

Home – Environment and Teaching Aptitude among Male and Female College Students

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Received: March 06, 2018

Accepted: April 09, 2018

ABSTRACT

In the age of materialization and modernization youth are facing more Adjustment Problems as compared to their earlier generations because of Home-Environment and Parental Behavior. Due to this behavior Teaching Aptitude can be develop among students. The main purpose of this Research is to study Home –Environment and Teaching aptitude among Male & Female College Students of Single Parents and Dual Parents. The total sample consisted 100 College Students as a variation belonging to 25 Single Parents Male, 25 Dual Parents Male, 25 Single Parents Female, 25 Dual Parents Female. The College Students assessed with Home Environment Questionnaire, which was developed by Karuna Shankar Misra in 1971. The second research tool is Teaching Aptitude Test, which was developed by Jai Prakash and R.P. Srivastava in 1973. The data were analyzed by using non parametric statistic, qui-square technique and Pearson Product Moment Method of Correlation between Home-Environment and Teaching Aptitude. The result of qui-square revealed that there was significant difference in Home –Environment and Teaching Aptitude among Male & Female College Students. While the correlation between Home-Environment & Teaching Aptitude reveals 0.48 low positive correlations.

For the College students, this period is a dramatic challenge; one requiring adjustment to the various social groups, home occupies the first and most important place for the development of the individual. Home is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare. Studies show that high parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal 2005). Parental involvement is much more likely to promote adolescent school success when it occurs in the context of an authoritative home environment (Steinberg et al. 1992). Parental acceptance and encouragement are positively related with academic school success and competence (Lakshmi and Arora 2006). Attachment theory leads to the suggestion that the supportive function of attachment relations may be most salient during early adolescent transitions. Attachment to parents was significantly and positively correlated with measures of self-perceived competence and significantly but negatively related to adolescent feelings of depression and anxiety (Papini and Roggman 1992). M. Sarada Devi and Kavita Kiran (2002) found that there was close association between family factors and scholastic backwardness. Large family size, low educational status of parents, low parental involvement and low parental encouragement were found to be the major family factors associated with scholastic backwardness. Kaur and Kalaramna (2004) studied the interrelationships existing between home environment, social intelligence and socio-economic status (SES) across various age levels and two sexes. Results revealed that socio-economic status has got effect on social intelligence.

Components such as protectiveness, conformity, reward, and nurturance with self-concept. Albers et al. (2004) in 15 years follow- up study examined the social climate and family environment and found that disturbed family functioning predicted poor quality of later intimate relationships, but did not predict other dimensions of adult social functioning. Shek (1997) has found that family factors play an important role in influencing the psychosocial adjustment, particularly the positive mental health, of Chinese adolescents. Mohanraj and Latha (2005) observed that family environment appeared to influence home adjustment as well as academic achievement.

Aptitude

An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental. Aptitude is developed knowledge, understanding, learned or acquired abilities (skills) or attitude. The innate nature of aptitude is in contrast to achievement, which represents knowledge or ability that is gained through learning.

What is the definition of aptitude?

Aptitude means Capability; ability; innate or acquired capacity for something; talent., Readiness or quickness in learning & intelligence.

What do you mean by teaching aptitude?

An occupation-oriented test for evaluating intelligence, achievement and interest.

Teaching Aptitude

The teacher as such is expected to function not only as a purveyor of knowledge but also as a 'molder' of child's total personality. In our country and culture, a teacher is held in great honor and respect. He is considered as a fountain of all knowledge and source of great ideas. He is the torch-bearer to the society. Students look up to him with faith and hope and they seek his counsel in matter of temporal and transcendental. Hence the teacher should have keen sense of values, positive attitude and good aptitude for teaching, so that he can guide the whole generation. How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes and beliefs. Several studies have proved that attitude of teacher influences the behavior of the student. The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Hence teachers are expected to possess positive attitude towards teaching profession. Similarly teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The teachers to fulfill these responsibilities and obligations should have good teaching aptitude. The need of the hour is to have competent, committed and professionally well qualified teachers who can meet the demands of the society. In this context the researcher felt the need to study the relationship between Home Environment and Teaching aptitude among Male and Female College Students, as today's teacher trainees are our tomorrow's teachers. This study will stimulate the academic bodies.

Review of Related Literature

Home - Environment also showed positive impact on social intelligence. Daulta (2008) studied the impact of home environment on the scholastic achievement of children and found that good quality of home environment had significant positive correlation with 'high' level of scholastic achievement in boys than among girls. It was found that as the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys. Children from favorable environment homes are found to be warmhearted, outgoing and socially more intelligent than children from unfavorable homes (Rani 1998). Kaur et al. (2009) have observed significantly positive relationship of home environment.

Several studies have proved that attitude of teacher influences the behavior of the student. The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society

Significance of Home -Environment and Teaching Aptitude

Home is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare.

The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Hence teachers are expected to possess positive attitude towards teaching profession. Similarly teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The teachers to fulfill these responsibilities and obligations should have good teaching aptitude. The need of the hour is to have competent, committed and professionally well qualified teachers who can meet the demands of the society. In this context

the researcher felt the need to study the relationship between Home Environment and Teaching aptitude among Male and Female College Students, as today's teacher trainees are our tomorrow's teachers. This study will stimulate the academic bodies.

Important terms of this Research

Home - Environment

Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits.

Teaching Aptitude

An occupation -oriented test for evaluating intelligence and achievement.

Objectives

The main objectives of this study were as under:

1. To measure the Home-Environment among Male & Female College Students.
2. To measure the Teaching Aptitude among Male & Female College Students.
3. To check the correlation between Home-Environment & Teaching Aptitude.

Null-Hypothesis

To related objectives of this study, null hypothesis were as under:

1. There is no significant difference in Home-Environment among Male & Female College Students.
2. There is no significant difference in Teaching Aptitude among Male & Female College Students.
3. There is no correlation between Home-Environment & Teaching Aptitude.

METHOD

Participants

The total sample consisted 100 College Students as a variation belonging to 25 Single Parents Male, 25 Dual Parents Male, 25 Single Parents Female, 25 Dual Parents Female.

Tools

Home-Environment Inventory

The Home Environment Inventory (1989) constructed by Mishra Karuna Shankar contains 100 items related to following ten dimensions of home-environment: a) control, b) protectiveness, c) punishment, d) conformity, e) socialisation, f) reward, g) deprivation of privileges, h) nurturance, i) rejection, j) permissiveness. Test constructor makes it clear that the scale scores should be treated independently and no effort should be made to get a composite score. Each item is to be answered with the help of 5 point scale ranging from 4 to 0. Split half reliability coefficients for ten components of Home Environment Inventory range from 0.73 to 0.95. Home environment Inventory has been found to possess content validity as measured with the help of views expressed by judges.

Teaching Aptitude Test (TAT)

Teaching Aptitude can be defined as a condition or set of characteristics possessed by an individual indicative of ability to grasp not only the subject matter but also the aims and processes of education. It predicts how a person's ability to explain difficult points and clarify obscurities. The present test is meant for measuring the aptitude towards teaching profession developed by Jai Prakash and R.P. Srivastava. The scale has 10 sub-tests and a total of 150 items. Each sub-test contains 15 items. There is no time limit for the test but generally the examinee completes it within 30 minutes. The test has the following areas belonging to each of the ten sub-tests are Cooperative Attitude- Kindliness- Patience- Wide interest- Fairness- Moral Character- Discipline- Optimism- Scholarly Taste- Enthusiasm- .

The reliability of the test was calculated by split-half method using Guttman and Spearman-Brown Prophecy formula which yielded the coefficient of correlations as 0.891 and 0.91, respectively, on a sample of 100 cases.

The validity of the test was secured by computing a coefficient of correlation between scores on the test and the assessment marks obtained in the final examinations. The coefficient of correlation between the total marks of theory, practice teaching and craft, and the test score on 200 pupil teachers, was 0.5. The obtained validity coefficient is quite satisfactory.

Scoring the Test

The T. A. T. is set up to permit the hand scoring of separate answer-sheet. Separate transparent keys are available for scoring each page of the answer-sheet and for right as well as wrong answers. In all, there are four keys: (i) Right Answer on page 1, (ii) Right Answer on page 2, (iii)

Wrong Answer on page 1, (iv) Wrong Answer on page 2, of the answer sheet. Each of the 150 statements of the test has five alternative responses- HA, A, I, D and HD. For scoring these statements, the following general guidelines apply: (a) examine the answer-sheet to see that one response has been marked for each item and that it is clearly marked; (b) reject any answer-sheets that show obvious response patterns such as all of the answers in one column, etc.; and (c) check to see that all of the items have been answered. As may be noted, the test has two sets of scoring keys: One, for the Right (R) and the other, for Wrong (W) Score. Accordingly, the weights of +3, +2 and +1 are given to the right responses of HA, A and I or HD, D and I, respectively, whichever is correct as is visible through the blank circles of the Right Keys. Similarly, the weights of -3, -2 and -1 are assigned to the wrong answers of HA, A and I or HD, D and I, whichever is visible through the blank circles of Wrong Keys. Thus, the scoring keys give two sets of scores separately, i.e., Right and Wrong Scores. The correct score is obtained by subtracting the Wrong Scores from the Right Scores (R-W) and this remainder is an individual's raw scores.

Procedure

In the initial stage, the participants were contacted in their respective classes and their willingness to participate in the study obtained. The subjects were first administered Home-Environment Inventory and after teaching aptitude questionnaire was administered. All the subjects were assured that their responses would be kept confidential and would not affect their performances in the College.

Research Design

The aim of present research this Research is to study Home -Environment and Teaching aptitude among Male & Female College Students of Single Parents and Dual Parents. Here Home-Environment test and Teaching Aptitude test was used in this research. Here chi-square method was used.

Result and Discussion

The aim of present Research is to study Home -Environment and Teaching aptitude among Male & Female College Students of Single Parents and Dual Parents. The total sample consisted 100 College Students as a variation belonging to 25 Single Parents Male, 25 Dual Parents Male, 25 Single Parents Female, 25 Dual Parents Female. The 'Chi-square' Method was applied for the Purpose of Statistical Interpretation. While to check Correlation, Karl-Pearson Correlation Method was used. The obtained Results and Discussions are given below:

Result Table-1

Showing Mean & Chi-Square value of Home-environment

Sr.No.	Variables	Male	Female	χ^2	Sig.
1.	Single Parents	50	65	17.18	0.01
2.	Dual Parents	75	80		

* P < 0.05

** P < 0.01

It can be observed from the table-1 that mean scores of Home-Environment among Male & Female College Students of Single Parents are 50 and 65 & male and female College Students of Dual Parents are 75 and 80 respectively. The Value of chi-square is 17.18 which are significant at 0.01 levels. The hypothesis is not accepted. It means that the College students of Single and Dual parents are found significantly different in Home-environment. It can be further observed that the students of Dual Parents have obtained higher mean scores on Home-environment in comparison to their counterparts.

Result Table-2

Showing Mean & Chi-Square value of Teaching-Aptitude

Sr.No.	Variables	Male	Female	χ^2	Sig.
1.	Single Parents	290.18	296.20	23.09	0.01
2.	Dual Parents	348.20	347.12		

* P < 0.05

** P < 0.01

It can be observed from the table-2 that mean scores of teaching aptitude among Male & Female College Students of Single Parents are 290.18 and 296.20 & male and female College Students of Dual Parents are 348.20 and 347.12 respectively. The Value of chi-square is 23.09 which are significant at 0.01 levels. The hypothesis is not accepted. It means that the College students of Single and Dual parents are found

significantly different in teaching aptitude. It can be further observed that the students of Dual Parents have obtained higher mean scores on teaching aptitude in comparison to their counterparts.

Result Table-3

Showing the Correlation between Home-Environment and Teaching Aptitude

Sr. No.	Variables	M	Correlation
1	Home-Environment	67.050	0.48
2	Teaching-Aptitude	320.42	

According to Table-3 the result obtained that Positive correlation between Home-Environment and Teaching aptitude. Both are a very important factor in Student life. In the age of materialization and modernization youth are facing more Adjustment Problems as compared to their earlier generations because of Home-Environment and Parental Behavior. Due to this behavior Teaching Aptitude can be develop among students. An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare.

Conclusion

In present Study the main purpose of this Research is to study Home -Environment and Teaching aptitude among Male & Female College Students of Single Parents and Dual Parents. There was a significant difference in Home-environment & Teaching Aptitude. The result shows that Male & Female College Students of Single and dual Parents are also differ in Home-Environment & Teaching aptitude.

Limitations

There are taken some of the personal variable which can cause other factors are still remained to Sample for this study is only 100, which is not enough for generalization. Samples were selected only from various districts from Gujarat therefore results were limited for the Students. Here only questionnaire method was used to get data which shows result limitations. In the present study only male and female Students of single & dual Parents of different colleges has been focus were as it can generalization only limited factor. The study has been assessed only two variables measure.

Recommendations

Home- Environment & Teaching Aptitude are broad subject it should be also measure on teacher and many more. Here questionnaire method was used only but other method can also observational method interview method, experimental etc. used. Present study has taken only 100 data research can be more data. Here data selected only from some of the area of Gujarat-India but it also can take from huge masses from many city or state. The study has been measured only by using Chi-Square test & correlations were as another method can be also used. Home-Environment & Teaching aptitude can be also measured with other variable like Social Support, Teacher aptitude etc.

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