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IMPACT OF TEACHING SKILLS ON TEACHING APTITUDE AMONG PROSPECTIVE TEACHERS

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ABSTRACT :

The present study examined the impact of teaching skills on teaching aptitude among prospective teachers. A sample of 309 prospective teachers was selected from colleges of education. The normative survey method was adopted, and data were collected using standardized tools. Statistical techniques such as mean, standard deviation, t-test, ANOVA and correlation were used for analysis. The findings revealed a positive and significant relationship between teaching skills and teaching aptitude. It was concluded that improvement in teaching skills enhances teaching aptitude among prospective teachers. The study highlights the importance of skill-based training in teacher education institutions.

Key words: Teaching skills, Teaching aptitude and Prospective Teachers

INTRODUCTION

Education plays a vital role in the progress of society, and teachers are the key contributors to the success of the educational system. The quality of teaching largely depends on the teaching skills and aptitude of teachers. Teaching skills refer to the abilities required to plan, present, manage, and evaluate the teaching-learning process effectively. Teaching aptitude denotes an individual's interest, attitude, and readiness towards the teaching profession.

Future educator need to develop strong teaching skills along with a positive teaching aptitude to perform successfully in classrooms. Effective teaching skills help them communicate clearly, motivate learners, solve classroom problems, and create a productive learning environment. At the same time, teaching aptitude ensures commitment, enthusiasm, and professional competence in teaching.

In teacher education programmes, developing both teaching skills and teaching aptitude is essential for preparing competent teachers. If prospective teachers possess higher teaching skills, it may positively influence their teaching aptitude and overall professional growth. Therefore, it is important to study the relationship between these two variables. The present study focuses on examining the impact of teaching skills on teaching aptitude among prospective teachers. The findings of the study may help teacher education institutions strengthen training programmes and enhance the quality of future teachers.

REVIEW OF LITERATURE

Gulnaz Tleuzhanova et al. (2025) examined the relationship between teaching skills and professional competencies among prospective teachers and found a significant positive association between the two. The study indicates that prospective teachers with stronger teaching skills tend to demonstrate higher levels of professional competence. This implies that developing teaching skills plays a crucial role in enhancing overall teaching effectiveness and preparedness for the profession.

Mahendra Singh Belwanshi et al. (2023) examined the relationship between teaching aptitude and classroom transaction effectiveness among prospective teachers. The study found a positive relationship, indicating that higher teaching aptitude leads to better classroom management and teaching performance. It highlights teaching aptitude as a key factor in improving overall instructional effectiveness.

SIGNIFICANCE OF THE STUDY

This study is significant as it explores how teaching skills influence the teaching aptitude of prospective teachers, highlighting the essential competencies required for effective teaching. By examining the relationship between pedagogical abilities and teaching potential, the research provides insights into improving teacher training programs. It emphasizes the need for skill development in areas such as lesson planning, classroom management, communication, and student engagement to enhance teaching effectiveness. The findings can help educators, policymakers, and training institutions design better curricula that equip future teachers with the necessary skills to foster a productive learning environment, ultimately improving education quality.

STATEMENT OF THE PROBLEM

“IMPACT OF TEACHING SKILLS ON TEACHING APTITUDE AMONG PROSPECTIVE TEACHERS”

OPERATIONAL DEFINITION OF THE TERMS TEACHING SKILLS:

According to the researcher Teaching Skills refer to the specific, observable behaviors and abilities of a prospective teacher utilizes during the act of instruction that are designed to facilitate student learning.

TEACHING APTITUDE:

According to the researcher conceptualize Teaching Aptitude as a multifaceted psychological construct that predicts success in the teaching profession. It is not just about general intelligence, but a blend of specific cognitive and non-cognitive traits.

PROSPECTIVE TEACHERS:

According to the investigator Prospective Teachers are individuals currently enrolled and undergoing formal pre-service teacher education course (B.Ed.) at a recognized educational institution in the academic year (2025-2026).

OBJECTIVE OF THE STUDY:

1. To find out the level of teaching skills among Prospective teachers.
2. To find out the level of teaching aptitude among Prospective teachers.
3. To find out of the difference in teaching skills with regard to the variables Gender, Age, stream of discipline, Locality of college, type of management, Type of residence, Type of Family, Parent's Qualification, Parent's Occupation, Family Annual Income.
4. To find out of the difference in Teaching aptitude with regard to the variables Gender, Age, Major Subject, Locality of college, type of management, Type of residence, Type of Family, Parent's Qualification, Parent's Occupation, Family Annual Income.
5. To find out the relationship between the teaching skills and teaching aptitude among the Prospective teachers.

NULL HYPOTHESES

1. The following are the major null hypotheses framed for the present study.
2. There is no significant difference between male and female prospective teachers in their teaching skill.
3. There is no significant difference between rural and urban prospective teachers in their teaching skill.
4. There is no significant difference among prospective teachers studying in Government, Government Aided, and Private colleges of education in their teaching skill.
5. There is no significant difference among prospective teachers studying in co-education, boys, and girls colleges in their teaching skill.
6. There is no significant difference between Tamil medium and English medium prospective teachers in their teaching skill.
7. There is no significant difference among prospective teachers studying in Arts, science and others colleges in their teaching skill.
8. There is no significant difference between Nuclear and Joint family prospective teachers in their teaching skill.
9. There is no significant association in prospective teachers' teaching skill with regard to father's occupation.
10. There is no significant association in prospective teachers' teaching skill with regard to mother's occupation.
11. There is no significant association in prospective teachers' teaching skill with regard to father's qualification.
12. There is no significant association in prospective teachers' teaching skill with regard to mother's qualification.
13. There is no significant association in prospective teachers' teaching skill with regard to family annual income.
14. There is no significant difference between male and female prospective teachers in their teaching aptitude.
15. There is no significant difference between rural and urban prospective teachers in their teaching aptitude.

16. There is no significant difference among prospective teachers studying in Government, Government Aided, and Private colleges of education in their teaching aptitude.
17. There is no significant difference among prospective teachers studying in co-education, boys, and girls colleges in their teaching aptitude.
18. There is no significant difference between Tamil medium and English medium prospective teachers in their teaching aptitude.
19. There is no significant difference among prospective teachers studying in Arts, science and others colleges in their teaching aptitude.
20. There is no significant difference between Nuclear and Joint family prospective teachers in their teaching aptitude.
21. There is no significant association in prospective teachers' teaching aptitude with regard to father's occupation.
22. There is no significant association in prospective teachers' teaching aptitude with regard to mother's occupation.
23. There is no significant association in prospective teachers' teaching aptitude with regard to father's qualification.
24. There is no significant association in prospective teachers' teaching aptitude with regard to mother's qualification.
25. There is no significant association in prospective teachers' teaching aptitude with regard to family annual income
26. There is no significant correlation between teaching skill and teaching aptitude of prospective teachers.

METHOD

The method used for this study – The survey method.

POPULATION AND SAMPLE FOR THE STUDY

The investigator selected 309 prospective teachers from 10 educational colleges in Coimbatore District.

TOOLS:

1. Personal Data
2. Teaching skills questionnaire (Self-made tool, 2025)
3. Teaching aptitude test battery (TATB) – (Karim and Daxit, 1986)

STATISTICAL TECHNIQUES USED

The statistical Techniques Mean, Median, Standard Deviation, Percentage analysis, t-test, ANOVA, and Chi-square test and correlation were used for analysis and testing the hypotheses.

DATA ANALYSIS AND INTERPRETATION

TABLE 1: LEVEL OF TEACHING SKILLS

VARIABLE	LOW		MODERATE		HIGH	
	No	%	No	%	No	%
TEACHING SKILL	46	14.9	219	70.9	44	14.2

It is inferred from the above table that, 46 of teaching skill have low, 219 of teaching skill have moderate and 44 of have high level of teaching skills.

TABLE 2: LEVEL OF TEACHING APTITUDE

VARIABLE	LOW		MODERATE		HIGH	
	No	%	No	%	No	%
TEACHING APTITUDE	54	17.5	209	67.6	46	14.9

It is inferred from the above table that, 54 of teaching aptitude have low, 209 of teaching aptitude have moderate and 46 of having high level of teaching aptitude.

TABLE 3: DIFFERENCE BETWEEN PROSPECTIVE TEACHERS IN THEIR TEACHING SKILLS

Variables	Sub Variables	N	Mean	S.D	Calculated 't' value	Table value	Remarks at 5% level
GENDER	Male	25	109.24	9.448	7.236	1.96	Significant
	Female	284	138.98	20.336			
LOCALITY OF SCHOOL	Urban	170	133.81	20.598	2.553	1.96	Significant
	Rural	139	139.96	21.686			
MEDIUM OF INSTRUCTION	English	198	137.28	22.063	0.185	1.96	Not Significant
	Tamil	62	136.68	23.946			
TYPE OF FAMILY	Nuclear	199	138.43	20.690	2.209	1.96	Significant
	Joint	64	131.69	22.856			

From Table 3, it is inferred that significant differences were found in teaching skills with respect to gender, locality, and type of family, while no significant difference was observed based on medium of instruction. Female, rural, and nuclear family prospective teachers scored higher in teaching skills than their counterparts.

TABLE 4: DIFFERENCE BETWEEN PROSPECTIVE TEACHERS IN THEIR TEACHING APTITUDE

Variables	Sub Variables	N	Mean	S.D	Calculated 't' value	Table value	Remarks at 5% level
GENDER	Male	25	32.60	12.138	0.924	1.96	Not Significant
	Female	284	135.08	12.945			
LOCALITY OF SCHOOL	Urban	170	133.11	12.956	2.710	1.96	Significant
	Rural	139	137.06	12.493			
MEDIUM OF INSTRUCTION	English	198	135.70	12.932	1.140	1.96	Not Significant
	Tamil	62	133.55	12.998			
TYPE OF FAMILY	Nuclear	199	135.55	12.299	0.740	1.96	Not significant
	Joint	64	134.20	13.837			

From Table 4, it is inferred that a significant difference was found in teaching aptitude with respect to locality, while no significant differences were observed based on gender, medium of instruction, and type of family. Rural prospective teachers scored higher in teaching aptitude than urban prospective teachers.

TABLE 5: DIFFERENCE AMONG THE PROSPECTIVE TEACHERS IN THEIR TEACHING SKILLS

Variables	Source of variation	Sum of squares	df	MSV	Calculated 'F' value	Table value	Remarks at 5% level
TYPE OF INSTITUTION	Between Groups	1805.183	2	902.592	2.006	3.00	Not Significant
	Within Groups	137696.279	306	449.988			
TYPES OF COLLEGE	Between Groups	693.959	2	346.979	0.765	3.00	Not Significant
	Within Groups	138807.504	306	453.619			
MAJOR SUBJECT	Between Groups	90.720	2	45.360	0.100	3.00	Not significant
	Within Groups	139410.742	306	455.591			

From the table 5, it is inferred that there is no significant difference was found among prospective teachers in their teaching skills with respect to type of institution, types of college, and major subject, since the calculated *F* values were lower than the table value (3.00) at the 5% level of significance.

TABLE 6: DIFFERENCE AMONG THE PROSPECTIVE TEACHERS IN THEIR TEACHING APTITUDE

Variables	Source of variation	Sum of squares	df	MSV	Calculated 'F' value	Table value	Remarks at 5% level
TYPE OF INSTITUTION	Between Groups	160.117	2	18.059	0.481	3.00	Not Significant
	Within Groups	50939.689	306	166.670			
TYPES OF COLLEGE	Between Groups	574.336	2	287.168	1.739	3.00	Not Significant
	Within Groups	50525.470	306	165.116			
MAJOR SUBJECT	Between Groups	169.234	2	84.617	0.508	3.00	Not Significant
	Within Groups	50930.572	306	166.440			

From the table 6, it is inferred that there is no significant difference was found among prospective teachers in their teaching aptitude with respect to type of institution, types of college, and major subject, since the calculated F values were lower than the table value (3.00) at the 5% level of significance.

TABLE 7: ASSOCIATION BETWEEN DIFFERENT VARIABLES OF PROSPECTIVE TEACHERS AND THEIR TEACHING SKILLS

Variables	df	Calculated Chi Square value	Table value	Remarks at 5% level
Father's Qualification	8	14.141	12.59	Significant
Mother's Qualification	8	11.755	12.59	Not Significant
Father's Occupation	8	10.033	12.59	Not Significant
Mother's Occupation	8	9.105	12.59	Not Significant
Family Annual Income	8	12.504	12.59	Not Significant

From the table 7, it is inferred that there is a significant association was found between father's qualification and teaching skills, while no significant association was found with mother's qualification, father's occupation, mother's occupation, and family annual income, as their calculated Chi-square values were less than the table value (12.59).

TABLE 8: ASSOCIATION BETWEEN DIFFERENT VARIABLES OF PROSPECTIVE TEACHERS AND THEIR TEACHING APTITUDE

Variables	df	Calculated Chi Square value	Table value	Remarks at 5% level
Father's Qualification	8	3.405	12.59	Not Significant
Mother's Qualification	8	11.158	12.59	Not Significant
Father's Occupation	8	3.569	12.59	Not Significant
Mother's Occupation	8	5.124	12.59	Not Significant
Family Annual Income	8	8.023	12.59	Not Significant

From the table 8 – it is inferred that there is no significant association between the father's qualification, mother's qualification, father's occupation, mother's occupations and family annual income of prospective teachers in their teaching aptitude.

TABLE: 9 CORRELATION BETWEEN TEACHING SKILLS AND TEACHING APTITUDE OF PROSPECTIVE TEACHERS

Correlation	Σx	Σy	Σx^2	Σy^2	Σxy	r value	Remarks (at 5% level)
Teaching skills and teaching aptitude of prospective teachers	42202	41679	5903284	5672909	5723731	0.372	Significant

From table 9 it is inferred that there is a positive and significant correlation ($r = 0.372$) was found between teaching skills and teaching aptitude among prospective teachers. This indicates a moderate relationship, suggesting that as teaching skills improve, teaching aptitude also tends to increase. Hence, it can be inferred that enhancing teaching skills may contribute to the development of better teaching aptitude among prospective teachers.

FINDINGS

The data analysed by using descriptive statistics, t-test and F-test, Chi square the findings of this study are as follow:

1. There is a significant difference between male and female prospective teachers in their teaching skills.
2. There is a significant difference between rural and urban prospective teachers in their teaching skills.
3. There is no significant difference between Government, Government Aided, and Private colleges of education in their teaching skills.
4. There is no significant difference between co-education, boys, and girls colleges of education in their teaching skills.
5. There is no significant difference between Tamil and English medium prospective teachers in their teaching skills.
6. There is no significant difference between Arts, science and others colleges in their teaching skills.
7. There is a significant difference between Nuclear and Joint family prospective teachers in their teaching skills.
8. There is no significant association in prospective teachers' teaching skills with regard to father's occupation.
9. There is no significant association in prospective teachers' teaching skills with regard to mother's occupation.
10. There is a significant association in prospective teachers' teaching skills with regard to father's qualification.
11. There is no significant association in prospective teachers' teaching skills with regard to mother's qualification.
12. There is no significant association in prospective teachers' teaching skills with regard to family annual income.
13. There is no significant difference between male and female prospective teachers in their teaching skills
14. There is a significant difference between rural and urban prospective teachers in their teaching aptitude.
15. There is no significant difference between Government, Government Aided, and Private colleges of education in their teaching skills.
16. There is no significant difference between co-education, boys, and girls colleges of education in their teaching aptitude.
17. There is no significant difference between Tamil and English medium prospective teachers in their teaching aptitude.
18. There is no significant difference between Arts, science and others colleges in their teaching aptitude.
19. There is no significant difference between Nuclear and Joint family prospective teachers in their teaching aptitude.
20. There is no significant association in prospective teachers' teaching aptitude with regard to father's occupation.
21. There is no significant association in prospective teachers' teaching aptitude with regard to mother's occupation.
22. There is no significant association in prospective teachers' teaching skills with regard to father's qualification.
23. There is no significant association in prospective teachers' teaching aptitude with regard to mother's qualification.
24. There is no significant association in prospective teachers' teaching aptitude with regard to family annual income.
25. There is a significant correlation between teaching skills and teaching aptitude among the prospective teachers.

CONCLUSION

The study reveals that prospective teachers generally possess a moderate level of teaching skills and teaching aptitude, with a significant positive relationship between the two variables. Teaching skills were found to differ significantly with respect to gender, locality, and type of family, while medium of instruction showed no influence. Teaching aptitude differed only with respect to locality, whereas other variables showed no significant difference. Further, no significant differences were observed in teaching skills based on type of institution, types of college, and major subject, and most socio-economic variables showed no association except father's qualification. Overall, the findings indicate that enhancing teaching skills can lead to better teaching aptitude, emphasizing the importance of skill-based training in teacher education programmes.

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