



Full Length Research Article

**EXPLORING THE RELATIVE RELEVANCE OF HOME ENVIRONMENT AND TEACHING
APTITUDE OF B.Ed TRAINEE TEACHERS**

J. Pachaivaziamman^{1*} and S. Krishnamurthy²

¹Doctoral Student in the Department of Education, Annamalai University, Annamalainagar,
Tamil Nadu, India

²Professor, Department of Education, Annamalai University, Annamalainagar, Tamil Nadu, India

ARTICLE INFO

Article History:

Received 2nd March, 2011
Received in revised form
8th May, 2011
Accepted 21st June, 2011
Published online 22nd July, 2011

Key words:

Home environment,
Teaching aptitude,
Trainee teachers.

ABSTRACT

The present study is concerned in exploring the relative relevance of Home environment and Teaching aptitude of B.Ed trainee teachers of Union Territory of Pondicherry. The sample consisted of 805 B.Ed trainee teachers and the investigator adopted the survey method. The finding reveals that there is significant difference between male and female, married and unmarried trainee teachers in their nature of Home environment. It is concluded that the B.Ed trainee teachers hail from a favourable home environment and there exists a positive and significant relationship between nature of home environment and teaching aptitude of B.Ed trainee teachers for the entire sample and in different sub samples.

© Copy Right, IJDR, 2011, Academic Journals. All rights reserved.

INTRODUCTION

Home is a social unit and is an important determinant for shaping one's mental capacities along with their physical and social structure. Home provides most of the early environmental influence upon the personality which remains throughout the life. It is the greatest socializing agency. Its key position rests on its multiple functions in relation to overall development of its members, their protection and overall a miniaturized frame of reference for future. It is the psychological climate of the family in the form of interpersonal relations attitudes and aptitudes, which influence one's reactions to life to changing circumstances throughout life. The home environment is influenced by a number of factors like the nature of home constellation, number of family members, marital relationship, parental employment and income, sibling relationship and socio-economic and religious background of the family. The home environment possesses a certain consistency by which there is an impact of the same basic values, individuals, material objects etc on the family members. Parental influence may not be felt in a specific situation, but the aptitude, attitudes, interest and ideas expressed day after day inevitably leave their mark. Dubow, Tisak, Lausey, Hsyshko and Reid (1999) found that parental

emotional and practical support predicts positive outcomes like high social cognition, better self-esteem and intellectual competence. Home environment is a vast term. It includes various components which individually and collectively affects an individual. If home environment is favourable, it could make on average person into a distinct personality, but on the other hand poor home environment could destroy all the chances for success of a brilliant person. With reference to the above mentioned details, the present study proposes:

1. To access/ study the nature of Home environment of B.Ed trainee teachers of Union Territory of Pondicherry.
2. To find out the gender differences in the nature of home environment of B.Ed trainee teachers.
3. To find out marital differences in the nature of home environment of B.Ed trainee teachers
4. To find out the educational differences in the nature of home environment of B. Ed trainee teachers.
5. To find out the nature of relationship existing between Home environment and Teaching aptitude.

Hypotheses

1. The B.Ed trainee teachers hail from a favourable home environment.

2. There is no significant difference between male and female B.Ed trainee teachers with respect to their nature of home environment.
3. There is no significant difference between married and unmarried B.Ed trainee teachers with respect to their nature of home environment.
4. There is no significant difference between UG and PG B.Ed trainee teachers with respect to their nature of home environment.
5. There is no correlation between nature of home environment and teaching aptitude of B.Ed trainee teachers for the entire sample and in different sub samples.

METHODOLOGY

Normative survey method was used for the present study. The B.Ed trainee teachers of Pondicherry, from 14 Colleges of Education were randomly selected and the total sample was 805. The trainee teachers were asked to read the statements and put a tick mark against the option, which is most suited to them. The tool was collected after its completion and the obtained data were subjected to descriptive and differential analysis.

Table 1.

Sample	Number	Mean	Standard deviation
Entire sample	805	23.52	4.67
Gender			
a. Male	167	22.79	4.19
b. Female	638	23.77	4.78
Educational Qualification	606	23.52	4.70
a. UG	199	23.51	4.62
b. PG			
Marital Status			
a. Married	151	24.25	4.52
b. Unmarried	654	23.35	4.70

Table 2.

Sl. No	Sub Samples	Mean	S.D	'r'	0.05 Confidence level
1.	Male	22.79	4.19	2.27	Significant
	Female	23.71	4.78		
2.	UG	23.52	4.70	0.02	Not significant
	PG	23.51	4.62		
3.	Married	24.25	4.52	2.12	Significant
	Unmarried	23.35	4.70		

Table 3. Coefficient of Correlation between Teaching aptitude and Home environment in different Sub samples

Sl. No	Variables	N	R	Table value	Inference	
1	Entire sample	805	0.377	0.062	S	
	Gender	Male	167	0.299	0.139	S
		Female	638	0.390	0.062	S
2	Educational Qualification	UG	606	0.395	0.062	S
		PG	199	0.338	0.139	S
3	Marital Status	Married	151	0.472	0.139	S
		Single	654	0.358	0.062	S

S= Significant ; NS= Not significant

The tool used for data collection is Home environment scale by Murugeswari and Teaching Aptitude Test Battery by Ashok Kumar Dixit. In order to find out the nature of Home

environment of B. Ed trainee teachers, the mean and standard deviation of the entire sample and its sub samples have been calculated and presented in the Table 1. The mean and standard deviation of the entire sample is found to be 23.52 and 4.67. Since, the calculated mean value (23.52) is above 16, the null hypothesis (1) is rejected and it is concluded that B.Ed trainee teachers hail from favorable Home environment. Among the gender of the B. Ed trainee teachers, female trainee teachers (M=23.77) have more favorable home environment than the male trainee teachers (M=22.79). UG trainee teachers (M=23.52) hail from favorable Home environment than the PG trainee teacher (M=23.51). Married B .Ed trainee teachers' (M=24.25) have proved to hail from more favorable Home environment than the un-married B. Ed trainee teachers (M=23.35). The details of the calculation are given in Table-2. The t-value is found to be 2.27 and it is significant at 0.05 level. Therefore the null hypothesis (2) is rejected and it is concluded that there is significant difference between the two groups. Thus the gender of the B.Ed Trainee teachers caused significant difference in their nature of Home environment. The t-value is found to be 0.02 for UG and PG and it is non-significant at 0.05 level. Therefore the null hypothesis (3) is accepted and it is concluded that the educational qualification of B.Ed Trainee teachers caused no significant difference in their nature of Home environment. The t-value is found to be 2.12 for married and unmarried B.Ed trainee teachers and it is significant at 0.05 levels. Therefore the null hypothesis (4) is rejected and it is concluded that there is significant difference between the two groups. Thus the marital status of the B. Ed trainee teachers caused significant difference in their nature of Home environment. In the present study, Home Environment is the independent variable selected to find out its influence on teaching aptitude of the B.Ed trainee teachers. An examination of the Table- 3 gives the 'r' value, reveals that the obtained 'r' value 0.377 is higher than the table value 0,062 to be significant at 0.05 levels. The values of Correlation Coefficient 'r' between Teaching Aptitude and Home environment for different sub samples have been computed. The calculated 'r' values are compared with the table values for the corresponding degrees of freedom at 0.05 level and it is found to be significant. It is therefore, inferred that the relationship between Teaching aptitude and nature of their home environment for the entire sample and in all the different sub samples is positive and significant. Therefore the null hypothesis (5) is rejected.

CONCLUSION

The study based on the nature of Home environment of B.Ed trainee teachers of Union Territory of Pondicherry indicates that they hail from a favourable home environment. Females with UG qualification and married trainee teachers witnessed to hail from more favourable home environment than their counterparts. The correlation for the entire sample between Teaching aptitude (Dependent variable) and Home environment (Independent variable) is positive and significant. The same trend is witnessed almost in all the cases of sub samples too.

REFERENCE

- Choudhary, H and Kang, T.K. 2010. Family environment: Perception of urban Adolescents (16 to 18 years) Indian Psychological Review. Vol.74, No.1, March 2010, Pg 13 to 16.

Dubow,E.F., Tisak, Lausey,D., Hsyshko and Reid, G, 1999. A two year longitudinal study of stressful life events, social support and social problem solving skills: contributions to children's behavioral and academic adjustment. *Child Development*, 62: 583 to 599.

Edwards, 1992. Early home environment and others intellectual ability affects cognitive attainment of adolescent children. *An introduction to sociology*, Britain: Macdonald and Evans limited.

Getzels and Jackson, 1962. Paternal involvement and academic achievement and co curricular activities. *The sociology of Education*. London. B.T. Bats Ford Limited.

Hartley,E.L and R.E Hartley, (1958). *Fundamentals of Social Psychology*. New York: Alfred Knopl.
