in Mizoram

(a) Gender

The findings relating to the teaching aptitude of prospective secondary school teachers with regard to gender revealed that there was a significant difference in teaching aptitude between male and female prospective teachers

in Mizoram. Female prospective teachers were found to have a higher level of teaching aptitude as compared to their male counterparts.

The present finding is supported by the findings of Devi and Sharma (2017) and Kanaparthi and Rani (2018) who found significant differences in teaching aptitude among male and female prospective teachers. And in the findings of Adval (1952), Sharma (2006), Sharma and Ahmed (2016), Devi and Sharma (2017), Kanaparthi and Rani (2018) and Mili (2023), female prospective teachers were found to possess a higher teaching aptitude as compared to their male counterparts.

The finding with regard to teaching aptitude of male and female prospective secondary school teachers in Mizoram has the implication that there is a need for improving teaching aptitude among the male prospective secondary school teachers. According to UDISE 2022-23, there were 62.95% and 52.01% male teachers in high schools and higher secondary schools in Mizoram. This has the implication that there is a faulty recruitment procedure followed by the different secondary school management systems in recruiting their teachers. Male teachers are the future secondary school teachers, and it is evident that more male candidates are entering teaching careers in secondary and higher secondary schools. Therefore, there is a necessity for improving the teaching aptitude among the male prospective secondary school teachers, as the teaching aptitude of teachers is strongly associated with the learning outcome of the students (Venkatesha & Rajeeva, 2024).

On contrary to the present findings, Shrivastava (1989) and Chandel and Dhiman (2014) found that male prospective teachers had a higher teaching aptitude than their female counterparts. While Anjum and Fatima (2011), Mwashra (2012), Pany (2013), Kumari and Khamari (2018), Singh and Kaur (2018), Bhat and Shanwal (2017), Jabeen (2017), Singh and Kaur (2018), Nayak and Das (2018), Kalsi and Dhar (2019), Prajapati et al. (2019), Guru (2020), Rani (2021) and Sonowal and Kalhotra (2022) found no significant difference in teaching aptitude among prospective teachers.

(b) Locale

It was found that there was a significant difference in the level of teaching aptitude among rural and urban prospective teachers. Urban prospective secondary school teachers were found to have a higher level of teaching aptitude as compared to the rural prospective secondary school teachers.

This finding was supported by the finding of Anjali (2015) wherein the difference in teaching aptitude with regard to locale was significant, and it was in favour of the urban teachers. Contrary to this finding, Ratheeswari and Akila (2022) observed that the rural teacher educators were with a higher level of teaching aptitude as compared to teacher educators from urban areas, and their difference in teaching aptitude was significant.

Other studies related to the present study, like Kanaparthi and Rani (2018), Nayak and Das (2018), Kalsi and Dhar (2019) and Sonowal and Kalhotra (2022) found no significant difference in teaching aptitude of rural and urban prospective teachers; Bhasin (1988) and Sono and Tyagi (2019) found no significant difference in teaching aptitude among urban and rural higher secondary school teachers; and Kalaivani and Pugalenth (2015) and Vidushy (2021) found no significant difference in teaching aptitude among secondary school teachers.

The disparity in the environmental conditions, especially the social, physical, and learning environments, between urban and rural areas of Mizoram may have impacted the teaching aptitude of the prospective secondary school teachers. The aptitude of the prospective teachers may have developed over time from their experiences in schools, education at their graduation level, and their social and home environment. The better facilities received by the prospective secondary school teachers from urban areas may account for their higher level of teaching aptitude. The present finding that indicates that the urban prospective secondary school teachers possessed a

higher level of teaching aptitude among the prospective secondary school teachers has the implication that there is a dire need to improve the quality of education at all levels in the rural areas.

(c) Level of education

The present research revealed that there was a significant difference in teaching aptitude of graduate and postgraduate prospective secondary school teachers in Mizoram. Postgraduate prospective secondary school teachers were found to have a higher level of teaching aptitude as compared to graduate prospective secondary school teachers. This finding was supported by Kanaparthi and Rani (2018) who found a significant difference in the teaching aptitude of graduate and postgraduate prospective teachers, with postgraduate teachers having a higher level of teaching aptitude.

A higher level of teaching aptitude among the postgraduate prospective secondary school teachers as compared to graduate prospective secondary school teachers in Mizoram may be attributed to a higher level of education and wider expertise knowledge acquired by the postgraduate prospective secondary school teachers through their education that can impact their teaching aptitude. Teaching aptitude is known to be influenced by one's understanding of subject matter, which increases with exposure to higher levels of education. Therefore, it can be assumed that levels of teaching aptitude increase with the level of education.

The present finding is contrary to the findings of Parvathi (2012), Elangovan (2015), Archana (2019), and Prabha and Vasanthpriyadharsan (2020) who found no significant differences in attitude towards teaching profession in terms of the level of education of prospective teachers.

(d) Academic stream

There was no significant difference in teaching aptitude among prospective secondary school teachers in Mizoram with regard to their

academic stream. This finding is in the same line with the studies conducted by Sharma and Ahmed (2016), Bhat and Shanwal (2017), Devi and Sharma (2017), Kanaparthi and Rani (2018) and Mili (2023) whose findings depicted no significant difference in teaching aptitude with regard to their academic streams among prospective teachers. On the other hand, humanities and science higher secondary school teachers were found to possess a significantly differing teaching aptitude by Bhasin (1988); and Ratheeswari and Akila (2022) and Bwaswal and Swain (2022) found significant differences in the teaching aptitude of science and arts teacher educators, with science stream teacher educators having a higher level of teaching aptitude.

The academic stream of prospective teachers can influence their teaching aptitude, as the nature of the different subject matters differs. But in the present study, the difference in teaching aptitude among the prospective teachers with regard to their academic stream was not significantly different. This finding may be attributed to the fact that prospective secondary school teachers were selected carefully considering their interest and knowledge in teaching and not based on their academic performance in their subject areas. Besides that, the prospective secondary school teachers are in the process of receiving teacher educations, which may have an effect on their teaching aptitude, leading to more or less the same teaching aptitude among the prospective secondary school teachers in Mizoram with regard to academic stream.

5.2.5 Discussion on comparison of attitude towards teaching profession of prospective secondary school teachers in Mizoram.

(a) Gender

The study revealed that there was a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession. This finding is supported by Kaur (2008) Sahayarani and Stanly (2014), Sudakshina (2017), Hossain (2018.) Archana

(2019) and Prabha and Vasanthpriyadharsan (2020). In contrary to these findings, Parvathi (2012), Parvez and Shakir (2013), Chakraborty and Modal (2014), Elangovan (2015), Rani (2016), Mangla (2020), Deepa and Vasudevan (2022), Kumar and Sharma (2022) and Adjei and Kor (2024) found no significant differences in attitude towards teaching profession among male and female prospective teachers.

The present research further revealed that female prospective secondary school teachers exhibited a relatively more positive attitude towards teaching profession as compared to the male prospective secondary school teachers. A similar finding was observed in the findings of Sahayarani and Stanly (2014), Pancholi and Bharwat (2015), Şener (2015), Parhi (2019) and Özcan (2020). On the other hand, Kaur (2008), Sudakshina (2017), Hossain (2018), Kumar, and Rajendran (2018) and Archana (2019) found male prospective teachers to possess a more positive attitude towards teaching profession as compared to female prospective teachers.

A more positive attitude towards teaching profession among female prospective secondary school teachers may be attributed to gender roles played by them in the society wherein they are the caretakers of the household, even though it is not research-based. It is assumed that women are closer to children and have a better affinity for children, which may impact their attitude towards teaching. Women are also found to be more suited for teaching because of their psychological makeup, which enables them to understand children better and develop a better attitude towards the profession (Ullah, 2016). These may account for a higher level of attitude towards teaching profession among the female prospective secondary school teachers in Mizoram.

(b) Locale

The present research showed that there was no significant difference in the attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their locale. Similar to this finding, studies

conducted on attitude towards teaching profession in terms of locale by Chakraborty and Modal (2014), Sahayarani and Stanly (2014), Awan (2015) Rani (2016), Archana (2019), Deepa and Vasudevan (2022) and Adjei and Kor (2024) found no significant differences in the attitude of rural and urban prospective teachers towards teaching profession. Similarly, Lalsangzuala (2021) found that the attitude of rural and urban prospective and serving elementary school teachers was not statistically significant.

In contradiction to the present finding, a significant difference with regard to locale was observed in the findings of Kaur (2008), Parvathi (2012), Pancholi and Bharwat (2015) and Hossain (2018) prospective teachers and Zadeng (2023) secondary school teachers.

Attitude is determined through an individual's exposure to various information, knowledge, events and interactions with other individuals and the values assigned to their perceptions (Anderson, 1980). With regard to the development of attitude towards teaching profession, both urban and rural prospective secondary school teachers in Mizoram are exposed to almost the same knowledge, events and interactions through social media. Besides that, the perception of teaching profession, especially in the rural areas, is comparatively higher even though the quality of knowledge, events, and interactions may not be similar to the urban areas. This may account for the same level of attitude towards teaching profession among the urban and rural prospective teachers in Mizoram.

(c) Level of education

The finding in relation to the attitude of prospective secondary school teachers in Mizoram towards teaching profession reveals that the difference in attitude towards teaching profession between postgraduate and graduate prospective secondary school teachers was significant, and it was in favour of the postgraduate prospective secondary school teachers. This finding was supported by the findings of Lalsangzuala (2021) who found a significant

difference in the attitude of prospective teachers and serving teachers towards teaching profession with regard to their level of education; Zadeng (2023) who found a significant difference in the attitude of secondary school teachers towards teaching profession in terms of their level of education, with postgraduate teachers having a higher level of attitude towards teaching profession; and Chakraborty and Modal (2014) who also found postgraduate prospective secondary school teachers possessing a higher attitude towards teaching profession than graduate prospective teachers. However, Parvathi (2012) found no significant difference in attitude towards teaching profession in terms of level of education among prospective mathematics teachers. Similarly, Banerjee and Behera (2014) and Basak and Ghosh (2021) found insignificant differences in attitude towards teaching profession among secondary school teachers in relation to their educational qualification. Likewise, no significant difference in attitude of prospective teachers towards teaching profession with regard to their level of education was found by Elangovan (2015), Archana (2019) and Prabha and Vasanthpriyadharsan (2020).

This finding indicated that prospective secondary school teachers with postgraduate degrees, having been exposed to wider and deeper knowledge in their own subject area, developed a more positive attitude towards teaching profession compared to those with graduation degrees. Postgraduate prospective teachers may have developed a better attitude towards teaching profession because of the maturity that comes with more knowledge, expertise in their subject areas, and a better understanding of teaching in general.

(d) Academic stream

It was concluded in the present study that the difference in attitude of prospective secondary school teachers towards teaching profession in terms of academic streams was not significant. The finding is in line with the findings of Chakraborty and Modal (2014), Elangovan (2015) and Pancholi and Bharwat (2015) who conducted a study among prospective teachers and found

no significant difference among prospective teachers of different streams in their attitude towards teaching profession.

On the other hand, the finding is in contradiction with the findings of Sahayarani and Stanly (2014), Hossain (2018) and Adjei and Kor (2024) who found significant differences in attitude towards teaching profession in terms of academic streams among prospective teachers.

There is a scarcity of employment both in private and public sector enterprises in Mizoram, especially for individuals from the general education streams. As a profession that can be acquired through teacher education programmes from different academic streams, teaching profession has become one of the most preferred professions among the youth of Mizoram. This might be the contributing factor for the development of a positive attitude towards the profession among individuals from different academic streams. Apart from that, the prestige and social status of the teaching profession can be considered to be very appealing in Mizoram, especially for teachers of rural areas due to the nature of the profession; for private school teachers due to the attention given to them by parents; and for government schools in urban areas due to the stable means of livelihood it offers. The amalgamation of the above reasons may contribute to the same level of attitude among the prospective secondary school teachers in Mizoram with regard to academic streams.

5.2.6 Discussion on comparison of academic achievement of prospective secondary school teachers in Mizoram.

(a) Gender

The present research found a significant difference in the academic achievement of male and female prospective teachers in Mizoram. Similarly, Singh (2017) and Singh (2015) found a significant difference in the academic achievement of prospective teachers with regard to gender. On the other hand, Arumugam and Prabakar (2014), Mathukrishnan (2018), Prasad (2018), Jeya and Ramakrishna (2019), Bahubali and Shailaja (2020), Nonglait and Laitthma

(2020), Kumar et al. (2022), Rajeshwari and Selvan (2022), Anand and Singh (2023), Kaur, P. (2008), Anjum and Fatima (2011) and Vaiyadurai and Anantharasu (2017) found no significant difference in the academic achievement of male and female prospective teachers.

The study also showed that female prospective teachers were having higher academic achievement as compared to male prospective teachers. This finding is in line with the findings of Kauts and Sharda (2014), Singh (2015), Sudakshina (2017), Moshahid (2017), Chattopadhyay and Ghosh (2018), Singh (2021) and Singh (2024). On the other hand, Kumar and Rajendra (2023) found male prospective teachers with higher academic achievement.

In recent studies across the world, females surpassed males in their academic performances in almost every subject area at various levels of education (Grant & Behrman, 2010, Ullah & Ullah, 2019, Workman & Heyder, 2020). The trend is also evident in Mizoram, where females are performing better than male students. Teacher education is no exception, and therefore, this may be the attributing factor for the better performance of female prospective teachers in teacher education programmes. Ghosh (2023) suggested that female students are likely to be more self-controlled, organized, perceptive, and attentive towards their lessons as compared to male students. Females tend to make the most of their time because they have more obligations at home and less free time. They were more focused and were generally better at conceptual learning. They were believed to be better in competency-based questions and analytical thinking, which diverges from rote learning, the recent trends followed in teacher education programme. In addition to being adept at planning, girls put a lot of effort into anything they do (Ghosh, 2023). These may also account for the better performance of female prospective secondary school teachers in Mizoram as compared to male prospective secondary school teachers.

(b) Locale.

The present research found that there was no significant difference in the academic achievement of prospective secondary school teachers in Mizoram in relation to their locale. This finding was supported by Arumugam and Prabakar (2014), Prasad (2017), Jeya and Ramakrishna (2019), Kaur (2008) in their study among prospective teachers, and they found no significant differences in academic achievement among rural and urban prospective teachers.

There is a proper screening procedure for the selection of eligible candidates for all the secondary school teacher education institutions in Mizoram. Even though the screening procedure followed by the institutions varies, only those candidates who are considered eligible are selected without considering their locality. This may account for the insignificant difference in the academic achievement of prospective secondary school teachers with regard to their locality.

The finding is in contradiction to the finding of Kumar and Rajendra (2023) and Vaiyadurai and Anantharasu (2017) who found a significant difference in the academic achievement of rural and urban prospective teacher; Mathukrishnan (2018) and Vaiyadurai and Anantharasu (2017) who found that rural prospective teachers possessed higher academic achievement; and Kumar and Rajendra (2023) who found urban prospective teachers with higher academic achievement as compared to rural prospective teachers.

(c) Level of education

The present research found a significant difference in academic achievement of prospective secondary school teachers of Mizoram with regard to their level of education, and postgraduate secondary school teachers performed better academically than graduate prospective secondary school teachers of Mizoram. This finding is similar to the finding of Singh (2015) who also found a significant difference in academic achievement of prospective

teachers, wherein postgraduate prospective teachers performed better than graduate prospective teachers.

The finding is opposite to the finding of Saikala (2012) who observed no significant differences in the academic achievement of prospective teachers with regard to level of education.

It is not a surprising fact that the postgraduate prospective secondary school teachers possessed a higher level of academic achievement compared to the graduate prospective secondary school teachers in Mizoram. Postgraduate prospective secondary school teachers may have developed a better ability to acquire knowledge and understanding of teaching and teacher education, through their wider experience in learning that helped them develop an edge in their studies.

(d) Academic Stream.

The present research revealed a significant difference in the academic achievement of prospective secondary school teachers in Mizoram. This finding was supported by Moshahid (2017), Singh (2017) and Jeya and Ramakrishna (2019) who found a significant difference in the academic achievement of prospective teachers with regard to academic streams. Whereas, contrary to the finding, Arumugam and Prabakar (2014) and Bhadawkar and Padmanabhan (2015) found no significant difference in the academic achievement of prospective teachers with regard to academic streams.

The study also found no significant difference between humanities and social science prospective teachers in their academic achievement. This finding is supported by Kumar and Rajendran (2018).

The present research also revealed that the difference between social science and humanities prospective secondary school teachers was not

significant. This finding is in line with the finding of Kumar and Rajendran (2018).

The present research on the difference between social science and science prospective secondary school teachers in academic achievement found a significant difference. Science prospective secondary school teachers were found with higher levels of academic achievement as compared to social science prospective secondary school teachers. This finding is supported by the findings of Moshahid (2017), Jeya and Ramakrishna (2019) and Bhadawkar (2017) and contradictory to the finding of Vaiyadurai and Anantharasu (2017). Whereas Kumar and Rajendran (2018) and Singh (2015) found no significant difference between the two groups of prospective teachers.

Among the prospective secondary school teachers in Mizoram, the mean scores in academic achievement of science stream prospective secondary school teachers were found to be the highest, followed by humanities prospective secondary school teachers, and social science prospective secondary school teachers were found to have the lowest mean academic achievement.

As an academic stream, science stream may be considered as the toughest academic stream, followed by humanities and then social science. Although teacher education programme curriculum is not closely related to science stream, prospective teachers from the science academic stream who are accustomed to studying tougher subject areas with a larger portion are found to have a higher level of academic performance even though they struggle a bit at the beginning of the course. The close relation of social science subjects with the teacher education programme does not guarantee a higher level of academic performance among the prospective secondary school social science teachers as compared to prospective secondary school teachers from other academic streams. It is evident from the present finding that academic achievement among the prospective secondary school teachers follows the level of difficulty among the academic streams under consideration.

5.2.7 Discussion on the relationship between teaching aptitude and attitude of prospective secondary school teachers in Mizoram towards teaching profession.

The present research revealed a low positive relationship existing between teaching aptitude and attitude towards teaching profession among prospective secondary school teachers in Mizoram. It can therefore be assumed that a higher level of attitude towards teaching profession results in higher teaching aptitude and vice versa. For developing the capability of an individual in effective teaching, a certain level of knowledge, interest, and positive attitude towards teaching is required to nurture the ability to perform well in teaching. It is also an understood fact that the capability of an individual in teaching can also improve with his or her perception towards the teaching profession.

The present finding is in line with the findings of Sudakshina (2017) who found a significant relationship between teaching aptitude and attitude towards the teaching profession among prospective teachers. Similarly, a significant relationship between teaching aptitude and attitude towards teaching profession was found by Ramesh (2021) among primary school teachers and by Appadurai and Saraladevi (2007), Vidushy (2020), and Zadeng (2023) among secondary school teachers.

5.2.8 Discussion on the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

An investigation into the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram showed a low positive relationship between teaching aptitude and academic achievement in the present research. This finding is similar to the findings of Venkatesha and Rajeeva (2024) and Anjum and Fatima (2011) who also found a significant relationship between teaching aptitude and academic achievement. The present finding is also supported by Kahlon and Saini

(1989), Mwashra (2012), Mwashra and Chincholikar (2014) and Chaudhary (2017) wherein their findings indicated that teaching aptitude impacted the academic achievement of prospective teachers and predicted their academic achievement. In the same line, Singh and Kaur (2018) and Guru (2020) found a significant difference in teaching aptitude with regard to the academic achievement of prospective teachers.

Contrary to the present research finding, Rana and Singh (2015) found no significant difference in the teaching aptitude of prospective teachers in relation to their academic achievement.

The secondary teacher education programme is designed to nurture the teaching ability of the prospective secondary school teachers. It is based on the principle that ‘teachers are made and not born.’ The natural ability of the prospective secondary school teachers in teaching, therefore, may contribute to their academic performance in the teacher education programme. This might have contributed to the significant relationship between teaching aptitude and academic achievement among the prospective secondary school teachers in Mizoram. The finding indicated that a higher level of teaching aptitude will result in better academic achievement.

5.2.9 Discussion on the relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

The finding with regard to the relationship between attitude towards teaching profession and academic achievement among prospective secondary school teachers in Mizoram showed no relationship between the two variables. This finding is supported by the findings of Budhisagar et al. (1991), Sudakshina (2017) and Ragae et al. (2022) who also found no significant relationship between attitude towards teaching profession and academic achievement among prospective secondary school teachers.

The present finding is in contradiction to the finding of Karim et al. (2017) who found a significant relationship between attitude towards teaching and academic achievement among prospective teachers.

It is the general understanding that attitude towards teaching as a profession is bound to have an impact on the academic achievement of prospective secondary school teachers in the secondary teacher education programme. But the finding in the present research on the relationship between the two variables is not significant, and there is practically no relationship between the two variables. The evaluation system adopted by the secondary teacher education might not have reflected the attitudinal development towards teaching profession in its evaluation system, or the curriculum adopted by the teacher education institutions developed according to NCFTE 2009 might not have supported the development of attitude towards teaching profession.

5.3 EDUCATIONAL IMPLICATIONS

A research endeavour should not only end with reliable results and findings but also possess practical application across the field of education and add to new theories. The finding of any research may be of value only if it has certain practical applications and implications for the present education system. The relevance of a study does not only depend on its sound theory and the research gap but also on its practical utility for the concern area on which the study is taken up. As such, the present study also possessed certain implications that are helpful for improving the quality of the secondary teacher education programme as well as the quality of the prospective teachers in Mizoram. The educational implications of the study may be divided into practical and theoretical implications as follows:

5.3.1 Practical Implications

The practical educational implications of the findings of the present research are presented below:

- 1) There were a few prospective teachers with low and extremely low teaching aptitude in the study. The majority of the prospective secondary school teachers studying in secondary teacher education institutions in Mizoram had average and above-average teaching aptitude. This has the implication that there is an effective screening procedure in the four teacher education institutions. Yet, extra care should be taken in screening the candidates to ensure only those who have the aptitude for teaching find entry into the secondary teacher education institutions.
- 2) The finding relating to the attitude of prospective secondary school teachers indicated that there were few prospective teachers with a negative attitude towards teaching profession and an extremely negative attitude towards teaching profession while the majority of them possessed an average and above-average attitude towards teaching profession. Since effective and efficient teachers are strongly associated with their attitude towards teaching profession, improving the attitude towards teaching profession is required among aspirant teachers. It is therefore imperative that the curriculum of the secondary teacher education in the state nurture the attitude of prospective secondary school teachers.
- 3) The study indicated that the academic achievement of prospective secondary school teachers in Mizoram is high. Yet, there were few prospective secondary school teachers with low teaching aptitude and attitude towards teaching profession. That means that teacher education that is based on the philosophy of 'teachers are made, not born' is not realised through the curriculum. Thus, high academic achievement among the prospective secondary school teachers has the implication that the curriculum for secondary teacher education needs to nurture teaching aptitude and attitude towards teaching profession to produce effective and efficient teachers.
- 4) It was found in the study that locality of the prospective secondary school teachers has an impact on their teaching aptitude. Urban prospective

secondary school teachers were found with higher levels of teaching aptitude. This has the implication that the quality of education received by the prospective secondary teachers from urban areas is better as compared to rural areas, as aptitude necessarily is built on knowledge and natural ability.

- 5) Among the prospective secondary school teachers, the study found differing academic achievement when they were compared based on their academic streams. Science prospective teachers were found with the highest academic achievement, followed by humanities and social science prospective teachers. This has the implication that the close relationship between education and the academic stream is not the determining factor for the academic performance of the prospective secondary school teachers. Rather, the present finding showed that the level of difficulty among the academic stream is the determining factor for academic achievement.

5.3.2 Theoretical implications

The theological educational implications of the findings of the present research are presented below:

- 1) In the present research, female prospective secondary school teachers in Mizoram were found to possess a higher level of teaching aptitude, academic achievement, and attitude towards teaching profession as compared to their male counterparts. This has the implication that teaching is indeed a feminine profession, as teaching aptitude, attitude towards teaching profession, and the resultant academic achievement is strongly related to teacher efficiency and effectiveness. The study indicated that there exists a strong relationship between teaching as a profession and the feminine role of female teachers (Kundu & Basu, 2022; Ullah, 2016).
- 2) In the study, postgraduate prospective secondary school teachers were found to have a higher teaching aptitude, attitude towards teaching

profession, and academic achievement. This has the implication that the level of education received by the prospective secondary school teachers has an impact on the quality of prospective secondary school teachers.

- 3) There was a positive relationship between teaching aptitude and academic achievement, while there was no relationship between attitude towards the teaching profession and academic achievement. This has the implication that the innate abilities of the prospective secondary school teachers impacted their academic achievement, while the mindset (attitude) of the prospective secondary school teachers towards teaching profession does not affect their academic achievement.

5.4 RECOMMENDATIONS IN THE LIGHT OF FINDINGS

The following recommendations are proposed considering the findings of the present research -

- 1) There were 5.65% and 3.94% prospective secondary school teachers with low and extremely low teaching aptitude, respectively, and 6.81% and 2.57% with negative and extremely negative attitude towards teaching profession respectively. This implies that there were some prospective teachers who entered the secondary teacher education programme without interest in teaching or the profession. To ensure that only those who are interested in teaching enter the secondary teacher education institutions in Mizoram, it is recommended that a 'Common Entrance Examination,' which necessarily tests their teaching aptitude and attitude towards teaching supported by a personal interview, be jointly conducted by the secondary teacher education institutions while selecting eligible candidates.
- 2) The finding relating to the attitude of prospective secondary school teachers indicated that 6.81% possessed a negative attitude towards teaching profession and 2.57% exhibited an extremely negative attitude towards teaching profession. This finding indicated the need for improving the attitude of prospective secondary school teachers towards the profession. It is,

therefore, recommended that the teacher education institutions organize forums for promoting teaching as a profession through their curriculum (classroom teaching and internships), seminars, workshops, and symposiums.

- 3) It is evident from the findings of the present research that academic achievement of prospective secondary school education in Mizoram is high. The learning outcome of prospective teachers can be further improved through teacher educators' active participation in creating learning environments that promote the growth of prospective secondary school teachers in teaching, establishing standards for prospective teachers' academic performance that promote excellence, regularly refining their academic work and activities, and giving them opportunities for engaging themselves with the latest technology in education and materials in the field of education.
- 4) Female prospective secondary school teachers in Mizoram were found to possess a higher level of teaching aptitude, academic achievement and attitude towards teaching profession as compared to male prospective teachers in the present research. And there are more male teachers in high schools and higher secondary schools in Mizoram. This has the implication that the recruitment procedure followed by the different secondary school management systems is not satisfactory. Therefore, it is suggested that proper recruitment procedures for teachers be laid out by the appellant authorities of all the different school management systems wherein candidates for teachers are screened for their teaching aptitude and attitude towards teaching profession.
- 5) The need for improving the aptitude and attitude of male prospective secondary school teachers in teaching is evident from the findings that female prospective secondary school teachers possessed higher teaching aptitude, academic achievement, and attitude towards teaching profession. Even though female students are performing better academically across the globe in all subject areas at different levels of education (Ullah & Ullah, 2023).

Male prospective secondary school teachers in Mizoram can be encouraged to perform better through dedication and perseverance. It is therefore recommended that steps be taken to improve the prospect of teaching for male teachers through systematic initiatives taken as a form of encouragement to improve their aptitude and attitudes in teaching and towards teaching profession.

- 6) The finding of the research indicated that the locality of the prospective secondary school teachers has an impact on their teaching aptitude. Urban prospective teachers were found to have a higher level of teaching aptitude. Teaching aptitude can be developed through thorough subject knowledge, knowledge about teaching and learning, communication skills, interpersonal and intrapersonal skills. The finding has the implication that urban prospective secondary school teachers were having better exposure to these areas. It is therefore recommended that the education system at secondary and undergraduate levels be improved such that all the students are exposed to activities that enable them to develop a deep understanding of their subject areas, communication skills, intrapersonal skills, and interpersonal skills.
- 7) The finding that indicated that postgraduate prospective secondary school teachers possessed higher teaching aptitude, attitude towards teaching profession and academic achievement has the implication that level of education impacted the quality of prospective teachers. It is, therefore, recommended that the teacher education institutions have a good evaluation system in place that is backed up by remedial teaching and a mentoring system such that the gap in academic achievement, attitude towards teaching profession and teaching aptitude among prospective teachers is remedied.
- 8) The study found that there was a significant difference in the academic achievement of prospective secondary school teachers with regard to their academic streams. Science prospective secondary school teachers were found with the highest level of academic achievement, followed by humanities and social science prospective secondary school teachers within Mizoram. This

has the implication that the learning needs of prospective secondary school teachers vary according to their academic streams. It is therefore recommended that the learning needs of the prospective secondary school teachers are properly assessed at the beginning of the teacher education programme. Proper initiatives may be taken by each teacher education institution to address the learning needs of the prospective secondary school teacher to ensure equal opportunity to succeed academically while nurturing their teaching aptitude and attitude towards teaching profession.

- 9) The finding showed that there was a low positive relationship between teaching aptitude and academic achievement of the prospective secondary school. This indicated that there is a need for improving the quality of teacher education programme such that there exists a high relationship between teaching aptitude and academic achievement of the prospective secondary school teachers, as teaching aptitude is closely correlated with teacher effectiveness (Vashishta, 1973 and Kaur et al., 2014). Therefore, it is suggested that the teacher education programme include activities and curriculum that respond to promoting teaching aptitude and evaluation of teaching aptitude of prospective teachers from time to time.
- 10) The finding that indicated teaching aptitude has a positive relationship with academic achievement and attitude towards teaching profession has no relationship with academic achievement shows that the innate abilities of the prospective secondary school teachers impacted their academic achievement while the mindset (attitude) of the prospective secondary school teachers towards teaching profession does not affect their academic achievement. Yet it was found that the effectiveness of teachers and attitude of prospective teachers are positively related (Vashishta, 1973, Singh, 1991 and Zadeng, 2023). It is therefore suggested that the curriculum of the teacher education programmes be redesigned to promote the attitude of prospective secondary school teachers and that the evaluation of attitude of prospective secondary school teachers be included in the evaluation system.

5.5 GENERAL RECOMMENDATIONS

The following recommendations are proposed for improving teaching aptitude, academic achievement and attitude towards teaching profession for teachers and prospective teachers –

- 1) There is a great variation in the salary of school teachers working under different management – private, aided and public schools within the state. The state government does not have regulations on matters regarding the remuneration received by private school teachers. Private school teachers and lump-sum-aided school teachers are known to receive lower remuneration compared to government school, deficit school, and ad hoc-aided school teachers. The monetary benefits generated by the profession can have an impact on the attitude of prospective teachers. Therefore, it is recommended that the state government take an initiative in making regulations regarding the remuneration received by teachers working in schools under different management systems.
- 2) The quality of teachers is the predictor of the quality of education, which has a great influence on the economy of the nation. Yet, teaching is not opted for by individuals with high achievement. Therefore, it is recommended that initiatives that make the teaching profession attractive for high-achieving individuals be taken by the government. These initiatives may include offering competitive salaries (compared with salaries of professionals from other fields), opportunities for progression within the profession, opportunities for professional development, ideal working conditions, and promoting the status of the teaching profession from the curriculum of schools to the tertiary level of education (through career guidance).
- 3) The use of information communication technology (ICT) in the field of education had gained momentum in recent years, and its impact on all levels of education is immense. It is therefore recommended that all the secondary teacher education institutions within the state be properly equipped with the

latest ICT in the field of education. The teacher educators should have an edge in technological knowledge and be able to impart technological pedagogical content knowledge to the prospective teachers to enable them to cater to the needs of the ever-changing education scenario.

- 4) The professional skills that make teaching a profession include pedagogical knowledge, teaching skills, syntactic knowledge, and professional development. It is recommended that due emphasis be given to the development of pedagogical knowledge and teaching skills, especially those that promote the 21st-century teaching skills in the teacher education programme. Inclusion of a forum for sharing experiences among the prospective teachers and experienced teachers during the school internship and exposure of prospective teachers to all aspects of school education that include – classroom teaching, preparation of timetables, mentoring students, students’ counseling, parent-teacher meetings, co-curricular activities, assessment of students, maintaining records, administrative responsibilities of teachers, and preparation of progress report cards during the internship period are also recommended.
- 5) The social status enjoyed by the schoolteachers in Mizoram compared to other professions like engineering, administration, law, paramedical, and medicine can be considered to be lower. It is recommended that the School Education Department and other allied government departments work towards improving the professional reputation of the teachers to elevate the social standing of teachers by making it more appealing. Initiatives that promote teaching as a profession, not as a job, can be initiated from elementary school to tertiary education level under the state government.
- 6) There are inborn teachers, but the quality of the teaching can always be improved through education. There are some teachers who have an interest in teaching but are not inborn teachers, and they can become good teachers through quality teacher education. The quality of the teacher education programme received by prospective teachers can have a great impact on their

aptitude as well as attitude towards the profession (Awan, 2015). Therefore, it is recommended that the curriculum of secondary teacher education consist of content that can improve their attitude towards teaching profession and develop an immense interest and zeal for teaching in secondary schools.

5.6 SUGGESTION FOR FURTHER STUDIES

The present research is confined to teaching aptitude, attitude towards teaching profession and academic achievement of prospective secondary school teaching in Mizoram. The following suggestions are offered in view of the literature reviewed and findings of the present study.

- 1) The study on teaching aptitude and academic achievement focuses on prospective secondary school teachers only; therefore, teaching aptitude among prospective primary school teachers along with their academic achievement may be explored.
- 2) Most of the studies reviewed were confined to school education teachers. No studies of the same nature had been conducted for teachers of higher education institutions like general undergraduate institutions, technical colleges/institutions, and medical/paramedical institutions in Mizoram. A study of the same nature among teachers of higher education institutions in Mizoram that can throw light on the quality of teachers and education at higher education institutions may be taken up.
- 3) A comparison of teaching aptitude and attitude towards teaching profession between different states in India may also be conducted.
- 4) A correlational study of teaching aptitude and attitude towards teaching profession with other variables like teacher readiness, job satisfaction, teacher effectiveness, teaching competency, teacher efficacy, and teacher adjustment may be taken up for all teachers from different levels of education in Mizoram.

- 5) A critical analysis of the factors that impact teaching aptitude, attitude towards teaching profession and academic achievement among prospective teachers in Mizoram may be studied.
- 6) Teaching aptitude and attitude towards teaching profession among research scholars who have a high chance of entering the teaching profession may be conducted.
- 7) Curriculum evaluation of teacher education offered for prospective elementary and secondary school teachers may be taken up.
- 8) The impact of teaching aptitude and attitude towards teaching profession on the academic achievement of students at different levels of education may be explored.
- 9) Developmental studies on teaching aptitude and attitude towards teaching profession among prospective teachers in the teacher education institution may also be taken up.
- 10) Experimental studies that are directed towards effective teaching strategies for developing positive attitude towards teaching profession and teaching aptitude among prospective secondary school teachers may be conducted.

5.7 CONCLUSION

The present research showed that the level of teaching aptitude and attitude towards teaching profession among the prospective secondary school teachers in Mizoram was average, while their academic performance was high. The study also revealed that there was a significant difference in teaching aptitude in favour of female prospective secondary school teachers, urban prospective secondary school teachers, and postgraduate prospective secondary school teachers in Mizoram. The study also indicated a significant difference in attitude towards teaching profession in favour of female prospective secondary school teachers and postgraduate prospective secondary school teachers in Mizoram. It was also established in the study that academic

achievement among the prospective secondary school teachers in Mizoram was influenced by gender, level of education, and academic stream. From the study, it can be inferred that there is a need for designing teacher education programmes that can promote teaching aptitude and attitude towards teaching profession among male and graduate prospective secondary school teachers.

CHAPTER 6

SUMMARY

6.1 INTRODUCTION

The place of teachers in a society is of immense importance, as their role in moulding and transforming society is pivotal in nature. They have occupied a very high position from ancient times until today. During ancient India, the teachers - "Gurus" - were considered as the supreme instructors and were revered as the ultimate God. The gurus were responsible for providing physical, intellectual, moral, and spiritual upliftment to their disciples (Gurunathan, 2022). They had, in fact, enjoyed high social status and respect within an Indian society from ancient times. The statuses of teachers in modern times have deteriorated over time as compared to other professions like lawyers, doctors or engineers, even though their significance in the society is still prodigious. They are now considered to be agents for transferring knowledge and skills to children, enabling them to compete with their peers for academic excellence and future opportunities. Anjaneyulu (1971) pointed out that in India, the loss of their special recognition and the profession has been infested with a number of other evils, which include an enormous rise in the workload, a lack of security of service-especially under private management, growing indiscipline among the students and too much domination by the non-official political bosses. The condition and status of teachers in India have led to the declining quality of education within the country, as compared to the other countries.

With the advancement of technology and the ever-changing scenario in knowledge and society, the role of teachers has become a challenging endeavour. Teachers' knowledge encompasses subject matter knowledge, pedagogical knowledge and professional skills.

Teachers of the 21st century are expected to enable to students to acquire life skills, technological literacy, and effective thinking skills to enable them to survive in the recent technological age. Effective teaching skills like creativity, communication skills, decision making and critical thinking should be developed in students through the curriculum developed for the students. Technological skills that encompass the

knowledge of different devices and software related to education and an ability to discern the reliable source of information are required both for teachers and students.

The interest in teaching, teaching aptitude, and positive attitude towards teaching profession are of immense importance for teachers to continually grow in the profession and become effective teachers. In fact, Zadeng (2023) found in her study among secondary school teachers that teaching aptitude and attitude towards teaching profession predicted the effectiveness of teachers inside their classroom. This indicates the need for nurturing a high level of teaching aptitude and positive attitude towards teaching profession in the preparation of teachers in teacher education programme. Prediction of the success of the prospective teachers may be indicated through their academic performances in the teacher education programme. The academic achievement of the prospective secondary school teachers can be considered as an indication of their teaching aptitude and attitude towards teaching profession.

6.2 RATIONALE OF THE STUDY

A high level of teaching aptitude, good academic achievement, and a favourable attitude towards teaching profession together contribute to developing competent, efficient teachers. Teaching aptitude pertains to the inherent capability of an individual to teach, which enables a person to be successful in teaching. Academic achievement of the prospective teachers refers to their foundational knowledge in education, subject matter, and teaching and learning both in theory and in practice. A positive attitude towards teaching profession encourages passion, commitment, and a readiness to go above and beyond to help students, which is necessary for effective teaching. Together they contribute to developing teachers' competency, efficiency, and effectiveness.

According to Vashishta (1973), the effectiveness of teachers is accurately predicted by their teaching aptitude, academic performance, and attitude towards the profession. Singh (1991) and Zadeng (2023), found a favourable relationship between attitude towards teaching profession and teacher effectiveness. Teachers having high teaching aptitude are reported to be efficient in teaching (Babu et al., 2007). It was

reported by Kaur et al. (2014) that teaching aptitude and attitude towards teaching profession together predict the prospective teachers' teaching skills.

Professional pride and a person's level of dedication to their profession are influenced by both their aptitude and attitude toward the profession which also applies for the teaching profession. An unfavourable attitude of teachers towards teaching and their competency predicts the performance of teachers in their teaching task to be more difficult, tiresome, and unpleasant, while positivity in attitude and proficiency in teaching not only makes the task easier, but it also makes it more fulfilling and enjoyable. It is important for teachers to be amiable with their students to foster conducive learning environment (Kalaivanan, 2019).

The issues with the current teacher education system include the fact that knowledge is seldom critically analysed, and leaving little opportunity for prospective teachers to think back on their experiences. Additionally, the assessment of aspiring teachers is overly quantitative and incomplete, lacking the ability to assess teaching aptitude, teaching attitude, and professional values, among other psychological attributes of teachers. High-quality teacher education is essential for elevating the education system of the country (Parhi, 2024). This highlights the need for studying teaching aptitude, academic achievement and attitude towards teaching profession among the prospective teachers.

No prospective teacher can emerge as a successful and competent teacher if they do not possess the required teaching aptitude and the desired attitude towards the teaching profession. The ground knowledge of prospective teachers in theories and practice of teaching is also important for preparing them to be competent teachers. Besides these, proper evaluation of teaching aptitude and attitude towards teaching profession is not properly in place while screening the aspirant teachers into for the teacher education programme. Therefore, the need for studying the teaching aptitude, academic achievement, and attitude towards teaching profession among the prospective teachers within Mizoram arises to assess the quality of student-teachers pursuing their studies in the teacher education programme.

After reviewing the related literature, the researcher found that no study has been conducted so far on the teaching aptitude and attitude towards teaching profession among prospective secondary school teachers in Mizoram. Keeping in view the above research gap and the need for finding teaching aptitude, academic achievement, and attitude towards teaching profession of prospective secondary school teachers for improving the education system within the state, the researcher took up the present research entitled as ‘teaching aptitude, academic achievement and attitude towards teaching profession of prospective secondary school teachers in Mizoram’. The researcher studied the teaching aptitude, academic achievement, attitude towards teaching profession of the prospective secondary teacher in Mizoram and also the impact of these two attributes on their academic achievement in the teacher education programme.

6.3 STATEMENT OF THE PROBLEM

The present study has been stated as ‘teaching aptitude, academic achievement and attitude towards teaching profession among prospective secondary school teachers in Mizoram’.

6.4 OPERATIONAL DEFINITIONS

Teaching Aptitude : Teaching aptitude in the present research is the potentiality of prospective teachers of secondary teacher education institutions within Mizoram for accomplishment in teaching without considering their past experiences or trainings.

Academic Achievement : Academic achievement in the present study refers to the performance of prospective teachers of secondary teacher education institutions within Mizoram. The final result of the prospective secondary school teachers at the end of B.Ed. course was taken as their academic achievement.

Attitude Towards

Teaching Profession : Attitude towards teaching profession can be defined as a generalized disposition towards teaching profession among the prospective teachers of secondary school teacher education institutions in Mizoram in the research.

Prospective Teachers : All the student-teachers studying in secondary teacher education institutions affiliated with Mizoram University were termed as prospective teachers in the study.

Gender : Gender is the social construct relating to the roles of biological sex that society associates with. In the present research, gender was divided into male and female.

Locale : In the present research, locale refers to the locality in which the prospective teachers originally belong to. Locale was divided into urban and rural area.

Level of Education : The level of education in the present research refers to the level of education of the prospective secondary school teachers in Mizoram and is divided into graduate and post graduate.

Academic Stream : Academic stream in the present research refers to the prospective teachers' educational background which consisted of – Humanities, Social Science and Science.

6.5 RESEARCH QUESTIONS

Based on the background of the present research, the following research questions were taken up:

- 1) What is the level of teaching aptitude among prospective secondary school teachers in Mizoram?
- 2) What is the attitude of prospective secondary school teachers in Mizoram towards teaching profession?
- 3) What is the level of academic performances among prospective secondary school teachers in Mizoram?
- 4) Is there any difference in the teaching aptitude of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic streams?
- 5) Is there any difference in the attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to gender, locale, level of education and academic stream?
- 6) Is there any difference in the academic performances of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream?
- 7) Is there any relationship between teaching aptitude and attitude towards teaching of prospective secondary school teachers in Mizoram?
- 8) Is there any relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram?
- 9) Is there any relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram?

6.6 OBJECTIVES OF THE STUDY

In order to find answers to the above research questions, the following objectives were framed:

- 1) To construct an attitude scale towards teaching profession of prospective secondary school teachers.
- 2) To find out the teaching aptitude of prospective secondary school teachers in Mizoram.
- 3) To find out the attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 4) To find out the academic achievement of prospective secondary school teachers in Mizoram.
- 5) To compare the teaching aptitude of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 6) To compare the attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 7) To compare the academic achievement of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 8) To find out the relationship between teaching aptitude and attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 9) To find out the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.
- 10) To find out the relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

6.7 HYPOTHESES

The following hypotheses were formulated for the objectives stated above-

- 1) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 2) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.
- 3) There is a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) There is a significant difference in teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 5) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 6) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 7) There is a significant difference between graduate and post graduate of prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 8) There is a significant difference in attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 9) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.
- 10) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement.

- 11) There is a significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their academic achievement.
- 12) There is a significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.

The above hypotheses were converted into the following null hypotheses to test the statistical difference between the variables -

- 1) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 2) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.
- 3) There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) There is no significant difference in teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 5) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 6) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 7) There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their attitude towards teaching profession.

- 8) There is no significant difference in attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 9) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.
- 10) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement.
- 11) There is no significant difference between graduates and postgraduates prospective secondary school teachers in Mizoram in their academic achievement.
- 12) There is no significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.

6.8 METHODOLOGY

Method of the study:

The present investigation involves fact-finding inquiry relating to teaching aptitude, attitude towards teaching profession and academic achievement among prospective secondary school teachers in Mizoram. Therefore, descriptive survey research type was employed.

Population and Sample of the Study:

The population of the present investigation consisted of all the prospective teachers studying in secondary teacher education institutions affiliated with Mizoram University for the variables of teaching aptitude and attitude towards teaching profession. The sample of the study consisted of all the prospective teachers present in the teacher education institution on the day the researcher collected the data. A total of 584 samples were collected from responses of the prospective secondary school teachers in the state, and the sample size was 88.94%.

For academic achievement and correlation between teaching aptitude, academic achievement, and attitude towards teaching profession, the population comprised of all the final year prospective secondary school teachers in Mizoram and the sample consisted of 280 prospective secondary school teachers in Mizoram University from IV Semester B.Ed.

Tools and Techniques:

For the present investigation, the investigator used both primary and secondary sources of data.

The primary source comprised of two tools, namely-

- 1) Teaching Aptitude Test (TAT-GR) developed by Dr. S. C. Gakhar and Dr. Rajnish published by National Psychological Corporation, Agra.
- 2) Attitude Scale for Prospective Teachers towards Teaching Profession scale developed by the researcher.

The secondary source of data consisted of the following –

- 1) The final IV Semester B.Ed. results declared by the Examination Department, Mizoram University, and published on 4th July, 2024, for prospective secondary school teachers of the academic session (2022-2024) studying in secondary teacher education institutions in Mizoram.
- 2) Attendance record of all four secondary teacher education institutions affiliated with Mizoram University from the academic sessions 2022-24 and 2023-25.

Teaching aptitude test developed by Dr. S. C. Gakhar and Dr. Rajnish.

In the study, the researcher adopted a readymade tool, the “Teaching Aptitude Test” which was developed by Dr. S.C. Gakhar and Dr. Rajnish for finding teaching aptitude among the prospective secondary school teachers within Mizoram.

Reliability

The reliability of a test offers consistency in the test result which is the required quality of any standardized test. It ensures the dependability of the test. The teaching aptitude test (TAT-GR) developed by Dr. S. C. Gakhar and Dr. Rajnish was highly valid during the time of its standardization. The test-retest method was employed by the test developer for finding the reliability on a sample of 40 B.Ed. students. The reliability coefficient for the statements was 0.76.

Since the test was used by the researcher on a population with different characteristics, the reliability was reestablished. The researcher used split-half method to reestablished the reliability of 'Teaching Aptitude Test' by administering the test to 279 B.Ed. students of the Institute of Advanced Studies in Education, Aizawl. Reliability of the tool was found by split half method was .69 and test- retest method (after one month) was .711.

Validity

Validity of the test was established by correlating the scores of the 'Teaching Aptitude Test' with 'Shah's Teaching Aptitude Test' on a sample of 40 B.Ed. students. The validity coefficient was found to be 0.68.

The teaching aptitude test was revalidated, keeping in view the influence of culture and characteristics of the population for which the test was developed. For revalidation of the teaching aptitude test, the test was given to five experts in the field of education to evaluate the statements and their relevance for the population in the present field of study. From the responses and feedback received from the experts, it was established that the content of the test was valid for the population.

Scoring

Four alternate answers were given for each statement, with only one correct response. Only the correct response carries one mark.

Interpretation of the test

For the purpose of interpreting the raw scores obtained from the sample of the present study, the researcher re-normalizes the test for the population. The raw scores that were obtained from administering the test to 584 prospective secondary students studying in the secondary teacher education institutes in Mizoram were converted into standardized scores, that is, z-score. Norms for interpretation of the level of teaching aptitude are given in table no. 6.1 below –

Table No. 6.1

Norms for interpretation of the level of teaching aptitude

Sl.No	Range of z-scores	Raw score	Level of Teaching Aptitude
1	+2.01 and above	32 & above	Extremely high
2	+1.26 to + 2.00	30 -31	High
3	+0.51 to + 1.25	27-29	Above Average
4	-0.50 to +0.50	23-26	Average/Moderate
5	-0.51 to -1.25	21-22	Below Average
6	-1.26 to -2.00	19-20	Low
7	-2.01 and below	18 & below	Extremely Low

Attitude of prospective secondary school teachers towards teaching profession scale.

In order to assess the attitude of prospective secondary school teachers towards teaching profession, the researcher constructed an attitude scale towards teaching profession using the Likert scale, which was developed by Rensis Likert through his doctoral thesis in 1932.

Item writing

The researcher initially constructed 60 items for the attitude scale directed towards teaching profession for prospective secondary school teachers under the following heads: academic, social & psychological, administrative, co-curricular activities, and economic.

Scoring

The draft statements were provided with five alternative responses: strongly agree, agree, undecided, disagree, and strongly disagree. Scoring for each statement was done according to the following scoring chart.

Table No. 6.2

Scoring chart for attitude scale toward teaching profession

Responses	Scoring for each item	
	Favourable	Unfavourable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Content Validation

The draft statement of the constructed attitude scale directed towards teaching profession for prospective secondary school teachers was given to five professors in the field of teacher education, and they were requested to lend their expertise in evaluating the nature, language used, and suitability of the items for assessing the attitude of prospective secondary school teachers 'towards teaching profession. The experts were also requested to give their input on the constructed scale.

Preparation of Pilot Scale

From the feedback and suggestions of the experts in the area, the statements that were redundant and unsuitable for finding the attitude of prospective teachers towards teaching profession were removed, and the number of items was reduced to 57 items, in which 30 were positive and 27 were negative statements. Thus, a reliable pilot scale for the attitude of prospective teachers towards teaching profession scale was constructed, which was supported by personal information as per the objectives of the research and instruction booklet.

Try Out

The tool consisting of 57 statements was first administered to a group of 280 (female = 184 & male = 96) prospective secondary school teachers from different teacher education institutions within Mizoram.

Item Discrimination

For discriminating the items for the constructed attitude scale, the responses received from the pilot test were arranged in ascending order. Twenty-seven percent of the bottom (low) scores (75) and top (high) scores (75) were separated from the scores of the respondents representing the lower and upper criteria groups as per the formula suggested by Edwards (1957). For all the items, mean, standard deviation, standard error and mean were calculated using SPSS for the low and high criteria groups. Discriminating values for each item were calculated by using t-value, and items having t-value higher than 1.96 (Edward, 1957), which were statistically significant, were accepted, while items with t-value lower than 1.96 were rejected in the final draft. A total of 10 items were rejected through item discrimination in the scale.

Final Form of Attitude of Prospective Teachers toward Teaching Profession Scale

The final form of the attitude scale directed towards teaching profession for prospective secondary school teachers consisted of 47 items. Only items that had higher t-values, which were statistically significant at the .05 level, were selected for the final scale.

Final try-out of the test

The final attitude scale consisted of 47 items with 36 favourable and 21 unfavourable statements. For establishing reliability and validity of the scale and preparation of norms for interpretation of the scores, the final scale was administered again among 220 prospective secondary school teachers within Mizoram.

Establishment of Reliability

Split-half method: In the split-half method, the whole scale was divided into two halves, and the coefficient of reliability was estimated by using the Spearman-Brown formula and the Guttman split-half coefficient.

In the present research, SPSS23 was employed for calculating the coefficient of correlation by the Spearman-Brown formula and the Guttman split-half coefficient to find out the internal consistency of the scale. The coefficients of correlation with the Spearman-Brown formula, the Guttman split-half coefficient, and Cronbach's alpha were found to be 0.850, 0.826 and 0.858 respectively.

Test-Retest Method: For estimating the external consistency of the constructed attitude scale, the researcher adopted the test-retest method of estimating the coefficient of reliability. The reliability coefficient, calculated by Pearson's coefficient of correlation between the scores on the test-retest (after 3 months) using SPSS23, was found to be 0.69.

Establishment of validity of the test

Face Validity: The researcher first reviewed relevant literature and references on the different dimensions of teaching as a profession and talks from eminent educationists in the field of education and psychology about the topic at hand. The items for the scale were carefully selected such that it covers all the areas of attitudes relating to the teaching profession that a prospective secondary school teacher might develop. The items for the scale were also carefully selected and arranged in such a way that the respondents will be able to respond to the statements according to their perspectives. Thus, ensuring face validity for the scale developed.

Content Validity: The scale initially has 60 items, which were distributed over five dimensions identified by the researcher from the literature reviewed. The researchers gave the preliminary draft attitude scale to four professors from the Department of Education, Mizoram University, and one professor from the Institute of

Advanced Studies in Education, Mizoram, to lend their expertise in the areas and give their comments and suggestions for the draft scale. The recommendations and suggestions given by different experts were studied and compared. From the expertise suggestions, some of the items in the draft scales were modified, and some of the statements were deleted from the scale. In all, three statements from the draft scales were rejected, and the item of scale for the pilot test was reduced to 57 items. Therefore, content validity of the scale was developed.

Developing Norms and Interpretation for the Attitude Scale

For the present attitude scale developed for assessing the attitude of prospective secondary school teachers towards teaching profession, the researcher converted the scores of 584 (male = 229 & female = 355) into Z-scores. Interpretation Norms for finding the level of attitude among the prospective secondary school teachers toward teaching profession on the basis of the Z norms calculated from the responses of 584 prospective secondary school teachers in Mizoram are given in the following table no. 6.3.

Table No. 6.3

Interpretation table for attitude scale

Sl.No.	Range of z-scores	Raw score	Level of Attitude
1	+2.01 and above	195 & above	Extremely positive
2	+1.26 to + 2.00	186 - 194	Positive
3	+0.51 to + 1.25	177 - 185	Mildly positive
4	-0.50 to +0.50	164 - 176	Neutral
5	-0.51 to -1.25	155 - 163	Mildly negative
6	-1.26 to -2.00	146 - 154	Negative
7	-2.01 and below	145 & below	Extremely negative

Academic achievement of the prospective secondary school teachers

For assessing the academic achievement of the prospective secondary school teachers in Mizoram, the final B.Ed. result, which is the accumulation of achievement awarded to the prospective teachers over a period of two years in four semesters,

declared by the Examination Department, Mizoram University, on 4th July, 2024, was taken. The following table no. 6.4, was used for interpretation of the academic achievement of the prospective secondary school teachers –

Table No. 6.4

Interpretation table for academic achievement

Sl.No	Percentage	Mark Range	Divisions
1	75.00 & above	1500 & above	Distinction
2	60.00 – 74.99	1200 – 1499	First Class
3	50.00 – 59.99	1000 – 1199	Second Class
4	40.00 – 49.99	800 – 999	Pass
5	39.99 & below	799 & below	Fail

Method of data collection:

The researcher visited all the secondary teacher education institutions affiliated with Mizoram University within Mizoram and took due permission from the concerned head of the institutions to administer the tests. The researcher, after developing good rapport with prospective secondary school teachers, explained the details of the research and gained consent from the participants to collect the required data. Data for teaching aptitude was collected by distributing the ‘Teaching Aptitude Scale’ developed by Dr. S.C. Gakhar and Dr. Rajnish. Data for the attitude of prospective secondary school teachers towards teaching was collected by using Google Forms in three teacher education institutions and manually in one teacher education institution within the state. The academic achievement in the form of the final IV Semester result of the Bachelor of Education (B.Ed.) course declared by the Examination Department, Mizoram University, on 4th July 2024 was collected from the records of all teacher education institutions affiliated with Mizoram University.

Ethical Consideration: The researcher developed a participation information sheet and consent form. Only those who filled out the consent form responses were collected and used for the present research.

Method of analysis:

For analysing the collected data, the researcher used percentage, mean, and standard deviation for description of the population in terms of teaching aptitude, academic achievement, and attitude towards teaching profession; a t-test was employed for assessing the statistical difference in teaching aptitude, academic achievement and attitude towards teaching profession in relation to gender, locale and level of education; ANOVA and Tukey Cramer Post Hoc Analysis were employed assessing the difference in teaching aptitude, academic achievement and attitude towards teaching profession in relation to academic stream; and person's coefficient of correlation for calculating the relationship between the variables.

6.9 FINDINGS

The major finding of the present study entitled 'Teaching aptitude, academic achievement and attitude towards teaching profession of prospective secondary school teachers in Mizoram' is presented in the following –

Overall teaching aptitude among prospective secondary school teachers in Mizoram.

Among the 584 prospective secondary school teachers in Mizoram, 3 (0.51%) prospective secondary school teachers were found to have an extremely high teaching aptitude; 23 (3.94%) prospective secondary school teachers had a high teaching aptitude; 181 (30.82%) prospective secondary school teachers possessed above average teaching aptitude; 264 (45.38%) prospective secondary school teachers were identified with an average teaching aptitude; 57 (9.76%) prospective secondary school teachers were below average teaching aptitude; 33 (5.65%) prospective secondary school teachers were having a low teaching aptitude; and 23 (3.94%) of prospective secondary school teachers were with an extremely low teaching aptitude.

Attitude of prospective secondary school teachers in Mizoram towards teaching profession.

The findings on attitudes of 584 prospective secondary school teachers in Mizoram towards teaching profession revealed that 12 (2.05%) were having an extremely positive attitude towards teaching profession, 29 (4.97%) were with a positive attitude towards teaching profession, 115 (19.69%) were having a mildly positive attitude towards teaching profession, 291 (49.83%) were with a neutral attitude towards teaching profession, 84 (14.38%) were with a mildly negative attitude towards teaching profession, 38 (6.81%) possessed a negative attitude towards teaching profession and 15 (2.57%) exhibited an extremely negative attitude towards teaching profession.

Academic achievement of prospective secondary school teachers in Mizoram.

Out of 280 prospective secondary school teachers in Mizoram, 33 (11.79%) passed with distinction, 241 (86.07%) secured first division, and 6 (2.14%) failed. There were no prospective secondary school teachers whose performances were second division and pass.

Comparison of teaching aptitude of prospective secondary school teachers in Mizoram.

(a) Gender

1) Among the 229 male prospective secondary school teachers in Mizoram 2, (0.87%) were found to have a very high teaching aptitude, 4 (1.75%) were with a high teaching aptitude, 66 (28.82%) possessed above average teaching aptitude, 99 (43.32%) were identified with an average teaching aptitude, 27 (11.79%) had below average teaching aptitude; 16 (6.99%) were with a low teaching aptitude; and 15 (6.55%) were found to had an extremely low teaching aptitude.

2) Among the 355 female prospective secondary school teachers in Mizoram, 1 (0.28%) had extremely high teaching aptitude; 19 (5.35%) were found with high

teaching aptitude; 115 (32.39%) had above average teaching aptitude; 165 (46.48%) were identified with average teaching aptitude; 30 (8.45%) were with below average teaching aptitude; 17 (4.79%) were having low teaching aptitude; and 8 (2.25%) exhibited extremely low teaching aptitude.

3) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.

4) Female prospective secondary school teachers were found with a higher teaching aptitude.

(b) Locale

1) Teaching aptitude possessed by prospective secondary school teachers from rural were - 1 (0.37%) respondent had an extremely high teaching aptitude, 11 (4.12%) had a high teaching aptitude, 69 (25.84%) possessed above average teaching aptitude; 132 (49.44%) exhibited above average teaching aptitude; 28 (10.49%) were having below average teaching aptitude; 16 (5.99%) were identified with low teaching aptitude; and 10 (3.75%) were having an extremely low teaching aptitude.

2) Teaching aptitude among the 317 urban prospective secondary school teachers in Mizoram were - 2 (0.63%) had extremely high teaching aptitude; 12 (3.79%) had high teaching aptitude; 112 (35.33%) were with above average teaching aptitude; 132 (41.64%) were found with average teaching aptitude; 29 (9.15%) were identified with below average teaching aptitude; 17 (9.15%) were found with low teaching aptitude; and 13 (4.10%) were having extremely low teaching aptitude.

3) There was a significant difference in teaching aptitude among prospective secondary school teachers in Mizoram with regard to locale.

4) Urban prospective secondary school teachers were found to have higher teaching aptitude.

(c) Level of Education

- 1) The teaching aptitude among the graduate prospective secondary school teachers in Mizoram were - 1 (0.35%) was found with extremely high teaching aptitude; 7 (2.47%) were having high level of teaching aptitude; 75 (26.50%) were with above average teaching aptitude; 136 (48.06%) were with average teaching aptitude; 36(12.72%) were found with below average teaching aptitude; 18 (6.36%) possessed low teaching aptitude; and 10 (3.53%) exhibited an extremely low level of teaching aptitude.
- 2) The teaching aptitude among the graduate prospective secondary school teachers in Mizoram were - 2 (0.66%) had extremely high teaching aptitude; 16 (5.32%) exhibited high teaching aptitude; 106 (35.22%) possessed above average teaching aptitude; 128 (42.52%) were found with average teaching aptitude; 21 (6.98%) were having below average teaching aptitude; 15 (4.98%) were with low teaching aptitude; and 13 (4.32%) exhibited an extremely low teaching aptitude.
- 3) There was a significant difference between graduate and postgraduate prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) Postgraduate prospective secondary school teachers were found to have higher teaching aptitude compared to graduate prospective secondary school teachers.

(d) Academic Stream

- 1) Among the 151 prospective secondary school teachers from humanities, 6 (3.00%) were having high, 52 (34.67%) were above average, 67 (44.67%) were found with average, 12 (8.00%) were found to have below average, 9 (6.00%) were with low and 5 (3.33%) were having extremely low teaching aptitude. There were no prospective secondary school teachers from humanities with extremely high teaching aptitude.
- 2) With respect to the 245 prospective secondary school teachers with social science in academic achievement, there was 1 (0.41%) with extremely high teaching aptitude, 7 (2.86%) were found with high teaching aptitude, 76 (31.02%) had above

average teaching aptitude, 110 (44.90%) were identified with average teaching profession, 24 (9.80%) were with below average teaching aptitude, 14 (5.71%) were having low teaching aptitude and 13 (5.31%) exhibited extremely low teaching aptitude.

3) Among the 190 prospective secondary school teachers, there were 2 (1.06%) prospective secondary school teachers with extremely high teaching aptitude while 5 (2.66%) of them were with extremely low teaching aptitude. Among the prospective secondary school teachers, 10 (5.32%) were with low and high teaching aptitude. There were 53 (28.19%) of the prospective secondary school teachers with above average teaching aptitude while 21 (11.17%) were with below average teaching aptitude. An astounding 87 (46.28%) of prospective secondary school teachers with science backgrounds were found to possess average teaching aptitude.

4) There were no significant differences in teaching aptitude of prospective secondary school teachers in Mizoram with regard to academic streams.

Comparison of attitude towards teaching profession of prospective secondary school teachers in Mizoram.

(a) Gender

1) The level of attitude towards teaching profession among the 229 male prospective secondary school teachers in Mizoram showed that 1 (0.44%) were with an extremely positive attitude towards teaching profession; 15 (6.55%) were having a positive attitude towards teaching profession; 33 (14.41%) were with a mildly positive attitude towards teaching profession; 115 (50.22%) exhibited a neutral attitude towards teaching profession; 39 (17.03%) were having a mildly negative attitude towards teaching profession; 18 (7.86%) were found with a negative attitude towards teaching profession; and 8 (3.49%) were with an extremely negative attitude towards teaching profession.

2) The level of attitude of female prospective secondary school teachers within Mizoram towards teaching profession revealed that 11 (3.10%) exhibited an extremely

positive attitude towards teaching profession; 14 (3.94%) were having a positive attitude towards teaching profession; 82 (23.10%) were with a mildly positive attitude towards teaching profession; 176 (49.58%) had a neutral attitude towards teaching profession; 45 (12.58%) were having a mildly negative attitude towards teaching profession; 20 (5.63%) were with a negative attitude towards teaching profession; and (1.97%) were identified with an extremely negative attitude towards teaching profession.

3) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.

4) Female prospective secondary school teachers exhibited a higher attitude towards teaching profession as compared to the male prospective secondary school teachers.

(b) Locale

1) The level of attitude among 267 rural prospective secondary school teachers towards teaching aptitude were - 5 (1.87%) were found with an extremely positive attitude towards teaching profession; 15 (5.62%) were having a positive attitude towards teaching profession; 47 (17.60%) were with a mildly positive attitude towards teaching profession; 128 (47.94%) were found to possess a neutral attitude towards teaching profession; 45 (16.85%) were having a mildly negative attitude towards teaching profession; 19 (7.12%) had a negative attitude towards teaching profession; and 8 (3.00%) were found to have an extremely positive attitude towards teaching profession.

2) The attitudes of urban prospective secondary school teachers within Mizoram towards teaching profession were - (2.21%) exhibited an extremely positive attitude towards teaching profession; 14 (4.42%) possessed a positive attitude towards teaching profession; 68 (21.45%) showed a mildly positive attitude towards teaching profession; 163 (51.42%) were identified with a neutral attitude towards teaching profession; 39 (12.30%) exhibited a mildly negative attitude towards teaching

profession; 19 (5.99%) had a negative attitude towards teaching profession; and (2.21%) were found with an extremely negative attitude towards teaching profession.

3) There was no significant difference in the attitude of prospective secondary school teachers in Mizoram towards teaching in relation to locale.

(c) Level of education

1) The attitudes of 283 prospective graduate secondary school teachers in Mizoram towards teaching profession were - 3 (1.06%) were having an extremely positive attitude toward teaching profession; 12 (4.24%) were found with a positive attitude toward teaching profession; 55 (19.43%) were with a mildly positive attitude toward teaching profession; 133 (47.00%) exhibited a mildly negative attitude toward teaching profession; 49 (17.31%) were found to have a mildly negative attitude toward teaching profession; 24 (8.48%) were having a negative attitude toward teaching profession; and 7 (2.47%) were found to have an extremely negative attitude toward teaching profession.

2) Attitudes of 301 postgraduate prospective secondary school teachers in Mizoram towards teaching profession were – 9 (2.99%) were with an extremely positive attitude toward teaching profession; 17 (5.65%) were with a positive attitude toward teaching profession; 60 (19.95%) were with a mildly positive attitude toward teaching profession; 158 (52.49%) were with a neutral attitude toward teaching profession; 35 (11.63%) were with a mildly negative attitude toward teaching profession; 14 (4.65%) were with a negative attitude toward teaching profession; and (2.66%) with an extremely negative attitude toward teaching profession.

3) There was a significant difference in the attitude of prospective secondary school teachers in Mizoram towards teaching in relation to level of education.

4) Postgraduate prospective secondary school teachers in Mizoram possessed a more positive attitude towards teaching profession compared to graduate prospective secondary school teachers.

(d) Academic stream

1) The level of attitude among 151 prospective secondary school teachers towards teaching profession in Mizoram with humanities were - 3 (1.99%) were with extremely positive attitude, 2 (1.32%) were with positive attitude, 28 (18.54%) were with mildly positive attitude, 87 (57.62%) were with neutral attitude, 19 (12.58%) were with mildly negative attitude, 11 (7.28%) were with negative attitude and 1 (0.66%) was with extremely negative attitude toward teaching profession.

2) Among the 245 social science prospective secondary school teachers in Mizoram, 3 (1.22%) prospective teachers possessed extremely positive attitude, 12 (4.90%) exhibited positive attitude, 48 (19.59%) were identified with mildly positive attitude, 118 (48.16%) were found with neutral attitude, 37 (15.10%) exhibited mildly negative attitude, 17 (6.94%) were with a negative attitude and 10 (4.08%) were found to possess an extremely negative attitude toward teaching profession.

3) Among the 188 prospective secondary school teachers in Mizoram with science academic streams, 6 (3.19%) were having an extremely high attitude, 15 (7.98%) were found with a high attitude, 39 (20.74%) were found to possess an above average attitude, 86 (45.74%) were having average attitude, 28 (14.89%) were with below average attitude, 10 (5.32%) were found with a low attitude and 4 (2.13%) were found to possess an extremely high attitude toward teaching profession.

4) There were no significant differences in attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to academic streams.

Comparison of academic achievement of prospective secondary school teachers in Mizoram.

(a) Gender

1) Among the 112 male and 168 female prospective secondary school teachers in Mizoram, 3 (2.68%) male prospective secondary school teachers secured distinction, whereas 30 (17.86%) female prospective secondary school teachers secured

distinction. The table and figure also reveal that 104 (92.86%) male and 137 (81.55%) female prospective secondary school teachers were in the first division. And there were 5 (4.46%) males and 1 (0.6%) who failed. There were no male and female prospective secondary school teachers whose academic performances were second division and pass.

2) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.

3) Female prospective secondary school teachers possessed higher academic achievement as compared to male prospective secondary school teachers in Mizoram.

(b) *Locale*

1) The academic achievements of rural prospective secondary school teachers in Mizoram were – 12 (10.34%) passed with distinction and 104 (89.66%) secured first division. There were no rural prospective secondary school teachers whose academic achievement was lower than first division. The academic achievement among the urban prospective secondary school teachers showed that 21 (12.80%) and 137 (83.54%) secured distinction and first division respectively. There were 6 (3.66%) urban prospective secondary school teachers with failed results. No urban prospective secondary school teachers were found with second division and pass.

2) The difference in academic achievement of prospective secondary school teachers in Mizoram in relation to locale is not significant.

(c) *Level of Education*

1) With regard to the academic achievement of prospective graduate secondary school teachers in Mizoram, 11 (8.08%) passed with distinction, 111 (88.88%) passed in the first division, while 3 (2.40%) failed. No prospective secondary school teachers were found to have passed in the second division and pass. Among the postgraduate prospective secondary school teachers in Mizoram, 22 (14.19%) secured distinction,

130 (83.87%) secured first division and 3 (1.94%) failed. There were no postgraduate prospective secondary school teachers with second division, and pass.

2) The difference in academic achievement among graduate and postgraduate secondary school teachers is statistically significant.

3) Postgraduate prospective secondary school teachers were having higher academic achievement.

(d) Academic stream

1) Among the 66 prospective secondary school teachers from humanities, there were 9(13.64%) who passed with distinction, 56(84.85%) who passed in the first division and 1 (1.52%) who failed.

2) Among the 121 prospective secondary school teachers from social science, 11(9.09%) were with distinctions, 106 (87.60%) were with the first division and 4 (3.31%) failed.

3) Among the 93 prospective science secondary school teachers, 13 (13.98%) secured distinction, 79 (85.87%) passed in the first division and 1 (1.08%) failed.

4) There were significant differences in the academic achievement of prospective secondary school teachers in Mizoram towards teaching profession with regard to academic streams.

5) The difference between humanities and social science prospective secondary school teachers in academic achievement was not significant.

6) The difference between social science and science prospective secondary school teachers in academic achievement was significant. Science prospective secondary school teachers were found with higher levels of academic achievement.

7) The difference between humanities and science prospective secondary school teachers in academic achievement was not significant.

Relationship between teaching aptitude and attitude of prospective secondary school teachers in Mizoram towards teaching profession.

There was a low positive relationship between teaching aptitude and attitude of prospective secondary school teachers in Mizoram towards teaching profession.

Relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

There was a low positive relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

Relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

There was no relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

6.10 EDUCATIONAL IMPLICATIONS

A research endeavour should not only end with reliable results and findings but also possess practical application across the field of education and add to new theories. The finding of any research may be of value only if it has certain practical applications and implications for the present education system. The relevance of a study does not only depend on its sound theory and the research gap but also on its practical utility for the concern area on which the study is taken up. As such, the present study also possessed certain implications that are helpful for improving the quality of the secondary teacher education programme as well as the quality of the prospective teachers in Mizoram. The educational implications of the study may be divided into practical and theoretical implications as follows:

Practical Implications

The practical educational implications of the findings of the present research are presented below:

- 1) There were a few prospective teachers with low and extremely low teaching aptitude in the study. The majority of the prospective secondary school teachers studying in secondary teacher education institutions in Mizoram had average and above average teaching aptitude. This has the implication that there is an effective screening procedure in the four teacher education institutions. Yet, extra care should be taken in screening the candidates to ensure only those who have the aptitude for teaching find entry into the secondary teacher education institutions.
- 2) The finding relating attitude of prospective secondary school teachers indicated that there were few prospective teachers with a negative attitude towards teaching profession and extremely negative attitude towards teaching profession while the majority of them possessed average and above average attitude towards teaching profession. Since effective and efficient teachers is strongly associated with their attitude towards teaching profession, improving the attitude towards teaching profession is required among aspirant teachers. It is therefore imperative that the curriculum of the secondary teacher education in the state nurture the attitude of prospective secondary school teachers.
- 3) The study indicated that the academic achievement of prospective secondary school teachers in Mizoram is high. Yet, there were few prospective secondary school teachers with low teaching aptitude and attitude towards teaching profession. That means that teacher education that is based on the philosophy of 'teachers are made not born,' is not realised through the curriculum. Thus, high academic achievement among the prospective secondary school teachers has the implication that the curriculum for secondary teacher education need to nurture teaching aptitude and attitude towards teaching profession to produce an effective and efficient teachers.
- 4) It was found in the study that locality of the prospective secondary school teachers has an impact on their teaching aptitude. Urban prospective secondary school teachers were found with higher level of teaching aptitude. This has the implication that the quality of education received by the prospective secondary teachers from

urban areas is better as compared to rural areas, as aptitude necessarily is built on knowledge and natural ability.

- 5) Among the prospective secondary school teachers, the study found differing academic achievement when they were compared based on their academic streams. Science prospective teachers were found with the highest academic achievement, followed by humanities and social science prospective teachers. This has the implication that the close relationship between education and the academic stream is not the determining factor for the academic performance of the prospective secondary school teachers. Rather, the present finding showed that the level of difficulty among the academic stream is the determining factor for academic achievement.

Theoretical implications

The theological educational implications of the findings of the present research are presented below:

- 1) In the present research, female prospective secondary school teachers in Mizoram were found to possess a higher level of teaching aptitude, academic achievement, and attitude towards teaching profession as compared to male counterparts. This has the implication that teaching is indeed a feminine profession as teaching aptitude, attitude towards teaching profession and the resultant academic achievement is strongly related to teacher efficiency and effectiveness. The study indicated that there exists a strong relationship between teaching as a profession and the feminine role of female teachers (Kundu & Basu, 2022, Ullah, 2016).
- 2) In the study, postgraduate prospective secondary school teachers were found to have a higher teaching aptitude, attitude towards teaching profession and academic achievement. This has the implication that level of education received by the prospective secondary school teachers has an impact the quality of prospective secondary school teachers.

- 3) There was a positive relationship between teaching aptitude and academic achievement, while there is no relationship between attitude towards teaching profession and academic achievement. This has the implication that the innate abilities of the prospective secondary school teachers impacted their academic achievement while the mindset (attitude) of the prospective secondary school teachers towards teaching profession does not affect their academic achievement.

6.11 RECOMMENDATIONS IN THE LIGHT OF FINDINGS

The following recommendations are proposed considering the findings of the present research -

- 7 To ensure that only those who are interested in teaching enter the secondary teacher education institutions in Mizoram, it is recommended that a ‘Common Entrance Examination,’ which necessarily tests their teaching aptitude and attitude towards teaching supported by a personal interview, be jointly conducted by the secondary teacher education institutions while selecting eligible candidates.
- 8 It is recommended that the teacher education institutions organize forums for promoting teaching as a profession through their curriculum (classroom teaching and internships), seminars, workshops, and symposiums.
- 9 It is evident from the findings of the present research that academic achievement of prospective secondary school education in Mizoram is high. The learning outcome of prospective teachers can be further improved through teacher educators’ active participation in creating learning environments that promote the growth of prospective secondary school teachers in teaching, establishing standards for prospective teachers’ academic performance that promote excellence, regularly refining their academic work and activities, and giving them opportunities for engaging themselves with the latest technology in education and materials in the field of education.
- 10 It is recommended that proper recruitment procedures for teachers be laid out by the appellant authorities of all the different school management systems wherein

candidates for teachers are screened for their teaching aptitude and attitude towards teaching profession.

- 11 It is recommended that steps be taken to improve the prospect of teaching for male teachers through systematic initiatives taken as a form of encouragement to improve their aptitude and attitudes in teaching and towards teaching profession.
- 12 It is recommended that the education system at secondary and undergraduate levels be improved such that all the students are exposed to activities that enable them to develop a deep understanding of their subject areas, communication skills, - intrapersonal skills, and interpersonal skills.
- 13 It is recommended that the teacher education institutions have a good evaluation system in place that is backed up by remedial teaching and a mentoring system such that the gap in academic achievement, attitude, and aptitude towards teaching of prospective teachers is remedied.
- 14 It is recommended that the learning needs of the prospective secondary school teachers are properly assessed at the beginning of the teacher education programme. Proper initiatives may be taken by each teacher education institution to address the learning needs of the prospective secondary school teacher to ensure equal opportunity to succeed academically while nurturing their teaching aptitude and attitude towards teaching profession.
- 15 It is recommended that the teacher education programme include activities and curriculum that respond to promoting teaching aptitude and evaluation of teaching aptitude of prospective teachers from time to time.
- 16 It is suggested that the curriculum of the teacher education programmes be redesigned to promote the attitude of prospective secondary school teachers and the evaluation of the attitude of prospective secondary school teachers be included in the evaluation system.

16.11 GENERAL RECOMMENDATIONS

The following recommendations are proposed for improving teaching aptitude, academic achievement and attitude towards teaching profession for teachers and prospective teachers –

- 1) There is a great variation in the salary of school teachers working under different management – private, aided and public schools within the state. The state government does not have regulations on matters regarding the remuneration received by private school teachers. Private school teachers and lump-sum-aided school teachers are known to receive lower remuneration compared to government school, deficit school and adhoc-aided school teachers. The monetary benefits generated by the profession can have an impact on the attitude of prospective teachers. Therefore, it is recommended that the state government take an initiative in making regulations regarding the remuneration received by teachers working in schools under different management systems.
- 2) The quality of teachers is the predictor of the quality of education, which has a great influence on the economy of the nation. Yet, teaching is not opted for individuals with high achievement. Therefore, it is recommended that initiatives that make the teaching profession attractive for a high achieving individuals be taken by the government. These initiatives may include offering competitive salaries (compared with salaries of professionals from other fields), opportunities for progression within the profession, opportunities for professional development, ideal working conditions, and promoting the status of the teaching profession from the curriculum of schools to the tertiary level of education (through career guidance).
- 3) The use of information communication technology (ICT) in the field of education had gained momentum in recent years, and its impact on all levels of education is immense. It is therefore recommended that all the secondary teacher education institutions within the state be properly equipped with the latest ICT in the field of education. The teacher educators should have an edge in technological knowledge and be able to impart technological pedagogical content knowledge to the

prospective teachers to enable them to cater to the needs of the ever-changing education scenario.

- 4) The professional skills that make teaching a profession include pedagogical knowledge, teaching skills, syntactic knowledge and professional development. It is recommended that due emphasis be given to the development of pedagogical knowledge and teaching skills, especially those that promote the 21st Century teaching skills in the teacher education programme. Inclusion of a forum for sharing experiences among the prospective teachers and experienced teachers during the school internship and exposure of prospective teacher on all aspects of school education that include – classroom teaching, preparation of timetables, mentoring students, students' counselling, parent teacher meetings, co-curricular activities, assessment of students, maintaining records, administrative responsibilities of teachers and preparation of progress report card during internship period is also recommended.
- 5) The social status enjoyed by the school teachers in Mizoram compared to other professions like engineering, administration, law, para-medicals and medicine can be considered to be lower. It is recommended that the School Education Department and other allied government departments work towards improving the professional reputation of the teachers to elevate the social standi of teachers by making it more appealing. Initiatives that promote teaching as a profession not as a job can be initiated from elementary school to tertiary education level under the state government.
- 6) There are inborn teachers, but the quality of the teaching can always be improved through education. There are some teachers who have an interest in teaching but are not inborn teachers, and they can become good teachers through quality teacher education. The quality of the teacher education programme received by prospective teachers can have a great impact on their aptitude as well as attitude towards the profession (Awan, 2015). Therefore, it is recommended that the curriculum of secondary teacher education consist of content that can improve their attitude

towards teaching profession and develop an immense interest and zeal for teaching in secondary schools.

16.12 SUGGESTION FOR FURTHER STUDIES

The present research is confined to teaching aptitude, attitude towards teaching profession and academic achievement of prospective secondary school teaching in Mizoram. The following suggestions are offered in view of the literature reviewed and findings of the present study.

- 1) The study on teaching aptitude and academic achievement focuses on prospective secondary school teachers only; therefore, teaching aptitude among prospective primary school teachers along with their academic achievement may be explored.
- 2) Most of the studies reviewed were confined to school education teachers. No studies of the same nature had been conducted for teachers of higher education institutions like general undergraduate institution, technical colleges/ institutions and Medical/ para medical institutions in Mizoram. A study of the same nature among teachers of higher education institutions in Mizoram that can throw light into the quality of teachers and education at higher education institutions may be taken up.
- 3) A comparison of teaching aptitude and attitude towards teaching profession between different states in India may also be conducted.
- 4) A correlational study of teaching aptitude and attitude towards teaching profession with other variables like teacher readiness, job satisfaction, teacher effectiveness, teaching competency, teacher efficacy, and teacher adjustment may be taken up for all teachers from different levels of education in Mizoram.
- 5) A critical analysis of the factors that impact teaching aptitude, attitude towards teaching profession and academic achievement among prospective teachers in Mizoram may be studied.

- 6) Teaching aptitude and attitude towards teaching profession among research scholars who have a high chance of entering the teaching profession may be conducted.
- 7) Curriculum evaluation of teacher education offered for prospective elementary and secondary school teachers may be taken up.
- 8) The impact of teaching aptitude and attitude towards teaching profession on the academic achievement of students at different levels of education may be explored.
- 9) Developmental studies on teaching aptitude and attitude towards teaching profession among prospective teachers in the teacher education institution may also be taken up.
- 10) Experimental studies that are directed towards effective teaching strategies for developing positive attitude towards teaching profession and teaching aptitude among prospective secondary school teachers may be conducted.

16.13 CONCLUSION

The present research showed that the level of teaching aptitude and attitude towards teaching profession among the prospective secondary school teachers in Mizoram was average, while their academic performance was high. The study also revealed that there was a significant difference in teaching aptitude in favour of female prospective secondary school teachers, urban prospective secondary school teachers and postgraduate prospective secondary school teachers in Mizoram. The study also indicated a significant difference in attitude towards teaching profession in favour of female prospective secondary school teachers and postgraduate prospective secondary school teachers in Mizoram. It was also established in the study that academic achievement among the prospective teachers in Mizoram was influenced by gender, level of education and academic stream. From the study it can be inferred that there is a need for designing teacher education programmes that can promote teaching aptitude and attitude towards teaching profession among male and graduate prospective teachers.

APPENDIX - 1



Dr. S. C. Gakhar (Chandigarh)
Dr. Rajnish (Fazilka)

Consumable Booklet

of

T A T-GR
(English Version)

Please fill up the following informations : Date

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Name

Father's Name _____ Date of birth _____

Class/Qualification _____

Institution _____ Sex _____

INSTRUCTIONS

1. There are 35 Statements in this Test and for each statement. Four alternatives have been given. Tick mark ☒ the most appropriate answer. Your responses will be kept confidential.
2. Answer to each statement.
3. Though there is no time limit, but you can complete it in 15 to 20 minutes.

SCORING TABLE

Raw Score							Z-Score	Grade	Teaching Aptitude Status
Area	I	II	III	IV	V	VI			
Total									

RAKHI PRAKASHAN

Distributor :

NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, AGRA-282 007 Ph. : (0562) 2601080

Sr. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

I

- After you have become a teacher you will :
 (A) Postpone Reading ☐
 (B) Read only Newspapers ☐
 (C) Be a Student for whole life ☐
 (D) Stop Reading. ☐
- As a teacher, you should often visit :
 (A) Zoo ☐
 (B) Temple ☐
 (C) Bookshop ☐
 (D) Library. ☐
- In order to join teaching profession, which is more important :
 (A) % of marks ☐
 (B) Teaching Aptitude ☐
 (C) Certificate of Activities ☐
 (D) Belonging to a family of Teachers. ☐
- As a teacher, you shall be always poor. This is a big frustration. Are you still willing to become a teacher ?
 (A) Yes ☐
 (B) No ☐
 (C) I am not Crazy. ☐
 (D) You have forced me to think and revive my decision. ☐
- You have taught for 3 to 4 years. There is an opportunity to change the profession. Would you :
 (A) Stick to Teaching ☐
 (B) Undecided ☐
 (C) May change temporarily ☐
 (D) Avail the opportunity. ☐
- When you join teaching profession, people are going to laugh at you. But what will be your reaction.
 (A) Ignore them ☐
 (B) Change the profession ☐
 (C) Feel proud in it ☐
 (D) Hit back at the people. ☐

Sr. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

II

- The attitude of teacher towards the students should be as :
 (A) Helper and guide ☐
 (B) Friend ☐
 (C) Guardian ☐
 (D) Boss. ☐
- You will maintain discipline among your students by :
 (A) Threatening them ☐
 (B) Beating them ☐
 (C) Giving them responsibility ☐
 (D) Appealing them. ☐
- Out of the following, the students of which class you will like the most, those who are :
 (A) Good in studies ☐
 (B) Not good in studies ☐
 (C) Obeying you ☐
 (D) All the students. ☐
- Would you like to solve some emotional problems of your students ?
 (A) Yes ☐
 (B) No, never ☐
 (C) Indirectly ☐
 (D) I shall ignore. ☐
- If your student points out any of your mistake during teaching then you will :
 (A) Accept it ☐
 (B) Say him to keep quite ☐
 (C) Come prepared next day ☐
 (D) Say him to see you after the period. ☐
- The achievement of every student in a class is not same :
 (A) They do not study sincerely ☐
 (B) Teachers are often partial ☐
 (C) Abilities of each student are different ☐
 (D) Concentration and habit of hard work is different. ☐

Sl. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

III

13. To have his right place in the society, the teacher should :

(A) Take part in politics
(B) Cut off himself from society
(C) Perform his duty sincerely
(D) Go on strike.

☐
☐
☐
☐
☐

14. What type of social relationship should be there among your colleagues in the school ?

(A) Pleasant and Cooperative
(B) Pleasant
(C) I donot care for others
(D) There should be rivalry.

☐
☐
☐
☐
☐

15. Who should be the members of Education Commission ?

(A) Teachers only
(B) Politician only
(C) Teachers and Politician both
(D) Teachers, principals and sociologists.

☐
☐
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☐
☐

16. Parent Teacher Association is considered to be of much importance because through this :

(A) Parents and Teachers know each other
(B) School improve
(C) Students problems are solved
(D) All the above.

☐
☐
☐
☐
☐

17. What type of social relationship should be there among your colleague teachers outside the school ?

(A) Pleasant and inspiring
(B) Pleasant but not much mixing
(C) We should associate with other groups
(D) Should not mix.

☐
☐
☐
☐
☐

IV

18. The most important value of co-curricular activities is :

(A) They secure good popularity
(B) They compensate dull class work
(C) They build school spirit
(D) They develop attitude and skill.

☐
☐
☐
☐
☐

Sl. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

19. When the headmaster wants too many co-curricular activities to develop the personality of his students, what will you do as a teacher ?

(A) Call PTA meeting
(B) Check the headmaster
(C) Abuse the headmaster
(D) Not cooperate with him.

☐
☐
☐
☐
☐

20. Suppose the annual function is being celebrated in the school, then at that time you will :

(A) Work at home
(B) Go to see the function
(C) Take part in the function
(D) Will criticise it.

☐
☐
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☐

21. What is the importance of A. V. Aids in Teaching ?

(A) They make teaching easy
(B) They make teaching interesting
(C) Pupil participation is more
(D) All the above.

☐
☐
☐
☐
☐

22. Suppose there are no teaching aids in the school for teaching a particular lesson, then you will :

(A) Teach without the aid
(B) Prepare them
(C) Tell students there is no aid
(D) Insist the head to purchase.

☐
☐
☐
☐
☐

V

23. You have read a new book full of ideas on education what will you do ?

(A) Keep these ideas to yourself
(B) Share it with one colleague
(C) Share it with all colleagues
(D) Will hide the book.

☐
☐
☐
☐
☐

24. You do not get success to enter-upon B.Ed. Course. Then you will :

(A) Try for some other job
(B) Give up the idea
(C) Try again
(D) Criticise the procedure.

☐
☐
☐
☐
☐

Sr. No.	STATEMENTS	Res.	Score
25.	For the sake of money and other gifts, will you raise the marks of your students ? (A) Yes (B) No (C) No, never (D) I shall raise marks for friendship.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
26.	In your opinion what the Teachers' union should do ? (A) It should organise seminar time to time (B) It should try to solve the problems of the teacher. (C) It should build code of conduct (D) All the above.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
27.	The primary job of a teacher is teaching. He has nothing to do with a child who is timid or thief : (A) Agree (B) Disagree (C) Yes he is not specialist (D) Try to help him.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
28.	In order to enable the pupils to pass in examination, you will : (A) Allow them to copy (B) Solve questions for them (C) Sleep over (D) None of the above.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
29.	As a teacher would you like to attend one or few seminars, workshop/orientation courses ? (A) Yes (B) No (C) It is wastage of time (D) No, I know everything.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
30.	The headquarter of CBSE is at : (A) Mohali (B) Bombay (C) New Delhi (D) Trivandrum.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
31.	What makes teaching effective ? (A) Keeping the school neat and clean (B) School magazine (C) Increased pay of teachers (D) Using better methods of teaching.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
32.	For making the teaching efficient and interesting, you will : (A) Introduce long stories (B) Dictates notes (C) Present practical examples (D) Teach with books.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
33.	NCERT stands for : (A) National Council of Educational Research and Training (B) National Centre for Entertainment Research and Training (C) National Council of Educational Research and Technical Education (D) National Committee for Education and Research for Teachers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
34.	The curriculum should be : (A) According to the child (B) Be fixed and child made to fit (C) Be drawn uniformly (D) Be according to social needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
35.	Which is the important factor for Class-room Learning ? (A) Motivation (B) Discipline (C) Lesson out lines (D) A-V. Aids.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

APPENDIX II

CONSENT FORM

I _____ voluntary agree to participate in the research entitled “teaching aptitude, academic achievement and attitude towards teaching profession of prospective secondary school teachers in Mizoram” conducted by Ms. Esther Lalrinngheti, research scholar, Mizoram University.

I affirmed that I have read and understood the information about the research as provided in the participant information sheet. I have had the opportunity to ask questions related to the research and all my queries about the study are addressed by the researcher to my satisfaction.

I am aware that I am free to withdraw my responses and data from the study anytime without giving any reason and without any repercussions.

I understand that my responses and data collected for the purpose of the study will strictly remain confidential, anonymous and no information that can identifies me will be made. I consent to the use of my responses and data in the research.

Signature of participant with date _____

Name of the Participant _____

Signature of researcher with date _____

Name of researcher	ESTHER LALRINNGHETI
	Research Scholar
	Department of Education,
	Mizoram University

PARTICIPANT INFORMATION SHEET

The title of the present research is ‘teaching aptitude, academic achievement and attitude towards teaching profession of prospective secondary school teachers in Mizoram’. The main purpose of the study to find out the level of teaching aptitude, attitude towards teaching profession and academic achievement among the prospective secondary school teachers, that is, B.Ed. students studying in teacher education institutions in Mizoram. High-quality teacher education is essential for elevating the education system of the country (Parhi, 2024). The quality of the future teachers is indeed greatly influenced by their innate ability to teach as well as their attitude towards the profession. The present study is conducted by the researcher for fulfilment of the requirement of Doctor of Philosophy (Ph.D.) degree in Education.

You are humbly invited to take part in the present research as you are a B.Ed. student from teacher education institution within Mizoram. You have the option to decline your participation and to withdraw your responses at any moment by completing the consent form. You will participate in one or two of the following data collection method if you consent to participate in my study:

1. Giving your valuable response of two questionnaires – ‘Teaching Aptitude Test’ developed by Dr. S.C. Gakhar and Dr. Rajnish, and ‘Attitude of Prospective Teachers towards Teaching Profession Scale’ developed by the researcher.
2. Permission to use your final B.Ed. result.

Your consent to take part in this study will not affect your legal rights in the event that something goes wrong. The information gathered for the study will be safely stored. Your participation in the present study will remain completely confidential, and anonymous and all the participants will be represented by a code ensure the protection of the privacy of the participants.

ESTHER LALRINNGHETI
Research Scholar
Department of Education
Mizoram University

APPENDIX III

ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS TEACHING PROFESSION SCALE

By Prof. Lalbiakdiki Hnamte & Esther Lalrinngheti

Please fill up the following information: -

Name:.....

Gender:Age.....Locale (Urban/ Rural):

Academic Stream: (Humanities/ Social Science / Science):

Educational qualification(Post Graduate/Graduate/others):

Name of Institution.....

Instructions

1. The following statement pertains to attitude of perspective teacher towards teaching profession.
2. Each statement has five alternative responses, Strongly Agree(SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).
3. Please read each statement carefully and record your responses by putting a tick mark (✓) in the cell against your favoured response.
4. Please mark only one response for each statement.
5. There is no right or wrong answer in your responses, so please respond to all the statements.
6. You are free to express your responses as you feel. Your response shall be strictly confidential and used only for the purpose of research.

Sl. No	Areas	Statements	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
1	II	Teaching is an honourable profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I	Teaching is never a boring profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	III	Teacher plays an important role in the management of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I	Knowing the background of the students is one of the first responsibility of a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	II	Through teaching, development of whole personality can be achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I*	There is too much of leisure time in teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	II*	Teaching profession is usually opted only due to parental preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I*	Teaching should be confined within the four walls of a classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	VI	There is scope for advancement in teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	II*	Teaching is not taken up by reputed persons in a community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I*	Teaching profession is usually chosen by those who do not have any desire to pursue higher studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	II	There is a lot of opportunity for serving humanity through teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I	A teacher gets motivated by seeing the face of his/her students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	II*	Raising the moral standard of the students is not the purview of a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	III*	A teacher does not have any role in preparation of school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16	IV	A teacher has the responsibility of instilling interest in co-curricular activities among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I*	Teaching is a tiring profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	II	A teacher enjoys the company of his/her students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	V*	A person should pursue teaching profession only after he/she fails in all other line of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	II	An effective teacher is the one who loves teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I	A teacher would prefer to be a teacher again if he/she were to be born again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	II*	It is not the responsibility of a teacher to visit students at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I	A teacher can best express his ideals through teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	II	The success of students in life depends on the quality of teaching delivered by a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	VI	The priority of a teacher should be students rather than his/her pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	II*	A teacher should not burden himself with the problems of students and school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I*	Evaluation is the worst aspect of teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	III	A teacher should be properly represented in school management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	II*	Teaching profession requires only an average intelligence and ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	II	There is a lot of opportunity for serving humanity through teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	II*	A teacher should be likeable for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	VI*	A teacher should work as per the amount of incentive he/she receives, not beyond it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	II	Teaching is a way of serving community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34	II	It is the duty of a teacher to go beyond classroom to teach his/her students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	III	A teacher plays a significant role in administrative reformation of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	I*	Teaching becomes boring if there is no change in the curriculum over a long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	VI*	A teacher chooses his/her profession because of the pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	II	A good teacher plays a catalyst role in developing good relationship between community and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	I	A teacher is responsible for all round development of a child's personality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	VI	There are numerous benefits of being in teaching profession besides the monetary benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	I*	Being a teacher is a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	II	A teacher is well respected and appreciated in a society/community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	III*	Supervision of teachers by higher authority is not required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	IV*	The duty of a teacher does not include arrangement of students' exposure in field trips and excursion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	I*	The enthusiasm of teachers reduces with time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	IV	A teacher involvement in co-curricular activities enables him/her in identifying the differing abilities of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	II	A teacher's role in national development cannot be exaggerated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I – Academic

II- Social and Psychological

III – Administration

IV – Co-curricular activities

V – Professional Development

VI – Economic

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ATTITUDE TOWARDS TEACHING PROFESSION AMONG PROSPECTIVE SECONDARY SCHOOL TEACHERS OF AIZAWL CITY IN RELATION TO GENDER, AGE AND EDUCATIONAL QUALIFICATION

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Abstract

Teaching is decent profession and has an important place in molding the lives of an individual. The quality of teaching received by an individual in schools determines to a great extent the whole personality development and future of the individual. The attitude of teachers towards teaching profession whether positive or negative is likely to have a great impact on the proficiency (Barghava & Pathy (2014)) and effectiveness of teachers. The attitude of prospective secondary school teachers towards teaching profession throw light on the quality of the future teachers. The main objective of the present research was to find out the level of attitude among the prospective secondary school teachers within Aizawl City. Attitude being a social construct is influenced by factors like gender, age and educational qualification ((Barghava & Pathy (2014)). The researchers also explored the differences in attitude of prospective secondary school teachers with regard to gender, age and educational qualification in Aizawl City. The population of the study includes all the prospective secondary school teachers studying in the three secondary school teacher education institutions in Aizawl City. Out of the whole population, 507 responses were studied in the present research. For assessing the attitude of prospective secondary school teachers towards teaching profession, tool developed by the researchers was used. For validation of the tools, the opinions of experts were taken and item analysis was done. The reliability of the tool was developed by test-retest, split half and Cronbach Alpha. Analysis of the collected data was carried out by applying percentage and t-test. Majority of the prospective secondary school teachers in Aizawl City were found with average and above average attitude towards teaching profession. No statistically significant difference in attitude towards teaching profession between male and female prospective secondary school teachers was observed.

Keywords: Attitude, teaching profession, prospective secondary school teachers, gender, age, educational qualification.

INTRODUCTION

There is a grave need for quality education in Mizoram. The performance of the state at National Achievement Survey (NAS), 2021 depicted the overall average achievement score of the nation was 37.8% while the average of the state is only 32.1% for class X which throws light into the quality of secondary education in the Mizoram. According to the performance of the class X students in NAS 2021, Mizoram is lacking behind in almost all the subject except for English. The need for quality teachers is evident from the performance of the students in NAS.

The number of teachers produced at different levels is gradually increasing to meet the demands of education. Teacher education is the education provide to prospective teachers to develop their competency in teaching. It literarily means professional preparation of an individual to become a good teacher. Prof. Humayun Kabir's had made an observation that without a good teacher even the best system of education is bound to fail. With a good teacher even, the worst system can be largely overcome. This necessitates not only improving the knowledge and teaching competency of a teacher but also inculcating in him healthy professional attitudes and desirable teacher-like qualities.

NEED FOR THE STUDY

A lot of research had been on teachers' attitudes towards their profession as the positive or negative inclination towards their profession have a great impact on teaching and learning outcomes. The importance of positive attitude towards teaching profession among teaching cannot be exaggerated as attitude of teachers towards teaching profession has exerted a direct influence on the quality of education receive by the students. Attitude of teachers may be influenced by gender, age, educational qualification, locality and interest.

Teacher education has the ability to provide education on all matters relating to teaching children. It has the capability of developing pre-service teachers' aptitude in teaching, positive attitude towards the profession and improves teaching skills. Attitude can be swayed by knowledge and skills developed through education.

The possibility of modifying the attitude towards teaching profession by means of teaching programs cannot be ignored. For improving the quality of education, it is important to design the teacher education programme according to the competencies needed by the prospective teachers. It is therefore important to know the present attitude of prospective teachers towards teaching profession. The researchers therefore pursue a study on the attitude of prospective secondary school teachers towards teaching profession and the impact of gender, age and education qualification on their attitude towards teaching profession.

REVIEW OF RELATED LITERATURE

Chakraborty, A., & Modal, B. (2014) estimated the teaching aptitude of prospective teachers from West Bengal and found no significant difference in the attitude of prospective teachers towards teaching profession in relation to gender and significant difference in attitude towards teaching profession with regard to educational qualification in favour of post graduate prospective teachers.

Sahayarani, D. J., & Stanly, D. S. L. (2014) in their study conducted among B.Ed. students observed high level of attitude towards teaching profession among the student teachers. Significant difference in attitude towards teaching profession in favour of female student teachers was also observed among the B.Ed. students in the study.

Pancholi, A. & Bharwat, A.B.J.(2015) found significant difference in attitude towards teaching profession among prospective teachers from Ahmedabad city in favour of female prospective teachers. The attitude of prospective teachers was also found to be unfavourable towards teaching profession.

Soibamcha & Pandey (2016) in their study entitled 'attitude towards teaching profession' found no effect of age on the attitude of teachers towards teaching profession among secondary school teachers of Imphal West District.

In the study conducted by Hussain, Hashmi & Perveen (2020) among secondary school teachers in Pakistan, the teachers possessed favourable attitude towards teaching profession. A significant difference in attitude towards teaching profession among secondary school teachers with regard to gender was observed in the study. Female secondary school teachers were found with higher attitude towards teaching profession.

Prabha, P & Vasanthpriyadharsan (2020) in study found a favourable attitude among the student teachers towards teaching profession. The study also found that a significant difference in the attitude toward teaching profession was found among student teachers with regard to gender and no significant difference in the attitude towards teaching profession with regard to educational qualification among the student teachers.

OBJECTIVES OF THE STUDY

- 1) To study the level of attitude among prospective secondary school teachers in Aizawl City towards teaching profession.
- 2) To find out significant differences in the attitude of prospective secondary school teachers in Aizawl City with regard to gender.
- 3) To compare the attitude of prospective secondary school teachers in Aizawl City with regard to age.
- 4) To study the difference in the attitude of prospective secondary school teachers in Aizawl City with regard to educational qualification.

HYPOTHESIS

- 1) There is no significant difference between male and female prospective secondary school teachers in Aizawl City in their attitude towards teaching profession.
- 2) There is no significant difference in the attitude of prospective secondary school teachers in Aizawl City in regard to their age.
- 3) There is no significant difference between graduate and post graduate prospective secondary school teachers in Aizawl City in their attitude towards teaching profession.

METHODOLOGY

Method of Study: The present research required fact finding inquiry relating to attitude of prospective secondary school teachers in Aizawl City towards teaching profession. Therefore, descriptive survey research was employed.

Population: The population of the present research comprised of all the prospective secondary school teacher in Aizawl city. For the purpose of collecting data, the researcher employed census method. There are three secondary teacher education institution, i.e., Institute of Advanced Studies in Education, District Institute of Education and Training, Aizawl and Department of Education, Mizoram University. Data were collected from all the prospective secondary school teachers of the three secondary teacher education institute that were present on the data collection days.

Tools used: The researchers developed attitude scale for assessing the attitude of prospective secondary school teachers of Aizawl City towards teaching profession.

Method of data Collection: For collection of data, the researcher personally visited all the teacher education institution, get permission to administer the attitude scale from the respective principal and Head of Department and develop good rapport with the students. The researchers collected the data personally by administering the scale to the prospective secondary school teacher.

Method of analysis: The collected data were scored and tabulated as per the objectives of the study. Percentage was used to analyze the level of attitude towards teaching profession among the prospective secondary school teachers. To evaluate the significant difference in relation to gender, age and educational qualification, t-test and one way ANOVA were employed.

Analysis and Interpretation of data:

Analysis was carried out as per the objectives of the study and is present as follows:

Objective No 1: Overall Attitude towards teaching profession among prospective secondary school teachers in Aizawl City.

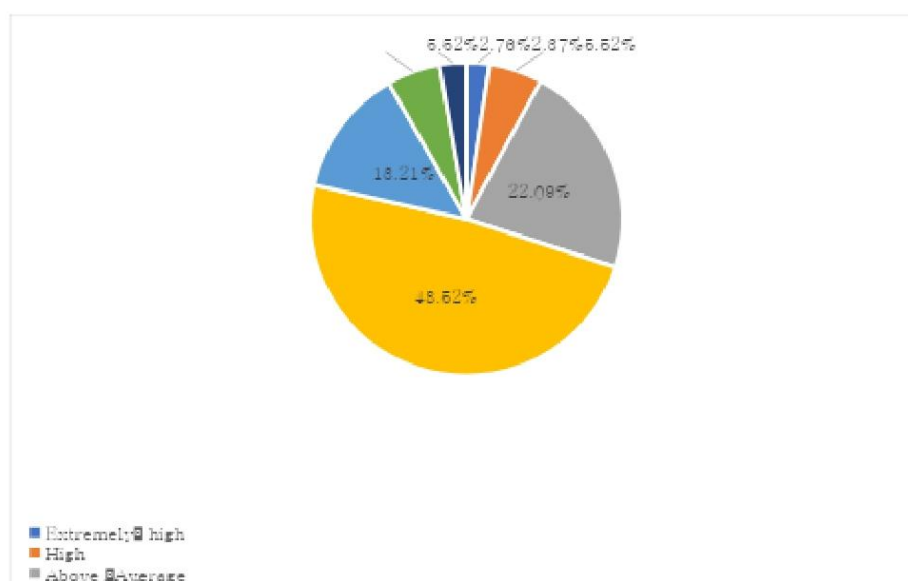
The overall attitude of prospective secondary school teachers towards teaching profession was analysed using percentage and is presented in the following table no. 1

Table No. 1

Overall Attitude of Prospective Secondary School Teachers towards Teaching Profession in Aizawl City

Level of Teaching Aptitude	Number	Percentage
Extremely high	12	2.37%
High	28	5.52%
Above Average	112	22.09%
Average/Moderate	246	48.52%
Below Average	67	13.21%
Low	28	5.52%
Extremely Low	14	2.76%
Total	507	100.0%

Figure 1

Attitude of Prospective Secondary School Teachers towards Teaching Profession in Mizoram

As evident from the above table 1 and figure 1, out of the 507 prospective secondary school teachers in Aizawl City, there were 12 (2.37%) with high level of attitude towards teaching profession, 28 (5.52%) were having extremely low level of attitude towards teaching profession, 112 (22.09%) were found with above average attitude towards teaching profession, 246 (48.52%) were having average attitude towards teaching profession, 67 (13.21%) were having below average attitude towards teaching profession, 28 (5.52%) were with low attitude and 14 (2.76%) were having extremely low level of attitude towards teaching profession respectively.

Objective No. 2 : Comparison of attitude prospective secondary school teachers towards teaching profession in Aizawl City with regards to gender.

Among the 507 prospective secondary school teachers from Aizawl City, 199 were male and 308 were female. The responses of male and female prospective teachers were tabulated and analysed by calculating mean, standard deviation, mean deviation, standard error mean deviation and t-value as presented in table 2.

Table 2
Gender

Gender	N	Mean	SD	MD	SEMD	t-value	Sign.
Male	199	169.42	12.17	2.53	1.14	2.23	Significant
Female	308	171.95	12.70				

(critical t value @ .05 level = 1.97)

The above table 2 reveals the differences in attitude towards teaching profession between male and female prospective secondary school teachers teaching profession. The calculated t value is 2.23 which is higher than critical t value @ .05 level. Hence, the differences between male and female prospective secondary school teachers towards teaching profession is statistically significant @ .05 level. Therefore, the hypothesis that states that “there is no significant difference between male and female prospective secondary school teachers in Aizawl City in their attitude towards teaching profession” is rejected.

Further observation of the table also reveals that the female prospective secondary school teachers of Aizawl City have higher means score (=171.95) as compared to the male (=169.42). Therefore, it can be concluded that female prospective secondary school teachers have higher attitude towards teaching profession as compared to male prospective secondary school teachers.

Objective No. 3 : Comparison of Attitude prospective secondary school teachers in Aizawl City with regards to Age.

The prospective secondary school teachers of Aizawl City were found to be in the age group between 20 years and 50 years. For the purpose of analysis, the age group was divided into three groups, 20 to 29 years, 30 to 39 years and 40 years and above. One way ANOVA was employed for analyzing the statistical differences between the three-age group and detailed analysis is presented in table No 3

Table 3
Age

Dimensions	Groups	Sum of Squares	df	Mean Square	F	Sig.
Attitude towards teaching profession	Between Groups	814.229	2	407.114	2.603	.075
	Within Groups	78822.817	504	156.394		
	Total	79637.045	506			

(Critical F value @ .05 level = 3.60 & @ .01 level = 4.61)

As evinced from the above table 3, the calculated F value for the three-age group of the prospective secondary school teachers in their attitude towards teaching profession is 2.603 and it is lower than the critical F value at .05 level. Hence, the differences in the attitude of prospective secondary school teachers of Aizawl city towards teaching profession is not statistically significant. Therefore, the hypothesis that state that '*there is no significant difference in the attitude of prospective secondary school teachers in Aizawl City in regard to their age*' is accepted.

Objective No: 4 Comparison of Attitude prospective secondary school teachers in Aizawl City with regard to educational qualification.

The education of prospective secondary school teachers within city is broadly divided into graduate and post graduate for the purpose of analysis. The following table 4 highlight the main features of the analysis of attitude towards teaching profession on the basis of educational qualification among the prospective secondary school teachers in Aizawl city.

Table 4
Educational Qualification

Educational Qualification	N	Mean	SD	MD	SEMD	t-value	Sign.
Graduate	248	169.82	12.35	2.23	1.11	2.05	
Post Graduate	259	172.05	12.66				

(critical t value @ .05 level = 1.97 & @ .01 level = 2.59)

A close observation of the above table 4 reveals that the mean score of the post graduate (=172.05) is higher than the graduate (=169.82) prospective secondary school teachers in their level of attitude towards teaching profession. The calculated t-value between the two groups is 2.05 which is higher than the criterion t value at .05 level and lower than criterion t value at .01 level. This implies that the difference in attitude of graduate and post graduate prospective secondary school teachers towards teaching profession is statistically significant at .05 level. Therefore, the hypothesis that states that '*there is no significant difference between graduate and post graduate prospective secondary school teachers in Aizawl City in their attitude towards teaching profession*' is rejected.

As evident from table no. 4, the mean scores of graduate prospective secondary school teachers in Aizawl city (162.89) are comparatively lower than the mean score of post-graduate prospective secondary school teachers in Aizawl City in their attitude towards teaching profession. Therefore, it can be inferred that post-graduate secondary school teachers possessed higher level of attitude towards teaching profession as compared to graduate prospective secondary school teachers in Aizawl city.

RESULTS

- 1) The study found that there were more prospective secondary school teachers with average and above (above average, high and extremely high) level of attitude towards teaching profession. Therefore, it can be concluded that the prospective secondary school teachers were with more favourable attitude towards teaching profession.
- 2) The difference between male and female prospective secondary school teachers in their attitude towards teaching profession was statistically significant. Female have higher attitude as compared to male prospective secondary school teachers towards teaching profession.
- 3) There is no significant difference in the attitude of prospective secondary school teachers in Aizawl City in regard to their age.
- 4) The difference between graduate and post graduate prospective secondary school teachers in their attitude towards teaching profession was not statistically significant. Post graduate have higher attitude as compared to graduate prospective secondary school teachers towards teaching profession.

CONCLUSION

The study revealed that there exists positive attitude towards teaching profession among majority of the prospective secondary school teachers in Aizawl City. Only few prospective teachers were found with extremely low attitude towards teaching profession (=2.76%) and low attitude towards teaching profession (=5.52%). The study also revealed that the difference in attitude towards teaching profession among the prospective secondary school teachers in Aizawl city with regard to gender and educational qualification were statistically significant while it was not significant with regard to gender.

The need for attitudinal change towards teaching as a profession is required for all prospective teachers in teacher education institution. The focal point for teacher education programme should not only include inculcation of knowledge and skills to the learners but also change in way the learners perceived the profession (Sahayarani & Stanly (2014)). The success of school education will largely depend on the product of teacher education programme which can bring about a change in the attitude of prospective teachers towards teaching profession.

The present study may be helpful for the teacher educator of Aizawl City for planning the educational programme for B.Ed. course, choosing the methodologies and activities such that attitudinal change towards teaching profession in positive direction is nurtured for all prospective teachers with the city.

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TEACHING APTITUDE OF PROSPECTIVE SECONDARY SCHOOL TEACHERS OF AIZAWL CITY, MIZORAM.

Ms. Esther Lalrinngheti, Research Scholar, MZU & Prof. Lalbiakdiki Hnamte, MZU

Abstract:

Teaching aptitude among prospective teachers can be considered one of the predictors of the success of a future teacher in academic performances and career. The study focuses on the teaching aptitude of prospective secondary school teachers studying in Aizawl city, Mizoram. In the present investigation, the researchers attempted to find out the level of teaching aptitude among the prospective secondary school teachers and its relationship with gender, level of education and locale of prospective secondary school teachers. Samples consisted of 251 students who were randomly selected. Descriptive survey research was employed for the study. For Collection of data, the researched used Teaching aptitude test (TAT-GR) developed by S. C. Gakhar and Rajnish which was published by National Psychological Corporation, Agra. For analysing the collected data, percentage was used level of teaching aptitude while t -test was employed to test the level of significance for gender, level of education and locale. The study reveals that majority of the prospective teachers above average teaching aptitude. The study further revealed that the differences in teaching aptitude with regard to gender and level of education were not significant. The study also explored the influences of the locale of the prospective teachers on their teaching aptitude.

Keywords: Teaching Aptitude, Prospective Secondary School Teachers, Aizawl City, Gender, Level of Education and Locale.

INTRODUCTION

With the growth of science and technology, the modern era has become one of fierce competition. The quality of education affects the survival of the youth in these competitive environments. The quality of teachers and their instruction is a predictor of the quality of education offered, which impacts a child's future success.

Teachers have a critical role in society and are enormously important. Teachers are the conduit through which intellectual traditions, the necessary knowledge basis for a child's survival, and technical skills are passed down from generation to generation, keeping civilization's torch blazing. He determines a country's fate. The natural interest and ability of teachers in teaching can greatly impact the quality of education delivered to the youth that inversely affect their ability to succeed in the cut throat competition of the modern era.

Aptitude is an inherent or acquired capacity or talent, particularly a tendency, capability, or inclination to learn or understand. There are two ways to interpret the word aptitude. First, it refers to a set of characteristics and skills that make an individual suitable for a particular job or set of activities. Secondly, the

idea of discrete unitary qualities is meant to be conveyed, which is significant to varying degrees in a range of professions and activities. Aptitude for teaching is a collection of traits that includes knowledge, comprehension, and an attitude that are thought to be suggestive or diagnostic of a person's capacity to learn with the skills necessary for teaching.

One condition that is indicative of a person's preparedness to develop an interest in using their prospective skill is their desire to achieve proficiency in it. Therefore, teaching aptitude can be defined as a particular skill, potential, interest, contentment, and suitability for the teaching profession.

An interest in the teaching work orientation and the application of teaching theories and techniques is referred to as teaching aptitude. Within the range of teaching aptitude, teaching skill holds a significant position. From the perspectives of intellect, aptitude, and interests, each student is unique. Different pupils may respond, behave, and perceive a given issue or subject differently in a given setting.

LITERATURE REVIEW

Chandel and Dhiman (2014) studied the teaching aptitude of B.Ed. students in the District of Hamirpur. The study concluded that there was a significant difference in the areas of teaching aptitude of B.Ed. students in favour of male student teachers.

Devi and Sharma (2017) conducted a study on the teaching aptitude and attitude of prospective DIET school teachers from six district of Himachal Pradesh towards teaching profession in relation to their gender, type of institution and stream of study". The study found significant difference in teaching aptitude in favour of female student teachers. Student teachers from private institutions were found with higher teaching aptitude as compared to student teachers from government institutions. Academic stream of student teachers was not a found to impact their teaching aptitude.

Kanaparthi and Rani (2018) studied the teaching aptitude of prospective teachers from Andhra Pradesh and found a significant difference in teaching aptitude with regard to gender in favour of female prospective teachers. Prospective teachers with post graduate degrees were found with higher teaching aptitude as compared to those with graduate degree. On the other hand, teaching aptitude among prospective teachers were found not significant in relation to their locality and their academic stream.

In a study conducted by Nayak and Das (2018) among B.Ed. student teachers, the researcher found a significant difference in teaching aptitude between high intelligence and low intelligence B.Ed. student teachers in favour of high intelligence group. The study also found an insignificant difference in teaching aptitude in relation to gender and locality.

Sonowal and Malhotra (2022) found no significant difference in teaching aptitude among prospective secondary school teachers in Assam with regard to their gender, locality and age.

In the study conducted by Mili (2023) on teaching aptitude of B.Ed. students from Assam, female students were found with higher teaching aptitude while teaching aptitude in relation to academic streams and level of education of B.Ed. students were found not significant.

RATIONALE OF THE STUDY

The quality of teachers greatly depends upon the innate qualities, tendencies and inclination of a teacher. The requirement of teaching profession does not end at a quality training and expert knowledge in a particular subject area but comprehensive qualities embedded in a teacher which may include clear set goals, dedication towards teaching, high level teaching aptitude, skills in teaching and passion for teaching. Teacher education programmes aims at developing quality teachers through the different programmes and activities it set out for the prospective teacher. Knowledge of the level of teaching aptitude among the prospective teachers is very beneficial for teacher educators. It enables the teacher educators in identifying the different nature of the prospective teachers and in effective planning for development of the required skills and attitude of prospective teachers during teacher education programme. The investigators thus had taken up the study.

RESEARCH QUESTIONS

Based on the background of study, the following research questions were taken up:

- 1) What is the level of teaching aptitude among prospective secondary school teachers in Mizoram?
- 2) Is there any difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude?
- 3) How is teaching aptitude of prospective secondary school teachers in Aizawl City with regards to locale statistically different?
- 4) Is the difference in teaching aptitude of prospective secondary school teachers in Mizoram with regards to level of education significantly different?

OBJECTIVES OF THE STUDY

On the basis of the above research questions, the following objectives were framed:

- 1) To find out the teaching aptitude of prospective secondary school teachers in Mizoram.
- 2) To compare teaching aptitude of male and female prospective secondary school teachers in Mizoram
- 3) To study out the difference in teaching aptitude of prospective secondary school teachers in Mizoram with regards to locale.
- 4) To investigate the difference in teaching aptitude of prospective secondary school teachers in Mizoram with regards to level of education.

HYPOTHESES OF THE STUDY

- 1) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 2) There is no significant differences in teaching aptitude among prospective secondary school teachers in Mizoram with regards to locale
- 3) There is no significant differences in teaching aptitude of prospective secondary school teachers in Mizoram with regards to level of education.

METHODOLOGY AND PROCEDURE OF THE STUDY

Method of the study:

Descriptive survey research method was employed in the present study as the investigation requires fact finding enquiry relating to teaching aptitude among prospective secondary school teacher in Aizawl City, Mizoram

Population and Sample of the Study:

The population of the present investigation comprised all the prospective teachers studying in secondary teacher education institution affiliated under Mizoram University located within Aizawl City limit.

Sample comprised of 251 students who were randomly selected from the secondary teacher education institutions in Aizawl City.

Tools and Techniques:

For the present investigation, the investigators used 'Teaching aptitude test (TAT-GR)' developed by S. C. Gakhar and Rajnish which was published by National Psychological Corporation, Agra.

Method of data collection:

The investigators personally visited the secondary teacher education institutions affiliated under Mizoram University and collect the required data after developing good rapport with the prospective secondary school teachers.

Data analysis:

For analyzing the collected data, the investigator used Percentage, Mean and Standard Deviation and t-test.

ANALYSIS AND INTERPRETATION OF THE STUDY

Analysis was carried out according to the objective of the study which are presented as follows:

Objective No 1 Level of the teaching aptitude of prospective secondary school teachers in Aizawl city.

The table (Table No-1) given below shows the number and percentage of the 251 sample prospective secondary school teachers in teaching aptitude.

Table No – 1
Teaching Aptitude (N = 251)

Score	Number	Percentage	Degree of satisfaction
33 & Above	0	0	Very High Teaching Aptitude
29 – 32	30	11.96	High Teaching Aptitude
25 – 28	122	48.60	Above Average Teaching Aptitude
21 – 24	70	27.89	Average Teaching Aptitude
17 – 20	19	7.57	Below Average Teaching Aptitude
13 – 16	10	3.98	Low Teaching Aptitude
12 & Below	0	0	Very Low Teaching Aptitude
	251	100	

The perusal of the above table no. 1 shows the teaching Aptitude among the prospective teachers of Aizawl City, Mizoram. The table reveals that 11.96% of the samples were having high teaching aptitude, 48.60% were with above average teaching aptitude, 27.89% possessed average teaching aptitude, 7.57% with below average teaching aptitude and a staggering 3.98% were found to have low teaching aptitude. There were no prospective teachers with very high or very low teaching aptitude.

Objective No 2 – Comparison of Teaching Aptitude among Prospective Secondary School Teachers in Aizawl City with reference to Gender.

The mean score of male and female prospective secondary school teachers in Aizawl city are computed and compared on the sample of 86 male and 165 female students. The comparison of the mean scores on Teaching Aptitude along with Mean, Standard Deviation and t-value which is shown in following Table No. 2.

Table No. 2 GENDER

Gender	N	Mean	SD	t-value	
Male	86	24.10	3.94	0.038	Not Significant
Female	165	25.12	3.51		

The above table no 2 highlight the comparison of teaching aptitude among male and female prospective teachers. It reveals that the mean scores of female (25.12) is slightly higher than male scores (24.10). The calculated t value is 0.038 which is lower than the criterion t value. Therefore, the difference between male and female prospective secondary school teachers in teaching aptitude is not significant. Hence, the hypothesis that states that there is no significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude is accepted.

Objective No 3 – Comparison of Teaching Aptitude among Prospective Secondary School Teachers in Aizawl City with reference to Locale.

In the study, the prospective secondary school teachers were divided in to two groups based on locale, namely, those coming from rural area and from urban area. The scores of the sampled prospective secondary school teachers based on their locality and their comparison is highlighted in Table no. 3 as follows-

Table No. 3 LOCALE

Gender	N	Mean	SD	t-value
Rural	59	24.23	3.99	0.203
Urban	192	24.94	3.59	

A perusal of the result vide Table No. 3 reveals that the 't' values for the significance difference between the mean Teaching Aptitude scores of prospective secondary school teachers from Rural and Urban area is not statistically significant since the calculated 't' values is less than the criterion 't' value. Therefore, there is no significant difference between of prospective secondary school teachers from Rural and Urban area. Thus, the null hypothesis that there is no significant difference in teaching aptitude among prospective secondary school teachers in Mizoram with regards to locale is accepted

Objective No 4 – Comparison of Teaching Aptitude among Prospective Secondary School Teachers in Aizawl City with reference to Level of Education.

The level of education among the prospective secondary school teachers in Aizawl City in the present study comprised of graduate and post graduate. Comparison of prospective secondary school teachers based on

their level of education is presented in table no. 4.

Table No. 4 LEVEL OF EDUCATION

Gender	N	Mean	SD	t-value
Graduate	95	24.46	3.25	0.300
Post Graduate	156	24.96	3.93	

The above table no.4 shows that teaching aptitude in relation to the level of education of the prospective secondary school teachers in Aizawl City. The table indicates that the calculated t values of 0.300 is less than the criterion t-value which is 1.969. This implies that the difference in the level of education among the prospective secondary school teachers is not statistically significant. Therefore, the hypothesis that states that there is no significant difference in teaching aptitude among prospective secondary school teachers in Mizoram with regards to level of education is accepted.

FINDINGS:

- 1) The study revealed that 11.96% of the samples were having high teaching aptitude, 48.60% were with above average teaching aptitude, 27.89% possessed average teaching aptitude, 7.57% with below average teaching aptitude and a staggering 3.98% were found to have low teaching aptitude. There were no prospective teachers with very high or very low teaching aptitude.
- 2) There are no significant differences among the prospective secondary school teachers with regards to gender, locale and level of Education.

DISCUSSION AND CONCLUSION

The finding of the study that revealed that a staggering 76.49% of the prospective teachers have average teaching aptitude implies that majority of the prospective secondary school teachers have a very good inclination towards teaching profession and have capabilities as well as passion for teacher. This result may be due to the fact that many of the prospective teachers are actively involved in Church activities which required teaching at certain point of time. This may have impacted that innate capabilities and general tendencies of the prospective teachers in teaching.

The finding that indicated that the difference between male and female prospective teachers was not significant had the implication that the general assumption of better female teachers is not relevant for prospective secondary school teachers in Aizawl City. Both male and female prospective secondary school teachers need to compete in a comparatively competitive environment due to scarcity of employment. This might have an impact on both the sexes in their competencies in all walks of life.

The finding that showed that the difference in teaching aptitude among the prospective secondary school teachers with regards to locale may be attributed to the fact that prospective secondary school teachers from both Urban areas and Rural areas might have the same learning platform through technological advancement. Most of the prospective teachers who were admitted to teacher education institutions in Aizawl City had received their prior education either in Aizawl City itself or other cities from other states that help them develop edge in their studies, this can have an immense effect on their teaching aptitude. The impact of church in an individual which is constant throughout Aizawl City cannot be ignored as it can be considered as an important variable in development of teaching aptitude.

The finding also revealed that there was no significant difference between graduate and post graduate prospective secondary school teachers in Aizawl city. This indicated that higher level of education does not

improve teaching aptitude rather the passion, capabilities, knowledge and inclination towards teaching profession of prospective secondary school teachers may have impacted teaching aptitude positively.

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ABSTRACT

**TEACHING APTITUDE, ACADEMIC ACHIEVEMENT AND
ATTITUDE TOWARDS TEACHING PROFESSION AMONG
PROSPECTIVE SECONDARY SCHOOL TEACHERS OF
MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR
OF PHILOSOPHY**

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**DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION
MARCH, 2025**

ABSTRACT

**TEACHING APTITUDE, ACADEMIC ACHIEVEMENT AND ATTITUDE
TOWARDS TEACHING PROFESSION AMONG PROSPECTIVE
SECONDARY SCHOOL TEACHERS OF MIZORAM**

BY

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Submitted

**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl**

INTRODUCTION

The place of teachers in a society is of immense importance, as their role in moulding and transforming society is pivotal in nature. They have occupied a very high position from ancient times until today. During ancient India, the teachers - "Gurus"- were considered as the supreme instructors and were revered as the ultimate God. The gurus were responsible for providing physical, intellectual, moral, and spiritual upliftment to their disciples (Gurunathan, 2022). They had, in fact, enjoyed high social status and respect within an Indian society from ancient times. The statuses of teachers in modern times have deteriorated over time as compared to other professions like lawyers, doctors or engineers, even though their significance in the society is still prodigious. They are now considered to be agents for transferring knowledge and skills to children, enabling them to compete with their peers for academic excellence and future opportunities. Anjaneyulu (1971) pointed out that in India, the loss of their special recognition and the profession has been infested with a number of other evils, which include an enormous rise in the workload, a lack of security of service—especially under private management, growing indiscipline among the students, and too much domination by the non-official political bosses. The condition and status of teachers in India have led to the declining quality of education within the country as compared to the other countries.

With the advancement of technology and the ever-changing scenario in knowledge and society, the role of teachers has become a challenging endeavour. Teachers' knowledge encompasses subject matter knowledge, pedagogical knowledge and professional skills.

Teachers of the 21st century are expected to enable students to acquire life skills, technological literacy, and effective thinking skills to enable them to survive in the recent technological age. Effective teaching skills like creativity, communication skills, decision-making, and critical thinking should be developed in students through the curriculum developed for the students. Technological skills that encompass the knowledge of different devices and software related to education and an ability to discern the reliable source of information are required both for teachers and students.

The interest in teaching, teaching aptitude, and positive attitude towards teaching profession are of immense importance for teachers to continually grow in the profession and become effective teachers. In fact, Zadeng (2023) found in her study among secondary school teachers that teaching aptitude and attitude towards teaching profession predicted the effectiveness of teachers inside their classroom. This indicates the need for nurturing a high level of teaching aptitude and positive attitude towards teaching profession in the preparation of teachers in teacher education programme. Prediction of the success of the prospective teachers may be indicated through their academic performances in the teacher education programme. The academic achievement of the prospective secondary school teachers can be considered as an indication of their teaching aptitude and attitude towards teaching profession.

RATIONALE OF THE STUDY

A high level of teaching aptitude, good academic achievement, and a favourable attitude towards teaching profession together contribute to developing competent, efficient teachers. Teaching aptitude pertains to the inherent capability of an individual to teach, which enables a person to be successful in teaching. Academic achievement of the prospective teachers refers to their foundational knowledge in education, subject matter, and teaching and learning, both in theory and in practice. A positive attitude towards teaching profession encourages passion, commitment, and a readiness to go above and beyond to help students, which is necessary for effective teaching. Together they contribute to developing teachers' competency, efficiency, and effectiveness.

According to Vashishta (1973), the effectiveness of teachers is accurately predicted by their teaching aptitude, academic performance, and attitude towards the profession. Singh (1991) and Zadeng (2023) found a favourable relationship between attitude towards teaching profession and teacher effectiveness. Teachers having high teaching aptitude are reported to be efficient in teaching (Babu et al., 2007). It was reported by Kaur et al. (2014) that teaching aptitude and attitude towards teaching profession together predict the prospective teachers' teaching skills.

Professional pride and a person's level of dedication to their profession are influenced by both their aptitude and attitude toward the profession, which also applies

to the teaching profession. An unfavourable attitude of teachers towards teaching and their competency predicts the performance of teachers in their teaching task to be more difficult, tiresome, and unpleasant, while positivity in attitude and proficiency in teaching not only makes the task easier, but it also makes it more fulfilling and enjoyable. It is important for teachers to be amiable with their students to foster a conducive learning environment (Kalaivanan, 2019).

The issues with the current teacher education system include the fact that knowledge is seldom critically analysed, leaving little opportunity for prospective teachers to think back on their experiences. Additionally, the assessment of aspiring teachers is overly quantitative and incomplete, lacking the ability to assess teaching aptitude, teaching attitude, and professional values, among other psychological attributes of teachers. High-quality teacher education is essential for elevating the education system of the country (Parhi, 2024). This highlights the need for studying teaching aptitude, academic achievement and attitude towards teaching profession among the prospective teachers.

No prospective teacher can emerge as a successful and competent teacher if they do not possess the required teaching aptitude and the desired attitude towards the teaching profession. The ground knowledge of prospective teachers in theories and practice of teaching is also important for preparing them to be competent teachers. Besides these, proper evaluation of teaching aptitude and attitude towards teaching profession is not properly in place while screening the aspirant teachers for the teacher education programme. Therefore, the need for studying the teaching aptitude, academic achievement, and attitude towards teaching profession among the prospective teachers within Mizoram arises to assess the quality of student-teachers pursuing their studies in the teacher education programme.

After reviewing the related literature, the researcher found that no study has been conducted so far on the teaching aptitude and attitude towards teaching profession among prospective secondary school teachers in Mizoram. Keeping in view the above research gap and the need for finding teaching aptitude, academic achievement, and attitude towards teaching profession of prospective secondary school teachers for improving the education system within the state, the researcher took up the present

research entitled as ‘teaching aptitude, academic achievement and attitude towards teaching profession among prospective secondary school teachers in Mizoram’. The researcher studied the teaching aptitude, academic achievement, attitude towards teaching profession of the prospective secondary school teachers in Mizoram and also the impact of these two attributes on their academic achievement in the teacher education programme.

STATEMENT OF THE PROBLEM

The present study has been stated as ‘Teaching aptitude, academic achievement and attitude towards teaching profession among prospective secondary school teachers in Mizoram.’

OPERATIONAL DEFINITIONS

Teaching Aptitude : Teaching aptitude in the present research is the potentiality of prospective teachers of secondary teacher education institutions within Mizoram for accomplishment in teaching without considering their past experiences or trainings.

Academic Achievement : Academic achievement in the present study refers to the performance of prospective teachers of secondary teacher education institutions within Mizoram. The final result of the prospective secondary school teachers at the end of the B.Ed. course was taken as their academic achievement.

Attitude Towards

Teaching Profession : Attitude towards teaching profession can be defined as a generalized disposition towards teaching profession among the prospective teachers of secondary school teacher education institutions in Mizoram in the research.

Prospective Teachers : All the student teachers studying in secondary teacher education institutions affiliated with Mizoram University were termed as prospective teachers in the study.

Gender: Gender is the social construct relating to the roles of biological sex that society associates with. In the present research, gender was divided into male and female.

Locale : In the present research, locale refers to the locality to which the prospective teachers originally belong. The locale was divided into urban and rural areas.

Level of Education : The level of education in the present research refers to the level of education of the prospective secondary school teachers in Mizoram and is divided into graduate and postgraduate.

Academic Stream : Academic stream in the present research refers to the prospective teachers' educational background, which consisted of humanities, social science, and science.

RESEARCH QUESTIONS

Based on the background of the present research, the following research questions were taken up:

- 1) What is the level of teaching aptitude among prospective secondary school teachers in Mizoram?
- 2) What is the attitude of prospective secondary school teachers in Mizoram towards teaching profession?
- 3) What is the level of academic performance among prospective secondary school teachers in Mizoram?
- 4) Is there any difference in the teaching aptitude of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic streams?
- 5) Is there any difference in the attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to gender, locale, level of education and academic stream?
- 6) Is there any difference in the academic performances of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream?
- 7) Is there any relationship between teaching aptitude and attitude towards teaching of prospective secondary school teachers in Mizoram?
- 8) Is there any relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram?

- 9) Is there any relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram?

OBJECTIVES OF THE STUDY

In order to find answers to the above research questions, the following objectives were framed:

- 1) To construct an attitude scale towards teaching profession of prospective secondary school teachers.
- 2) To find out the teaching aptitude of prospective secondary school teachers in Mizoram.
- 3) To find out the attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 4) To find out the academic achievement of prospective secondary school teachers in Mizoram.
- 5) To compare the teaching aptitude of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 6) To compare the attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 7) To compare the academic achievement of prospective secondary school teachers in Mizoram with regard to gender, locale, level of education and academic stream.
- 8) To find out the relationship between teaching aptitude and attitude towards teaching profession of prospective secondary school teachers in Mizoram.
- 9) To find out the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.
- 10) To find out the relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

HYPOTHESES

The following hypotheses were formulated for the objectives stated above:

- 1) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 2) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.
- 3) There is a significant difference between graduate and postgraduates of prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) There is a significant difference in teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 5) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 6) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 7) There is a significant difference between the graduate and postgraduate prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 8) There is a significant difference in attitude towards teaching profession among prospective secondary school teachers in Mizoram with regard to their academic stream.
- 9) There is a significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.
- 10) There is a significant difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement.
- 11) There is a significant difference between the graduate and postgraduate prospective secondary school teachers in Mizoram in their academic achievement.
- 12) There is a significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.

The above hypotheses were converted into the following null hypotheses to test the statistical difference between the variables:

- 1) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.
- 2) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their teaching aptitude.
- 3) There is no significant difference between the graduate and postgraduate of prospective secondary school teachers in Mizoram in their teaching aptitude.
- 4) There is no significant difference in the teaching aptitude of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 5) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 6) There is no significant difference between urban and rural of prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 7) There is no significant difference between the graduate and postgraduate prospective secondary school teachers in Mizoram in their attitude towards teaching profession.
- 8) There is no significant difference in attitude towards teaching profession of prospective secondary school teachers in Mizoram with regard to their academic stream.
- 9) There is no significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.
- 10) There is no significant difference between urban and rural prospective secondary school teachers in Mizoram in their academic achievement.
- 11) There is no significant difference between the graduate and postgraduate prospective secondary school teachers in Mizoram in their academic achievement.

- 12) There is no significant difference in academic achievement of prospective secondary school teachers in Mizoram with regard to their academic stream.

METHODOLOGY

Method of the study:

The present investigation involves fact-finding inquiry relating to teaching aptitude, attitude towards teaching profession and academic achievement among prospective secondary school teachers in Mizoram. Therefore, the descriptive survey research type was employed.

Population and Sample of the Study:

The population of the present investigation consisted of all the prospective secondary school teachers studying in secondary teacher education institutions affiliated with Mizoram University for the variables of teaching aptitude and attitude towards teaching profession. A total of 584 samples were collected from responses of the prospective secondary school teachers in the state, and the sample size was 88.94%.

For academic achievement and correlation between teaching aptitude, academic achievement, and attitude towards teaching profession, the sample consisted of 280 prospective secondary school teachers in Mizoram University from IV Semester B.Ed.

Tools and Techniques:

For the present research, the researcher used both primary and secondary sources of data.

The primary source comprised of two tools, namely

- 1) Teaching Aptitude Test (TAT-GR) developed by Dr. S.C. Gakhar and Dr. Rajnish and published by National Psychological Corporation, Agra.
- 2) Attitude Scale for Prospective Teachers towards Teaching Profession scale developed by the researcher.

The secondary source of data consisted of the following –

- 1) The final IV Semester B.Ed. result declared by the Examination Department, Mizoram University, and published on 4th July, 2024, for

prospective secondary school teachers of the academic session (2022-2024) studying in secondary teacher education institutions in Mizoram.

- 2) Attendance record of all four secondary teacher education institutions affiliated with Mizoram University from the academic sessions 2022-24 and 2023-25.

Teaching aptitude test developed by Dr. S. C. Gakhar and Dr. Rajnish.

In the study, the researcher adopted a readymade tool, the “Teaching Aptitude Test,” which was developed by Dr. S.C. Gakhar and Dr. Rajnish for finding teaching aptitude among the prospective secondary school teachers within Mizoram.

Reliability

The teaching aptitude test (TAT-GR) developed by Dr. S. C. Gakhar and Dr. Rajnish was highly valid during the time of its standardization. The test-retest method was employed by the test developer for finding the reliability on a sample of 40 B.Ed. students. The reliability coefficient for the statements was 0.76.

Since the test was used by the researcher on a population with different characteristics, the reliability was reestablished. The researcher used split-half method to reestablish the reliability of the ‘Teaching Aptitude Test’ by administering the test to 279 B.Ed. students of the Institute of Advanced Studies in Education, Aizawl. Reliability of the tool was found by the split-half method was .69 and the test-retest method (after one month) was .711.

Validity

Validity of the test was established by correlating the scores of the ‘Teaching Aptitude Test’ with ‘Shah’s Teaching Aptitude Test’ on a sample of 40 B.Ed. students. The validity coefficient was found to be 0.68.

For revalidation of the teaching aptitude test, the test was given to five experts in the field of education to evaluate the statements and their relevance for the population in the present field of study. From the responses and feedback received from the experts, it was established that the content of the test was valid for the population.

Scoring

Four alternate answers were given for each statement, with only one correct response. Only the correct response carries one mark.

Interpretation of the test

For the purpose of interpreting the raw scores obtained from the sample of the present study, the researcher re-normalizes the test for the population. The raw scores that were obtained from administering the test to 584 prospective secondary students studying in the secondary teacher education institutes in Mizoram were converted into standardized scores, that is, z-score. Norms for interpretation of the level of teaching aptitude are given in table no.1 below –

Table No. 1

Norms for interpretation of the level of teaching aptitude

Sl. No.	Range of z-scores	Raw score	Level of Teaching Aptitude
1	+2.01 and above	32 & above	Extremely high
2	+1.26 to + 2.00	30 -31	High
3	+0.51 to + 1.25	27-29	Above Average
4	-0.50 to +0.50	23-26	Average/Moderate
5	-0.51 to -1.25	21-22	Below Average
6	-1.26 to -2.00	19-20	Low
7	-2.01 and below	18 & below	Extremely Low

Attitude of prospective secondary school teachers towards teaching profession scale.

In order to assess the attitude of prospective secondary school teachers towards teaching profession, the researcher constructed an attitude scale towards teaching profession using the Likert scale, which was developed by Rensis Likert through his doctoral thesis in 1932.

Item writing

The researcher initially constructed 60 items for the attitude scale directed towards teaching profession for prospective secondary school teachers under the following heads: academic, social & psychological, administrative, co-curricular activities, and economic.

Scoring

The draft statements were provided with five alternative responses, strongly agree, agree, undecided, disagree, and strongly disagree. Scoring for each statement was done according to the following scoring chart.

Table 2

Scoring chart for attitude scale toward teaching profession

Responses	Scoring for each item	
	Favourable	Unfavourable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Content Validation

The draft statement of the constructed attitude scale directed towards teaching profession for prospective secondary school teachers was given to five professors in the field of teacher education, and they were requested to lend their expertise in evaluating the nature, language used, and suitability of the items for assessing the attitude of prospective secondary school teachers 'towards teaching profession. The experts were also requested to give their input on the constructed scale.

Preparation of Pilot Scale

From the feedback and suggestions of the experts in the area, the statements that were redundant and unsuitable for finding the attitude of prospective teachers towards teaching profession were removed, and the number of items was reduced to 57 items, in which 30 were positive and 27 were negative statements. Thus, a reliable pilot scale for the attitude of prospective teachers towards teaching profession scale was constructed, which was supported by personal information as per the objectives of the research and instruction booklet.

Try Out

The tool consisting of 57 statements was first administered to a group of 280 (female = 184 & male = 96) prospective secondary school teachers from different teacher education institutions within Mizoram.

Item Discrimination

For discriminating the items for the constructed attitude scale, the responses received from the pilot test were arranged in ascending order. Twenty-seven percent of the bottom (low) scores (75) and top (high) scores (75) were separated from the scores of the respondents representing the lower and upper criteria groups as per the formula suggested by Edwards (1957). For all the items, mean, standard deviation, and standard error mean were calculated using SPSS for the low and high criteria groups. Discriminating values for each item were calculated by using t-value, and items having t-value higher than 1.96 (Edward, 1957), which were statistically significant, were accepted, while items with t-value lower than 1.96 were rejected in the final draft. A total of 10 items were rejected through item discrimination in the scale.

Final Form of Attitude of Prospective Teachers toward Teaching Profession Scale

The final form of the attitude scale directed towards teaching profession for prospective secondary school teachers consisted of 47 items. Only items that have higher t-value which were statistically significant at the .05 level, were selected for the final scale.

Final try-out of the test

The final attitude scale consisted of 47 items with 36 favourable and 21 unfavourable statements. For establishing reliability and validity of the scale and preparation of norms for interpretation of the scores, the final scale was administered again among 220 prospective secondary school teachers within Mizoram.

Establishment of Reliability

Split-half method: In the split-half method, the whole scale was divided into two halves, and the coefficient of reliability was estimated by using the Spearman-Brown formula and the Guttman split-half coefficient.

In the present research, SPSS23 was employed for calculating the coefficient of correlation by the Spearman-Brown formula and the Guttman split-half coefficient to find out the internal consistency of the scale. The coefficients of correlation with the Spearman-Brown formula, the Guttman split-half coefficient, and Cronbach's alpha were found to be 0.850, 0.826 and 0.858 respectively.

Test-Retest Method: For estimating the external consistency of the constructed attitude scale, the researcher adopted the test-retest method of estimating the coefficient of reliability. The reliability coefficient, calculated by Pearson's coefficient of correlation between the scores on the test-retest (after 3 months) using SPSS23, was found to be 0.69.

Establishment of validity of the test

Face Validity: The researcher first reviewed relevant literature and references on the different dimensions of teaching as a profession and talks from eminent educationists in the field of education and psychology about the topic at hand. The items for the scale were carefully selected such that it covers all the areas of attitudes relating to the teaching profession that a prospective secondary school teacher might develop. The items for the scale were also carefully selected and arranged in such a way that the respondents will be able to respond to the statements according to their perspectives. Thus, ensuring face validity for the scale developed.

Content Validity: The scale initially has 60 items, which were distributed over five dimensions identified by the researcher from the literatures reviewed. The researchers gave the preliminary draft attitude scale to four professors from the Department of Education, Mizoram University, and one professor from the Institute of Advanced Studies in Education, Mizoram, to lend their expertise in the areas and give their comments and suggestions for the draft scale. The recommendations and suggestions given by different experts were studied and compared. From the expertise suggestions, some of the items in the draft scales were modified, and some of the statements were deleted from the scale. In all, three statements from the draft scales were rejected, and the item of scale for the pilot test was reduced to 57 items. Therefore, content validity of the scale was developed.

Developing Norms and Interpretation for the Attitude Scale

For the present attitude scale developed for assessing the attitude of prospective secondary school teachers towards teaching profession, the researcher converted the scores of 584 (male = 229 & female = 355) into Z-scores. Interpretation Norms for finding the level of attitude among the prospective secondary school teachers toward teaching profession on the basis of the Z norms calculated from the responses of 584

prospective secondary school teachers in Mizoram are given in the following table no. 3.

Table No. 3

Interpretation table for attitude scale

Sl.No.	Range of z-scores	Raw score	Level of Attitude
1	+2.01 and above	195 & above	Extremely positive
2	+1.26 to + 2.00	186 - 194	Positive
3	+0.51 to + 1.25	177 - 185	Mildly positive
4	-0.50 to +0.50	164 - 176	Neutral
5	-0.51 to -1.25	155 - 163	Mildly negative
6	-1.26 to -2.00	146 - 154	Negative
7	-2.01 and below	145 & below	Extremely negative

Academic achievement of the prospective secondary school teachers

For assessing the academic achievement of the prospective secondary school teachers in Mizoram, the final B.Ed. result, which is the accumulation of achievement awarded to the prospective teachers over a period of two years in four semesters, was declared by the Examination Department, Mizoram University, on 4th July, 2024 was taken. The following table no. 4 was used for interpretation of the academic achievement of the prospective secondary school teachers –

Table No. 4

Interpretation table for academic achievement

Sl. No.	Percentage	Mark Range	Divisions
1	75.00 & above	1500 & above	Distinction
2	60.00 – 74.99	1200 – 1499	First Class
3	50.00 – 59.99	1000 – 1199	Second Class
4	40.00 – 49.99	800 – 999	Pass
5	39.99 & below	799 & below	Fail

Method of data collection:

The researcher visited all the secondary teacher education institutions affiliated with Mizoram University within Mizoram and took due permission from the concerned head of the institutions to administer the tests. The researcher, after developing a good rapport with prospective secondary school teachers, explained the

details of the research and gained consent from the participants to collect the required data. Data for teaching aptitude was collected by distributing the Teaching Aptitude Scale developed by Dr. S.C. Gakhar and Dr. Rajnish. Data for the attitude of prospective secondary school teachers towards teaching was collected by using Google Forms in three teacher education institutions and manually in one teacher education institution within the state. The academic achievement in the form of the final IV Semester result of the Bachelor of Education (B.Ed.) course declared by the Examination Department, Mizoram University, on 4th July 2024 was collected from the records of all teacher education institutions affiliated with Mizoram University.

Method of analysis:

For analysing the collected data, the researcher used percentage, mean, and standard deviation for description of the population in terms of teaching aptitude, academic achievement, and attitude towards teaching profession; a t-test was employed for assessing the statistical difference in teaching aptitude, academic achievement and attitude towards teaching profession in relation to gender, locale and level of education; ANOVA and Tukey Cramer Post Hoc Analysis were employed assessing the difference in teaching aptitude, academic achievement and attitude towards teaching profession in relation to academic stream; and person's coefficient of correlation for calculating the relationship between the variables.

FINDINGS

The major finding of the present study entitled 'Teaching aptitude, academic achievement and attitude towards teaching profession of prospective secondary school teachers in Mizoram' is presented in the following –

Overall Teaching Aptitude among prospective secondary school teachers in Mizoram.

Among the 584 prospective secondary school teachers in Mizoram, 3 (0.51%) prospective secondary school teachers were found to have an extremely high teaching aptitude, 23 (3.94%) prospective secondary school teachers had a high teaching aptitude, 181 (30.82%) prospective secondary school teachers possessed above-average aptitude, 264 (45.38%) prospective secondary school teachers were identified

with an average teaching aptitude, 57 (9.76%) prospective secondary school teachers were below average in teaching aptitude, 33 (5.65%) prospective secondary school teachers had a low teaching aptitude, and 23 (3.94%) prospective secondary school teachers had an extremely low teaching aptitude.

Attitude of prospective secondary school teachers in Mizoram towards teaching profession.

The findings on attitudes of 584 prospective secondary school teachers in Mizoram towards teaching profession revealed that 12 (2.05%) were having an extremely positive attitude towards teaching profession, 29 (4.97%) were with a positive attitude towards teaching profession, 115 (19.69%) were having a mildly positive attitude towards teaching profession, 291 (49.83%) were with a neutral attitude towards teaching profession, 84 (14.38%) were with a mildly negative attitude towards teaching profession, 38 (6.81%) possessed a negative attitude towards teaching profession and 15 (2.57%) exhibited an extremely negative attitude towards teaching profession.

Academic achievement of prospective secondary school teachers in Mizoram.

Out of 280 prospective secondary school teachers in Mizoram, 33 (11.79%) passed with distinction, 241 (86.07%) secured first division, and 6 (2.14%) failed. There were no prospective secondary school teachers whose performances were second division and pass.

Comparison of teaching aptitude of prospective secondary school teachers in Mizoram.

(a) Gender

1) Among the 229 male prospective secondary school teachers in Mizoram, 2 (0.87%) were found to have a very high teaching aptitude, 4 (1.75%) were with a high teaching aptitude, 66 (28.82%) possessed above average teaching aptitude, 99 (43.32%) were identified with an average teaching aptitude, 27 (11.79%) had below average teaching aptitude, 16 (6.99%) were with a low teaching aptitude, and 15 (6.55%) were found to have an extremely low teaching aptitude.

2) Among the 355 female prospective secondary school teachers in Mizoram, 1 (0.28%) had extremely high teaching aptitude; 19 (5.35%) were found with high teaching aptitude; 115 (32.39%) had above average teaching aptitude; 165 (46.48%) were identified with average teaching aptitude; 30 (8.45%) were with below average teaching aptitude; 17 (4.79%) had low teaching aptitude; and 8 (2.25%) exhibited extremely low teaching aptitude.

3) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their teaching aptitude.

4) Female prospective secondary school teachers were found with a higher teaching aptitude.

(b) Locale

1) Teaching aptitude possessed by prospective secondary school teachers from rural areas was, 1 (0.37%) respondent had an extremely high teaching aptitude, 11 (4.12%) had a high teaching aptitude, 69 (25.84%) possessed above average teaching aptitude, 132 (49.44%) exhibited above average teaching aptitude, 28 (10.49%) had below average teaching aptitude, 16 (5.99%) were identified with low teaching aptitude, and 10 (3.75%) had an extremely low teaching aptitude.

2) Teaching aptitude among the 317 urban prospective secondary school teachers in Mizoram were - 2 (0.63%) had extremely high teaching aptitude; 12 (3.79%) had high teaching aptitude; 112 (35.33%) were with above average teaching aptitude; 132 (41.64%) were found with average teaching aptitude; 29 (9.15%) were identified with below average teaching aptitude; 17 (9.15%) were found with low teaching aptitude; and 13 (4.10%) had extremely low teaching aptitude.

3) There was a significant difference in teaching aptitude among prospective secondary school teachers in Mizoram with regard to locale.

4) Urban prospective secondary school teachers were found to have higher teaching aptitude.

(c) Level of education

1) The teaching aptitude among the graduate prospective secondary school teachers in Mizoram were - 1 (0.35%) was found with extremely high teaching

aptitude; 7 (2.47%) had a high level of teaching aptitude; 75 (26.50%) had above-average teaching aptitude; 136 (48.06%) had average teaching aptitude; 36 (12.72%) were found with below-average teaching aptitude; 18 (6.36%) possessed low teaching aptitude; and 10 (3.53%) exhibited an extremely low level of teaching aptitude.

2) The teaching aptitude among the graduate prospective secondary school teachers in Mizoram were - 2 (0.66%) had extremely high teaching aptitude; 16 (5.32%) exhibited high teaching aptitude; 106 (35.22%) possessed above average teaching aptitude; 128 (42.52%) were found with average teaching aptitude; 21 (6.98%) had below average teaching aptitude; 15 (4.98%) had low teaching aptitude; and 13 (4.32%) exhibited an extremely low teaching aptitude.

3) There was a significant difference between graduate and postgraduate prospective secondary school teachers in Mizoram.

4) Postgraduate prospective secondary school teachers were found to have higher teaching aptitude compared to graduate prospective secondary school teachers.

(d) Academic stream

1) Among the 151 prospective secondary school teachers from humanities, 6 (3.00%) were having high, 52 (34.67%) were above average, 67 (44.67%) were found with average, 12 (8.00%) were found to have below average, 9 (6.00%) were with low, and 5 (3.33%) were having extremely low teaching aptitude. There were no prospective secondary school teachers from humanities with extremely high teaching aptitude.

2) With respect to the 245 prospective secondary school teachers with social science in academic achievement, there was 1 (0.41%) with extremely high teaching aptitude, 7 (2.86%) were found with high teaching aptitude, 76 (31.02%) had above average teaching aptitude, 110 (44.90%) were identified with average teaching profession, 24 (9.80%) were with below average teaching aptitude, 14 (5.71%) had low teaching aptitude, and 13 (5.31%) exhibited extremely low teaching aptitude.

3) Among the 190 prospective secondary school teachers, there were 2 (1.06%) prospective secondary school teachers with extremely high teaching aptitude, while 5 (2.66%) of them had extremely low teaching aptitude. Among the prospective

secondary school teachers, 10 (5.32%) were with low and high teaching aptitude. There were 53 (28.19%) of the prospective secondary school teachers with above average teaching aptitude, while 21 (11.17%) were with below average teaching aptitude. An astounding 87 (46.28%) of prospective secondary school teachers with science backgrounds were found to possess average teaching aptitude.

4) There were no significant differences in teaching aptitude of prospective secondary school teachers in Mizoram with regard to academic streams.

Comparison of attitude towards teaching profession of prospective secondary school teachers in Mizoram.

(a) Gender

1) The level of attitude towards teaching profession among the 229 male prospective secondary school teachers in Mizoram showed that 1 (0.44%) were with an extremely positive attitude towards teaching profession; 15 (6.55%) were having a positive attitude towards teaching profession; 33 (14.41%) were with a mildly positive attitude towards teaching profession; 115 (50.22%) exhibited a neutral attitude towards teaching profession; 39 (17.03%) were having a mildly negative attitude towards teaching profession; 18 (7.86%) were found with a negative attitude towards teaching profession; and 8 (3.49%) were with an extremely negative attitude towards teaching profession.

2) The level of attitude of female prospective secondary school teachers within Mizoram towards teaching profession revealed that 11 (3.10%) exhibited an extremely positive attitude towards teaching profession; 14 (3.94%) were having a positive attitude towards teaching profession; 82 (23.10%) were with a mildly positive attitude towards teaching profession; 176 (49.58%) had a neutral attitude towards teaching profession; 45 (12.58%) were having a mildly negative attitude towards teaching profession; 20 (5.63%) were with a negative attitude towards teaching profession; and (1.97%) were identified with an extremely negative attitude towards teaching profession.

3) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession.

4) Female prospective secondary school teachers exhibited a higher attitude towards teaching profession as compared to the male prospective secondary school teachers.

(b) Locale

1) The level of attitude among 267 rural prospective secondary school teachers towards teaching aptitude were - 5 (1.87%) were found with an extremely positive attitude towards teaching profession; 15 (5.62%) were having a positive attitude towards teaching profession; 47 (17.60%) were with a mildly positive attitude towards teaching profession; 128 (47.94%) were found to possess a neutral attitude towards teaching profession; 45 (16.85%) were having a mildly negative attitude towards teaching profession; 19 (7.12%) had a negative attitude towards teaching profession; and 8 (3.00%) were found to have an extremely positive attitude towards teaching profession.

2) The attitudes of urban prospective secondary school teachers within Mizoram towards teaching profession were - (2.21%) exhibited an extremely positive attitude towards teaching profession; 14 (4.42%) possessed a positive attitude towards teaching profession; 68 (21.45%) showed a mildly positive attitude towards teaching profession; 163 (51.42%) were identified with a neutral attitude towards teaching profession; 39 (12.30%) exhibited a mildly negative attitude towards teaching profession; 19 (5.99%) had a negative attitude towards teaching profession; and (2.21%) were found with an extremely negative attitude towards teaching profession.

3) There was no significant difference in attitudes of prospective secondary school teachers in Mizoram towards teaching in relation to locale.

(c) Level of education

1) The attitudes of 283 prospective graduate secondary school teachers in Mizoram towards teaching profession were - 3 (1.06%) were having an extremely positive attitude toward teaching profession; 12 (4.24%) were found with a positive attitude toward teaching profession; 55 (19.43%) were with a mildly positive attitude toward teaching profession; 133 (47.00%) exhibited a mildly negative attitude toward teaching profession; 49 (17.31%) were found to had a mildly negative attitude toward

teaching profession; 24 (8.48%) were having a negative attitude toward teaching profession; and 7 (2.47%) were found to have an extremely negative attitude toward teaching profession.

2) Attitudes of 301 postgraduate prospective secondary school teachers in Mizoram towards teaching profession were – 9 (2.99%) were with an extremely positive attitude toward teaching profession; 17 (5.65%) were with a positive attitude toward teaching profession; 60 (19.95%) were with a mildly positive attitude toward teaching profession; 158 (52.49%) were with a neutral attitude toward teaching profession; 35 (11.63%) were with a mildly negative attitude toward teaching profession; 14 (4.65%) were with a negative attitude toward teaching profession; and (2.66%) with an extremely negative attitude toward teaching profession.

3) There was a significant difference in attitudes of prospective secondary school teachers in Mizoram towards teaching in relation to level of education.

4) Postgraduate prospective secondary school teachers in Mizoram possessed a more positive attitude towards teaching profession compared to graduate prospective secondary school teachers.

(d) Academic stream

1) The level of attitude among 151 prospective secondary school teachers towards teaching profession in Mizoram with humanities were - 3 (1.99%) were with extremely positive attitude, 2 (1.32%) were with positive attitude, 28 (18.54%) were with mildly positive attitude, 87 (57.62%) were with neutral attitude, 19 (12.58%) were with mildly negative attitude, 11 (7.28%) were with negative attitude and 1 (0.66%) was with extremely negative attitude toward teaching profession.

2) Among the 245 social science prospective secondary school teachers in Mizoram, 3 (1.22%) prospective teachers possessed an extremely positive attitude, 12 (4.90%) exhibited a positive attitude, 48 (19.59%) were identified with a mildly positive attitude, 118 (48.16%) were found with a neutral attitude, 37 (15.10%) exhibited mildly negative attitude, 17 (6.94%) had a negative attitude, and 10 (4.08%) were found to possess an extremely negative attitude toward teaching profession.

3) Among the 188 prospective secondary school teachers in Mizoram with science academic streams, 6 (3.19%) were having an extremely high attitude, 15 (7.98%) were found with a high attitude, 39 (20.74%) were found to possess an above-average attitude, 86 (45.74%) were having an average attitude, 28 (14.89%) were with below average attitude, 10 (5.32%) were found with a low attitude, and 4 (2.13%) were found to possess an extremely high attitude toward the teaching profession.

4) There were no significant differences in the attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to academic streams.

Comparison of the academic achievement of prospective secondary school teachers in Mizoram.

(a) Gender

1) Among the 112 male and 168 female prospective secondary school teachers in Mizoram, 3 (2.68%) male prospective secondary school teachers secured distinction, whereas 30 (17.86%) female prospective secondary school teachers secured distinction. The table and figure also reveal that 104 (92.86%) male and 137 (81.55%) female prospective secondary school teachers were in the first division. And there were 5 (4.46%) males and 1 (0.6%) who failed. There were no male and female prospective secondary school teachers whose academic performances were second division and pass.

2) There was a significant difference between male and female prospective secondary school teachers in Mizoram in their academic achievement.

3) Female prospective secondary school teachers possessed higher academic achievement as compared to male prospective secondary school teachers in Mizoram.

(b) Locale

1) The academic achievements of rural prospective secondary school teachers in Mizoram were – 12 (10.34%) passed with distinction and 104 (89.66%) secured first division. There were no rural prospective secondary school teachers whose academic achievement was lower than first division. The academic achievement among the urban prospective secondary school teachers showed that 21 (12.80%) and 137

(83.54%) secured distinction and first division, respectively. There were 6 (3.66%) urban prospective secondary school teachers with failed results. No urban prospective secondary school teachers were found with second division and pass.

2) The difference in academic achievement of prospective secondary school teachers in Mizoram in relation to locale is not significant.

(c) Level of education

1) With regard to the academic achievement of prospective graduate secondary school teachers in Mizoram, 11 (8.08%) passed with distinction, 111 (88.88%) passed in the first division, while 3 (2.40%) failed. No prospective secondary school teachers were found to have passed in the second division and passed. Among the postgraduate prospective secondary school teachers in Mizoram, 22 (14.19%) secured distinction, 130 (83.87%) secured first division, and 3 (1.94%) failed. There were no postgraduate prospective secondary school teachers with second division and pass.

2) The difference in academic achievement among graduate and postgraduate secondary school teachers is statistically significant.

3) Postgraduate prospective secondary school teachers had higher academic achievement.

(d) Academic stream

1) Among the 66 prospective secondary school teachers from humanities, there were 9 (13.64%) who passed with distinction, 56 (84.85%) who passed in the first division, and 1 (1.52%) who failed.

2) Among the 121 prospective secondary school teachers from social science, 11 (9.09%) were with distinctions, 106 (87.60%) were with the first division, and 4 (3.31%) failed.

3) Among the 93 prospective science secondary school teachers, 13 (13.98%) secured distinction, 79 (85.87%) passed in the first division, and 1 (1.08%) failed.

4) There were significant differences in the academic achievement of prospective secondary school teachers in Mizoram towards teaching profession with regard to academic streams.

- 5) The difference between humanities and social science prospective secondary school teachers was not significant.
- 6) The difference between social science and science prospective secondary school teachers was significant. Science prospective secondary school teachers were found with higher levels of academic achievement.
- 7) The difference between humanities and science prospective secondary school teachers was not significant.

Relationship between teaching aptitude and attitude of prospective secondary school teachers in Mizoram towards teaching profession.

There was a low positive relationship between teaching aptitude and the attitude of prospective secondary school teachers in Mizoram towards teaching profession.

Relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

There was a low positive relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

Relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

There was no relationship between attitude towards teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

DISCUSSIONS

Discussion on the teaching aptitude among prospective secondary school teachers in Mizoram.

The finding of the present research revealed that the majority of the prospective secondary school teachers' teaching aptitude lies in the above average (30.82%) and average (45.38%) levels of teaching aptitude. There were more prospective secondary school teachers with lower levels of teaching aptitude, that is, below average (9.76%), low (5.65%), and extremely low (3.94%) teaching aptitude, as compared to

prospective secondary school teachers with higher levels of teaching aptitude, that is, extremely high (0.51%) and high (3.94%) teaching aptitude.

In the same line, Anjum and Fatima (2011) found that prospective secondary school teachers were at an above-average level of teaching aptitude, while Rana and Singh (2015) and Singh and Kaur (2018) found the majority of prospective secondary school teachers with average teaching aptitude.

Discussion on the attitude of prospective secondary school teachers in Mizoram towards teaching profession

The finding of the present research depicted that out of 584 prospective secondary school teacher in Mizoram there were 12 (2.05%) prospective secondary school teachers were having extremely high level of attitude towards teaching profession, 29 (4.97%) prospective secondary school teachers were with high level of attitude towards teaching profession, 115 (19.69%) prospective secondary school teachers with above average, attitude towards teaching profession, 291 (49.83%) prospective secondary school teachers were with average attitude towards teaching profession, 84 (14.38%) prospective secondary school teachers were found with below average level of attitude towards teaching profession, 38 (6.81%) prospective secondary school teachers possessed low attitude towards teaching profession, and 15 (2.57%) prospective secondary school teachers exhibited extremely low level of attitude towards teaching profession.

In the studies conducted by Sahayarani and Stanly (2014) and Umar and Gobirawa (2018), a high attitude towards teaching profession among prospective teachers was observed. Whereas Andronache et al. (2014), Ganapathy (1992), Şener (2015), Prabha and Vasanthpriyadharsan (2020), and Lalsangzuala (2021) found a positive and a favourable attitude towards teaching profession among prospective teachers. On the other hand, Parvathi (2012), Kumar (2013), Alex (2019) and Sreelekha and Baby (2024) found moderate attitude towards teaching profession among prospective teachers. In contrast to these findings, Pancholi and Bharwat (2015) and Adjei and Kor (2024) found an unfavourable attitude towards teaching profession among the prospective teachers.

Discussion on the academic achievement of prospective secondary school teachers in Mizoram

The present study revealed that the majority of the prospective secondary school teachers secured first division (87.96%), with a few securing distinctions (12.04%). This finding depicted that the academic achievement of the prospective secondary school teachers in Mizoram was good.

Singh (2021), Arumugam and Prabakar (2014), and Singh (2017) found high academic achievement among prospective teachers. Whereas Mathukrishnan (2018) and Nonglait and Laitthma (2020) found that the overall academic achievement of prospective teachers was below average. A study conducted by Prasad (2018) revealed that 47.02% of prospective teachers passed in distinction, 48.72% of prospective teachers passed in first class, 3.19% of prospective teachers passed in second class, and 1.06% of prospective teachers passed in third class, while a study conducted by Bahubali and Shailaja (2020) revealed that 81.16% (560) of prospective teachers were at a moderate level, 10.29% (71) of prospective teachers were at a low level, and 8.55% (59) of prospective teachers were at a high level of academic achievement.

Discussion on comparison of teaching aptitude of prospective secondary school teachers in Mizoram

(a) Gender

The findings relating to the teaching aptitude of prospective secondary school teachers with regard to gender revealed that there was a significant difference in teaching aptitude between male and female prospective teachers in Mizoram. Female prospective teachers were found to have a higher level of teaching aptitude compared to their male counterparts.

The present finding is supported by the findings of Devi and Sharma (2017) and Kanaparthi and Rani (2018), who found significant differences in teaching aptitude among male and female prospective teachers. And in the findings of Adval (1952), Sharma (2006), Sharma and Ahmed (2016), Devi and Sharma (2017), Kanaparthi and Rani (2018), and Mili (2023), female prospective teachers were found to possess higher teaching aptitude as compared to their male counterparts.

Contrary to the present findings, Shrivastava (1989) and Chandel and Dhiman (2014) found that male prospective teachers had higher teaching aptitude than their female counterparts. While Anjum and Fatima (2011), Mwashra (2012), Pany (2013), Jabeen (2017), Kumari and Khamari (2018), Singh and Kaur (2018), Bhat and Shanwal (2017), Nayak and Das (2018), Kalsi and Dhar (2019), Prajapati et al. (2019), Guru (2020), Rani (2021), and Sonowal and Kalhotra (2022) found no significant difference in teaching aptitude among prospective teachers.

(b) Locale

It was found that there was a significant difference in the level of teaching aptitude among rural and urban prospective teachers. Urban prospective secondary school teachers were found to have more favourable teaching aptitude as compared to the rural prospective secondary school teachers.

This finding was supported by the finding of Anjali (2015), wherein the difference in teaching aptitude with regard to locale was significant, and it was in favour of the urban teachers. Contrary to this finding, Ratheeswari and Akila (2022) observed that the rural teacher educators were at a higher level of teaching aptitude as compared to teacher educators from urban areas, and their difference in teaching aptitude was significant.

Other studies related to the present study, like Kanaparthi and Rani (2018), Nayak and Das (2018), Kalsi and Dhar (2019), and Sonowal and Kalhotra (2022), found no significant difference in teaching aptitude between rural and urban prospective teachers; Bhasin (1988) and Sono and Tyagi (2019) found no significant difference in teaching aptitude among urban and rural higher secondary school teachers; and Kalaivani and Pugalenth (2015) and Vidushy (2021) found no significant difference in teaching aptitude among secondary school teachers.

(c) Level of education

The present research revealed that there was a significant difference in the teaching aptitude of graduate and postgraduate prospective secondary school teachers in Mizoram. Postgraduate prospective secondary school teachers were found to have a higher level of teaching aptitude as compared to graduate prospective secondary

school teachers. This finding was supported by Kanaparthi and Rani (2018) who found a significant difference in the teaching aptitude of graduate and postgraduate prospective teachers, with postgraduate teachers having a higher level of teaching aptitude.

The present finding is contrary to the findings of Parvathi (2012), Elangovan (2015), Archana (2019) and Prabha and Vasanthpriyadharsan (2020) who found no significant differences in attitude towards teaching profession in terms of the level of education of prospective teachers.

(d) Academic stream

There was no significant difference in teaching aptitude among prospective secondary school teachers in Mizoram with regard to their academic stream. This finding is in the same line with the studies conducted by Sharma and Ahmed (2016), Bhat and Shanwal (2017), Devi and Sharma (2017), Kanaparthi and Rani (2018), Mili (2023) found no significant difference in teaching aptitude with regard to their academic streams among prospective teachers. On the other hand, humanities and science higher secondary school teachers were found to possess significantly differing teaching aptitudes by Bhasin (1988); and Ratheeswari and Akila (2022) and Bwaswal and Swain (2022) found significant differences in the teaching aptitude of science and arts teacher educators, with science stream teacher educators having higher levels of teaching aptitude.

Discussion on comparison of the attitude towards teaching profession of prospective secondary school teachers in Mizoram

(a) Gender

The study revealed that there was a significant difference between male and female prospective secondary school teachers in Mizoram in their attitude towards teaching profession. This finding is supported by Kaur (2008), Sahayarani and Stanly (2014), Sudakshina (2017), Hossain (2018.) Archana (2019) and Prabha and Vasanthpriyadharsan (2020). In contrast to these findings, Parvathi (2012), Parvez and Shakir (2013), Chakraborty and Modal (2014), Elangovan (2015), Rani (2016), Mangla (2020), Deepa and Vasudevan (2022), Kumar and Sharma (2022) and Adjei

and Kor (2024) found no significant differences in attitude towards teaching profession among male and female prospective teachers.

The present research further revealed that female prospective secondary school teachers exhibited a higher level of attitude towards teaching profession as compared to the male prospective secondary school teachers. A similar finding was found in the findings of Sahayarani and Stanly (2014), Pancholi and Bharwat (2015), Şener (2015), Parhi (2019), and Özcan (2020). On the other hand, Kaur (2008), Sudakshina (2017), Hossain (2018), Kumar and Rajendran (2018), and Archana (2019) found male prospective teachers to possess a higher level of attitude towards teaching profession as compared to female prospective teachers.

(b) Locale

The present research showed that there was no significant difference in the attitude of prospective secondary school teachers in Mizoram towards teaching profession with regard to their locale. Similar to this finding, studies conducted on attitude towards teaching profession in terms of locale by Chakraborty and Modal (2014), Sahayarani and Stanly (2014), Awan (2015) Rani (2016), Archana (2019), Deepa and Vasudevan (2022) and Adjei and Kor (2024) found no significant differences in attitude of rural and urban prospective teachers towards teaching profession. Similarly, Lalsangzuala (2021) found that the attitude of rural and urban prospective and serving elementary school teachers was not statistically significant.

In contradiction to the present finding, a significant difference with regard to locale was observed in the findings of Kaur (2008), Parvathi (2012), Pancholi and Bharwat (2015) and Hossain (2018) prospective teachers and Zadeng (2023) secondary school teachers.

Attitude is determined through an individual's exposure to various information of knowledge, events, and interaction with other individuals and the values assigned to their perceptions (Anderson, 1980).

(c) Level of education

The finding in relation to the attitude of prospective secondary school teachers in Mizoram towards teaching profession revealed that the difference in teaching

aptitude between postgraduate and graduate prospective secondary school teachers was not significant, and it was in favour of the postgraduate prospective secondary school teachers. This finding was supported by the findings of Lalsangzuala (2021) who found a significant difference in the attitude of prospective teachers and serving teachers towards teaching profession with regard to their level of education; Zadeng (2023) who found a significant difference in the attitude of secondary school teachers towards teaching profession in terms of their level of education, with postgraduate teachers having a higher level of attitude towards teaching profession; and Chakraborty and Modal (2014) who also found post graduate prospective secondary school teachers possessing a higher attitude towards teaching profession than graduate prospective teachers. However, Parvathi (2012) found no significant differences in attitude towards teaching profession in terms of level of education among prospective mathematics teachers. Similarly, Banerjee and Behera (2014) and Basak and Ghosh (2021) found secondary school teachers had insignificant differences in attitude towards teaching profession in relation to their educational qualifications. Likewise, no significant difference in attitude of prospective teachers towards teaching profession with regard to their level of education was found by Elangovan (2015), Archana (2019), and Prabha and Vasanthpriyadharsan (2020).

(d) Academic stream

It was concluded in the present study that the difference in attitude of prospective secondary school teachers towards teaching profession in terms of academic streams was not significant. The finding is in line with the findings of Chakraborty and Modal (2014), Elangovan (2015) and Pancholi and Bharwat (2015) who conducted a study among prospective teachers and found no significant difference among prospective teachers of different streams in their attitude towards teaching profession.

On the other hand, the finding was in contradiction with the findings of Sahayarani and Stanly (2014), Hossain (2018), and Adjei and Kor (2024), who found significant differences in attitude towards teaching profession in terms of academic streams among prospective teachers.

Discussion on comparison of the academic achievement of prospective secondary school teachers in Mizoram

(a) Gender

The present research found a significant difference in the academic achievement of male and female prospective teachers in Mizoram. Similarly, Singh (2017) and Singh (2015) found a significant difference in the academic achievement of prospective teachers with regard to gender. On the other hand, Arumugam and Prabakar (2014), Mathukrishnan (2018), Prasad (2018), Jeya and Ramakrishna (2019), Bahubali and Shailaja (2020), Nonglait and Laitthma (2020), Kumar et al. (2022), Rajeshwari and Selvan (2022), Anand and Singh (2023), Kaur (2008), Anjum and Fatima (2011), and Vaiyadurai and Anantharasu (2017) found no significant difference between male and female prospective teachers in their academic achievement.

The study also showed that female prospective teachers were of higher academic achievement as compared to male prospective teachers. This finding is in line with the findings of Sudakshina (2017), Kauts and Sharda (2014), Moshahid (2017), Chattopadhyay and Ghosh (2018), Singh (2021), Singh (2024), and Singh (2015). On the other hand, Kumar and Rajendra (2023) found male prospective teachers with higher academic achievement.

(b) Locale

The present research found that there was no significant difference in the academic achievement of prospective secondary school teachers in Mizoram in relation to their locale. This finding was supported by Arumugam and Prabakar (2014), Prasad (2017), Jeya and Ramakrishna (2019), Kaur (2008) in their study among prospective teachers and found no significant differences in academic achievement among rural and urban prospective teachers.

The finding is in contradiction to the findings of Kumar and Rajendra (2023) and Vaiyadurai and Anantharasu (2017) who found a significant difference in the academic achievement of rural and urban prospective teachers; Mathukrishnan (2018) and Vaiyadurai and Anantharasu (2017) who found that rural prospective teachers

possessed higher academic achievement; and Kumar and Rajendra (2023) who found urban prospective teachers with higher academic achievement as compared to rural prospective teachers.

(c) Level of education

The present research found a significant difference in academic achievement of prospective secondary school teachers of Mizoram with regard to their level of education, and postgraduate secondary school teachers performed better academically than graduate prospective secondary school teachers of Mizoram. This finding is similar to the finding of Singh (2015) who also found a significant difference in the academic achievement of prospective teachers, wherein postgraduate prospective teachers performed better than graduate prospective teachers.

The finding is opposite to the finding of Saikala (2012), who observed no significant differences in the academic achievement of prospective teachers with regard to level of education.

(d) Academic stream

The present research revealed a significant difference in the academic achievement of prospective secondary school teachers in Mizoram. This finding was supported by Moshahid (2017), Singh (2017) and Jeya and Ramakrishna (2019) who found a significant difference in the academic achievement of prospective teachers with regard to academic streams. Whereas, contrary to the finding, Arumugam and Prabakar (2014) and Bhadawkar and Padmanabhan (2015) found no significant difference in the academic achievement of prospective teachers with regard to academic streams.

The study also found no significant difference between humanities and social science prospective teachers in their academic achievement. This finding is supported by Kumar and Rajendran (2018).

The present research also revealed that the difference between social science and humanities prospective secondary school teachers was not significant. This finding is in line with the finding of Kumar and Rajendran (2018).

The present research on the difference between social science and science prospective secondary school teachers in academic achievement found a significant difference. Science prospective secondary school teachers were found with higher levels of academic achievement as compared to social science prospective secondary school teachers. This finding is supported by the findings of Moshahid (2017), Jeya and Ramakrishna (2019), and Bhadawkar (2017) and is contradictory to the finding of Vaiyadurai and Anantharasu (2017). Whereas Kumar and Rajendran (2018) and Singh (2015) found no significant difference between the two groups of prospective teachers.

Discussion on the relationship between teaching aptitude and attitude of prospective secondary school teachers in Mizoram towards teaching profession.

The present research revealed a low positive relationship between teaching aptitude and attitude towards teaching profession among prospective secondary school teachers in Mizoram.

The present finding is in line with the findings of Sudakshina (2017) who found a significant relationship between teaching aptitude and attitude towards teaching profession among prospective teachers. Similarly, a significant relationship between teaching aptitude and attitude towards teaching profession was found by Ramesh (2021) among primary school teachers and by Appadurai and Saraladevi (2007), Vidushy (2020), and Zadeng (2023) among secondary school teachers.

Discussion on the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram.

An investigation into the relationship between teaching aptitude and academic achievement of prospective secondary school teachers in Mizoram showed a low positive correlation between teaching aptitude and academic achievement in the present research. This finding is similar to the findings of Venkatesha and Rajeeva (2024) and Anjum and Fatima (2011), who also found a significant relationship between teaching aptitude and academic achievement. The present finding is also supported by Kahlon and Saini (1989), Mwashra (2012), Mwashra and Chincholikar (2014), and Chaudhary (2017), wherein their findings indicated that teaching aptitude impacted the academic achievement of prospective teachers and predict their academic achievement. In the same line, Singh and Kaur (2018) and Guru (2020) found a

significant difference in teaching aptitude with regard to the academic achievement of prospective teachers.

Contrary to the present research finding, Rana and Singh (2015) found no significant difference in the teaching aptitude of prospective teachers in relation to their academic achievement.

Discussion on the relationship between attitude towards the teaching profession and academic achievement of prospective secondary school teachers in Mizoram.

The finding with regard to the relationship between attitude towards teaching profession and academic achievement among prospective secondary school teachers in Mizoram showed no relationship between the two variables. This finding is supported by the findings of Budhisagar et al. (1991), Sudakshina (2017), and Ragae et al. (2022), who also found no significant relationship between attitude towards teaching profession and academic achievement among prospective secondary school teachers.

The present finding is in contradiction to the finding of Karim et al. (2017) who found a significant relationship between attitude towards teaching and academic achievement among prospective teachers.

EDUCATIONAL IMPLICATIONS

A research endeavour should not only end with reliable results and findings but also possess practical application across the field of education and add to new theories. The educational implications of the study may be divided into practical and theoretical implications as follows:

Practical Implications

The practical educational implications of the findings of the present research are presented below:

- 1) There were a few prospective teachers with low and extremely low teaching aptitude in the study. The majority of the prospective secondary school teachers had average and above-average teaching aptitude. These has the implication that there is an effective screening procedure in the four teacher education institutions. Yet, extra care should be taken in screening the candidates to ensure only those

who have the aptitude for teaching find entry into the secondary teacher education institutions.

- 2) The finding relating to the attitude of prospective secondary school teachers indicated that there were few prospective teachers with a negative attitude towards teaching profession and an extremely negative attitude towards teaching profession, while the majority of them possessed an average and above-average attitude towards teaching profession. Since effective and efficient teachers are strongly associated with their attitude towards teaching profession, improving the attitude towards teaching profession is required among aspirant teachers. It is therefore imperative that the curriculum of the secondary teacher education in the state nurture the attitude of prospective secondary school teachers.
- 3) The study indicated that the academic achievement of prospective secondary school teachers in Mizoram is high. Yet, there were few prospective secondary school teachers with low teaching aptitude and attitude towards teaching profession. That means that teacher education that is based on the philosophy of 'teachers are made, not born' is not realised through the curriculum. Thus, high academic achievement among the prospective secondary school teachers has the implication that the curriculum for secondary teacher education needs to nurture teaching aptitude and attitude towards teaching profession to produce effective and efficient teachers.
- 4) It was found in the study that locality of the prospective secondary school teachers has an impact on their teaching aptitude. Urban prospective secondary school teachers were found with higher levels of teaching aptitude. These has the implication that the quality of education received by the prospective secondary teachers from urban areas is better as compared to rural areas, as aptitude necessarily is built on knowledge and natural ability.
- 5) Among the prospective secondary school teachers, the study found differing academic achievement when they were compared based on their academic streams. Science prospective teachers were found with the highest academic achievement, followed by humanities and social science prospective teachers. These has the implication that the close relationship between education and the academic stream

is not the determining factor for the academic performance of the prospective secondary school teachers. Rather, the present finding showed that the level of difficulty among the academic stream is the determining factor for academic achievement.

Theoretical implications

The theological educational implications of the findings of the present research are presented below:

- 1) In the present research, female prospective secondary school teachers in Mizoram were found to possess a higher level of teaching aptitude, academic achievement, and attitude towards teaching profession as compared to their male counterparts. This has the implication that teaching is indeed a feminine profession, as teaching aptitude, attitude towards teaching profession, and the resultant academic achievement are strongly related to teacher efficiency and effectiveness. The study indicated that there exists a strong relationship between teaching as a profession and the feminine role of female teachers (Kundu & Basu, 2022; Ullah, 2016).
- 2) In the study, postgraduate prospective secondary school teachers were found to have a higher teaching aptitude, attitude towards teaching profession, and academic achievement. This has the implication that the level of education received by the prospective secondary school teachers has an impact on the quality of prospective secondary school teachers.
- 3) There was a positive relationship between teaching aptitude and academic achievement, while there is no relationship between attitude towards teaching profession and academic achievement. This has the implication that the innate abilities of the prospective secondary school teachers impacted their academic achievement, while the mindset (attitude) of the prospective secondary school teachers towards teaching profession does not affect their academic achievement.

RECOMMENDATIONS IN THE LIGHT OF FINDINGS

The following recommendations are proposed considering the findings of the present research -

- 1) To ensure that only those who are interested in teaching enter the secondary teacher education institutions in Mizoram, it is recommended that a 'Common Entrance Examination,' which necessarily tests their teaching aptitude and attitude towards teaching supported by a personal interview, be jointly conducted by the secondary teacher education institutions while selecting eligible candidates.
- 2) It is recommended that the teacher education institutions organize forums for promoting teaching as a profession through their curriculum (classroom teaching and internships), seminars, workshops, and symposiums.
- 3) It is evident from the findings of the present research that academic achievement of prospective secondary school education in Mizoram is high. The learning outcome of prospective teachers can be further improved through teacher educators' active participation in creating learning environments that promote the growth of prospective secondary school teachers in teaching, establishing standards for prospective teachers' academic performance that promote excellence, regularly refining their academic work and activities, and giving them opportunities for engaging themselves with the latest technology in education and materials in the field of education.
- 4) It is recommended that proper recruitment procedures for teachers be laid out by the appellant authorities of all the different school management systems wherein candidates for teachers are screened for their teaching aptitude and attitude towards teaching profession.
- 5) It is recommended that steps be taken to improve the prospect of teaching for male teachers through systematic initiatives taken as a form of encouragement to improve their aptitude and attitudes in teaching and towards teaching profession.
- 6) It is recommended that the education system at secondary and undergraduate levels be improved such that all the students are exposed to activities that enable them to develop a deep understanding of their subject areas, communication skills, - intrapersonal skills, and interpersonal skills.
- 7) It is recommended that the teacher education institutions have a good evaluation system in place that is backed up by remedial teaching and a mentoring system such

that the gap in academic achievement, attitude, and aptitude towards teaching of prospective teachers is remedied.

- 8) It is recommended that the learning needs of the prospective secondary school teachers are properly assessed at the beginning of the teacher education programme. Proper initiatives may be taken by each teacher education institution to address the learning needs of the prospective secondary school teacher to ensure equal opportunity to succeed academically while nurturing their teaching aptitude and attitude towards teaching profession.
- 9) It is recommended that the teacher education programme include activities and curriculum that respond to promoting teaching aptitude and evaluation of teaching aptitude of prospective teachers from time to time.
- 10) It is suggested that the curriculum of the teacher education programmes be redesigned to promote the attitude of prospective secondary school teachers and the evaluation of the attitude of prospective secondary school teachers be included in the evaluation system.

GENERAL RECOMMENDATIONS

The following recommendations are proposed for improving teaching aptitude, academic achievement, and attitude towards teaching profession for teachers and prospective teachers –

- 1) There is a great variation in the salary of school teachers working under different management—private, aided, and public schools within the state. The state government does not have regulations on matters regarding the remuneration received by private school teachers. Private school teachers and lump-sum-aided school teachers are known to receive lower remuneration compared to government school, deficit school, and adhoc-aided school teachers. The monetary benefits generated by the profession can have an impact on the attitude of prospective teachers. Therefore, it is recommended that the state government take an initiative in making regulations regarding the remuneration received by teachers working in schools under different management systems.

- 2) The quality of teachers is the predictor of the quality of education, which has a great influence on the economy of the nation. Yet, teaching is not opted for by individuals with high achievement. Therefore, it is recommended that initiatives that make the teaching profession attractive for high-achieving individuals be taken by the government. These initiatives may include offering competitive salaries (compared with salaries of professionals from other fields), opportunities for progression within the profession, opportunities for professional development, ideal working conditions, and promoting the status of the teaching profession from the curriculum of schools to the tertiary level of education (through career guidance).
- 3) The use of information communication technology (ICT) in the field of education had gained momentum in recent years, and its impact on all levels of education is immense. It is therefore recommended that all the secondary teacher education institutions within the state be properly equipped with the latest ICT in the field of education. The teacher educators should have an edge in technological knowledge and be able to impart technological pedagogical content knowledge to the prospective teachers to enable them to cater to the needs of the ever-changing education scenario.
- 4) The professional skills that make teaching a profession include pedagogical knowledge, teaching skills, syntactic knowledge, and professional development. It is recommended that due emphasis be given to the development of pedagogical knowledge and teaching skills, especially those that promote the 21st-century teaching skills in the teacher education programme. Inclusion of a forum for sharing experiences among the prospective teachers and experienced teachers during the school internship and exposure of prospective teachers to all aspects of school education that include – classroom teaching, preparation of timetables, mentoring students, students' counseling, parent-teacher meetings, co-curricular activities, assessment of students, maintaining records, administrative responsibilities of teachers, and preparation of progress report cards during internship period is also recommended.
- 5) The social status enjoyed by the school teachers in Mizoram compared to other professions like engineering, administration, law, paramedical, and medicine can

be considered to be lower. It is recommended that the School Education Department and other allied government departments work towards improving the professional reputation of the teachers to elevate the social standing of teachers by making it more appealing. Initiatives that promote teaching as a profession, not as a job, can be initiated from elementary school to tertiary education level under the state government.

- 6) There are inborn teachers, but the quality of the teaching can always be improved through education. There are some teachers who have an interest in teaching, but are not inborn teachers, and they can become good teachers through quality teacher education. The quality of the teacher education programme received by prospective teachers can have a great impact on their aptitude as well as attitude towards the profession (Awan, 2015). Therefore, it is recommended that the curriculum of secondary teacher education consist of content that can improve their attitude towards teaching profession and develop an immense interest and zeal for teaching in secondary schools.

SUGGESTION FOR FURTHER STUDIES

The following suggestions are offered in view of the literature reviewed and findings of the present study.

- 1) The study on teaching aptitude and academic achievement focuses on prospective secondary school teachers only; therefore, teaching aptitude among prospective primary school teachers along with their academic achievement may be explored.
- 2) Most of the studies reviewed were confined to school education teachers. No studies of the same nature had been conducted for teachers of higher education institutions like general undergraduate institutions, technical colleges/institutions, and medical/paramedical institutions in Mizoram. A study of the same nature among teachers of higher education institutions in Mizoram that can throw light on the quality of teachers and education at higher education institutions may be taken up.
- 3) A comparison of teaching aptitude and attitude towards teaching profession between different states in India may also be conducted.

- 4) A correlational study of teaching aptitude and attitude towards teaching profession with other variables like teacher readiness, job satisfaction, teacher effectiveness, teaching competency, teacher efficacy, and teacher adjustment may be taken up for all teachers from different levels of education in Mizoram.
- 5) A critical analysis of the factors that impact teaching aptitude, attitude towards teaching profession, and academic achievement among prospective teachers in Mizoram may be studied.
- 6) Teaching aptitude and attitude towards teaching profession among research scholars who have a high chance of entering the teaching profession may be conducted.
- 7) Curriculum evaluation of teacher education offered for prospective elementary and secondary school teachers may be taken up.
- 8) The impact of teaching aptitude and attitude towards teaching profession on the academic achievement of students at different levels of education may be explored.
- 9) Developmental studies on teaching aptitude and attitude towards teaching profession among prospective teachers in the teacher education institution may also be taken up.
- 10) Experimental studies that are directed towards effective teaching strategies for developing positive attitude towards teaching profession and teaching aptitude among prospective secondary school teachers may be conducted.

CONCLUSION

The present research showed that the level of teaching aptitude and attitude towards teaching profession among the prospective secondary school teachers in Mizoram was average, while their academic performance was high. The study also revealed that there was a significant difference in teaching aptitude in favour of female prospective secondary school teachers, urban prospective secondary school teachers and postgraduate prospective secondary school teachers in Mizoram. The study also indicated a significant difference in attitude towards teaching profession in favour of female prospective secondary school teachers and postgraduate prospective secondary

school teachers in Mizoram. It was also established in the study that academic achievement among the prospective secondary school teachers in Mizoram was influenced by gender, level of education, and academic stream. From the study it can be inferred that there is a need for designing teacher education programmes that can promote teaching aptitude and attitude towards teaching profession among male and graduate prospective secondary school teachers.

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