TPM Vol. 32, No. S4, 2025
ISSN: 1972-6325
https://www.tpmap.org/

Open Access

A STUDY ON TEACHING APTITUDE OF PROSPECTIVE TEACHERS

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Abstract
Teaching is a valuable and demanding job. Teachers who possess strong professional competencies can carry out the significant obligations of nation-building as long as they are well-prepared for their roles. Teaching aptitude is crucial for teachers to effectively perform their duties and responsibilities in educational settings. The main aim of this paper is to identify the teaching aptitude of prospective teachers. The researcher adopted descriptive survey method and simple random sampling technique to collect samples from the government aided and private Colleges of Education from Salem district. A self-made tool was used to collect the data from the chosen samples. Descriptive, and differential statistics were applied to analyze the data. The study indicates that the prospective teachers are having high level of teaching aptitude, and no statistically significant difference was noted in the demographic variables such as gender, age, educational qualifications, stream of study, type of institutions, and locality. The study suggests that the teacher education programmes should be provided in such a way to enhance the teaching aptitude of prospective teachers.

Keywords: Teaching profession, teaching aptitude, teacher education, prospective teachers.

Introduction

People's roles and performances differ from one field to another field. Some outperform over the others in the same field under the same conditions, and this difference of performances is indicated by their 'aptitude' towards that field. The Latin word "aptus" (meaning "fit for") is where the term "aptitude" comes from. Aptitude, in the context of psychological science, refers to the natural capacity of an individual to acquire competencies or skills through systematic trainings and instructions. The American Psychological Association (n.d.) interprets 'aptitude' is the capacity to acquire competence or skill through training, which is necessary for success of an individual with training in a certain type of condition. It is fundamentally a measure of potential - a latent quality that predicts the speed, ease, and ultimate ceiling of learning in a specific area. Aptitude is the potential of an individual to acquire knowledge or skill in a specific field (Kuncel & Klieger, 2008).

The ability that a person has earned for the teaching profession through extensive training and a variety of possibilities is referred to as 'teaching.' Havighurst (2025) explains 'teaching' is an act of helping students to learn knowledge, skills, and values. Teaching is a dynamic, complex process that shapes the minds of future generations, and empowering students to meet the challenges of the world. Teachers are not merely pass on knowledge but they create environments where learning thrives, stimulates curiosity, and fosters personal growth of students (Pushap et al., 2025).

Need and Significance of the Study

According to Sharma and Bedi (2016), teachers performance depends on both having appropriate aptitude for the teaching profession and having good teaching aptitude, which affects the performance as well as the behaviour of students. 'Teaching aptitude' is a determinant factor for choosing the teaching profession (Rajeeva & Venkatesha, 2021). Teachers need to have the characteristic of aptitude to perform in their profession successfully, as they play crucial role in student's personal and social development; shaping their knowledge, skills, and values; and to inspire, motivate, and guide them through their educational journeys. Teaching aptitude is a combination of several competencies that include subject matter knowledge, pedagogical skills, emotional intelligence, and interpersonal abilities. (Goel, 2024).

Teaching aptitude covers understanding teaching methodologies, learning theories, evaluation techniques, and classroom management, as well as the ability to communicate effectively with students (Laskar & Gupta, 2023). Teaching aptitude is explained as the inherent or developed capacity and proficiency of an individual to effectively impart knowledge, skills, and values to students in an educational setting. Teaching aptitude encompasses knowledge, diverse set of skills, attitudes, and qualities that enable teachers to understand learners' needs, effective communication and classroom management skills; ability to inspire and motivate the students, create enriching learning experiences, and effectively guide and support students (Prajapati, 2024; Mohammed & Ariffa, 2025).

Teaching aptitude indicates the qualities, traits and skills pertaining to teaching which teachers possesses naturally or acquires through self-effort and which gets reflected in their inclination towards teaching and are helpful to them in performing their job successfully. Which means the requirement of specific ability, potentiality, interest, satisfaction, and fitness in teaching profession (Srivastava, 1997; Mohammed & Ariffa, 2025). Pushap et al. (2025) states that teaching aptitude is a critical component of teacher effectiveness, combining cognitive, emotional, and pedagogical skills that influence student engagement and academic success. It is observed that teaching aptitude enhances student motivation, confidence, and curiosity, contributing significantly to educational outcomes and the broader development of future generations. A teacher with strong aptitude is a key factor in shaping quality education and inspiring lifelong learning (Lalrampari & Malsawmi, 2025).

Teaching is a challenging and highly respected profession that plays a vital role in nation-building. Teachers with professional attitudes and teaching aptitude are better equipped to perform their educational duties. Empirical studies underscored the significance of teaching aptitude as a determining factor in instructional effectiveness, professional competence, and desirable learning outcomes. Teaching aptitude includes various elements such as lesson planning, teaching methods, levels of instruction, application of teaching skills, preparation of teaching aids, understanding learner psychology, evaluation methods, and the teaching environment (Mohammed & Ariffa, 2025). As teacher education programmes are designed to produce competent teachers, it is essential to identify the extent of teaching aptitude among prospective teachers. Therefore, the present study is aimed to identify the extent of teaching aptitude among prospective teachers with reference to certain variables.

Critical Review of Related Literature

The critical review of related studies pertaining to the variables of the present study indicate majority of the prospective teachers have average level of teaching aptitude (Banerjee & Biswas; Reddy, 2023; Das, 2021; Rani, 2021; Parh & Benjongkumba, 2019; Rana & Singh, 2015) but a few studies indicate that they have high level of teaching aptitude (Mili, 2023; Aung, 2019).

Some studies reveal the significant difference in teaching aptitude between the male and female prospective teachers (Rana et al., 2025; Perumal & Rajaguru, 2024), and females are better than the males in teaching aptitude (Mili, 2023; Mahapatra & Jyotiprakash, 2022; Parh & Benjongkumba, 2019: Kanaparthy & Rani, 2018; Markandeyulu, 2018; Sharma, 2017; Sharma & Devi, 2017), whereas a study (Ksheerasagar & Saher, 2021) present a different view that male prospective trachers are better than the female prospective teachers in teaching aptitude. Further, some studies conclude that there exists no significant difference in teaching aptitude between the male and female teacher trainees (Laskar & Gupta, 2023; Reddy, 2023; Sen et al., 2022; Vansiya & Shah, 2022; Kumari, 2022; Das, 2021; Rani, 2021;
Aung, 2019; Ramzan, 2019; Acharya & Roy, 2019; Jain, 2018; Singh & Kaur, 2018; Topal &
Pant, 2016; Laskar & Gupta, 2014; Pany, 2013).

A study shows no significant difference in teaching aptitude of the prospective teachers with respect to age (Reddy, 2023). Rana et al. (2025) found that there exists a significant difference in teaching aptitude of the prospective teachers with regard to their academic stream of study. In which some studies indicate the science stream students show significant difference in their teaching aptitude as compared to the arts stream of students (Mahapatra & Jyotiprakash, 2022; Sen et al., 2022; Vansiya & Shah, 2022; Topal & Pant, 2016). But some studies indicate no significant difference in the case of science and arts stream students with respect to their teaching aptitude (Mili, 2023; Kumari, 2022; Das, 2021; Thangarajan, 2018; Sharma & Devi, 2017). There are studies indicate that there exists no significant difference in teaching aptitude of the prospective teachers with respect to their educational qualification (Laskar & Gupta, 2023; Mili, 2023; Kanaparthy & Rani, 2018; Thangarajan, 2018; Topal & Pant, 2016; Pany, 2013).

Perumal and Rajaguru (2024), Sen et al. (2022), Ksheerasagar and Saher (2021), Markandeyulu (2018), Sharma and Devi (2017) have noted the significant difference in teaching aptitude of the prospective teachers studying in different type of teacher education institutions. In this aspect some studies indicate the prospective teachers teaching aptitude of government institutions are better than the students of other type of teacher education institutions (Sen et al., 2022; Markandeyulu, 2018), and this is contradicted with the findings of Sharma & Devi

(2017) who have stated that students of private institutions are better than the students of government institutions, and Perumal and Rajaguru (2024) mentioned that the prospective teachers of aided institutions are better than the private institutions. But Kanaparthy and Rani (2018) found that there is no significant difference exists in teaching aptitude of prospective teachers irrespective the institutions they study.

Researches of Perumal and Rajaguru (2024), Vansiya and Shah (2022), Ksheerasagar and Saher (2021), Jain (2018), and Sharma (2017) show that locality of the prospective teachers influences their teaching aptitude. In which the researches of Vansiya and Shah (2022), Jain (2018), and Sharma (2017) confirm that the prospective teachers from urban area are better than their counterparts from the rural area. Whereas, the researches of Reddy (2023), Sen et al. (2022), Acharya and Roy (2019), Kanaparthy and Rani (2018), Markandeyulu (2018), Topal and Pant (2016), and Rana and Singh (2015) have categorically stated that there is no significant difference teaching aptitude of the prospective teachers with respect to their locality.

Kaur (2025) indicates the significant difference in teaching aptitude of the prospective teachers with regard to the medium of instruction and in which the English medium students are better than the Hindi medium students. But a different opinion is expressed by Kumari (2022) that medium of instruction has no influence on the teaching aptitude of the prospective teachers. Kumari (2022) found that annual family income has an influencing factor of the teaching aptitude of prospective teachers and the students belonging to Rs. 3 lakhs & above annual family income significantly differs in teaching aptitude as compared to the other income group.

Studies of Das (2021), and Topal and Pant (2016) indicates that the caste system does not influence the teaching aptitude of the prospective teachers. Das (2021) indicates the significant difference in teaching aptitude between deputed trainees and freshers, in which of the deputed trainees are better than the freshers. The study of Topal and Pant (2016) mentions that there is no significant difference exists in teaching aptitude of prospective teachers with regard to their type of family, and parental occupation.

Importance of the Study

Chandel and Dhiman (2014) highlights that a teacher with good aptitude need to have certain essential qualities of teaching that includes planning lessons, motivating students, curricular statements related aspects, preparation and use of appropriate learning materials, teaching-learning strategies, essentials of the content, consolidation, elaborations, group activity, continuous and comprehensive evaluation, discipline, multi-level and multi-grade activities, and effective communication and interaction.

Teaching is a demanding profession central to nation-building. Teachers with strong professional attitudes and teaching aptitude can fulfil their roles only if they are well-trained. Identifying the teaching aptitude of the prospective teachers is significant as prior researches relate teaching aptitude to instructional effectiveness, classroom management, lesson planning, and student learning outcomes of the teachers. Review of literature shows mixed results about the teaching aptitude of prospective teachers. Some studies observed differences by gender, stream, school type, or experience, while others found no differences. Hence, this study aims to check whether the teaching aptitude is uniform or otherwise across gender, age, qualification, academic stream, institution type, and locality of prospective teachers. If teaching aptitude is found high and uniform in prospective teachers, resources can focus on maintenance and enhancement of teaching aptitude rather than remediation. If gaps exist, focused training, mentorship, or other relevant process can be designed and executed to enhance teaching aptitude of prospective teachers to produce competent teachers for the nation. To accomplish such aims, we must identify the current status of teaching aptitude of prospective teachers and recommend for certain targeted interventions according to the outcomes of this research. This study gives an empirical baseline data from 700 prospective teachers of Salem district, Tamil Nadu.

Objectives of the Study:

The researcher framed the following objectives of the study.

1. To identify the level of teaching aptitude among prospective teachers.
2. To find the significant difference in teaching aptitude among prospective teachers with regard to gender.
3. To find the significant difference in teaching aptitude among prospective teachers with regard to age.
4. To find the significant difference in teaching aptitude among prospective teachers with regard to academic stream of study.
5. To find the significant difference in teaching aptitude among prospective teachers with regard to educational qualifications.
6. To find the significant difference in teaching aptitude among prospective teachers with regard to type of institutions.
7. To find the significant difference in teaching aptitude among prospective teachers with regard to locality.

Hypotheses of the Study
The researcher formulated the following null hypotheses for the study.

H_o1. There is no significant difference in teaching aptitude of prospective teachers with regard to gender.
H_o2. There is no significant difference in teaching aptitude of prospective teachers with regard to age.
H_o3. There is no significant difference in teaching aptitude of prospective teachers with regard to academic stream of study.
H_o4. There is no significant difference in teaching aptitude of prospective teachers with regard to educational qualifications.
H_o5. There is no significant difference in teaching aptitude of prospective teachers with regard to type of institutions.
H_o6. There is no significant difference in teaching aptitude of prospective teachers with regard to locality.

Methodology
The researcher adopted survey method for the present study so as to make inferences about a larger population based on the data collected from a sample. The researcher has chosen the prospective teachers undergoing two-year Bachelors in Education (B.Ed.) degree programme in Colleges of Education of Salem District in 2024 - 2025, located in the north-central part of Tamil Nadu, India. Salem District has several recognized Colleges of Education offering the two-year Bachelor of Education (B.Ed.) degree programme, affiliated to Tamil Nadu Teachers Education University. The availability of an adequate number of institutions and student population made Salem District a suitable and accessible locale for the present investigation. The researcher adopted simple random sampling technique to collect data from 700 samples from the colleges of education to give all members of the population an equal and unbiased chance of being selected, thus improving the representativeness of the sample and the reliability of the findings of the research.

Analysis of the Data

Objective 1: To identify the level of teaching aptitude among prospective teachers.

Table 1 Mean, Standard Deviation, and Level of Teaching Aptitude of Prospective Teachers

N	Mean	SD	Level
700	121.615	19.525	High

From Table 1, it is observed that the prospective teachers are having high level of teaching aptitude. Majority of the respondents were found to score above the average level because teaching aptitude reflects interest, attitude, and readiness toward the teaching profession; higher scores signify positive professional orientation and preparedness for teaching roles. Hence, the prospective teachers have demonstrated high teaching aptitude.
H_o1. There is no significant difference in teaching aptitude of prospective teachers with regard to gender.

Table 2 Comparison of Teaching Aptitude of Prospective Teachers with Regard to Gender

Variable	Sub Variable	N	Mean	SD	t-value	Significance
Gender	Male	227	120.36	18.64	1.616	Not Significant
	Female	473	122.87	20.41		

It is evident from Table 2 that the mean score of male prospective teachers is 120.36 with standard deviation 18.64. The mean score of female prospective teachers is 122.87 with

standard deviation 20.41. The calculated t-value is 1.616, which is less than the critical value of 1.96 for degrees of freedom of 698 at 0.05 level, and it indicates statistically not significant. Hence, the null hypothesis stated as "There is no significant difference in teaching aptitude of prospective teachers with regard to gender" is accepted. Therefore, it is observed that there exists no significant difference in teaching aptitude of prospective teachers with regard to gender. It is inferred from the results that male and female prospective teachers show uniform level of teaching aptitude. It means that teaching aptitude of prospective teachers do not differ irrespective of their gender.

H_o2. There is no significant difference in teaching aptitude of prospective teachers with regard to age.

Table 3 Comparison of Teaching Aptitude of Prospective Teachers with Regard to Age

Variable	Sub Variable	N	Mean	SD	t-value	Significance
Age	Below 25 Years	511	122.13	18.58	0.135	Not Significant
	Above 25 Years	189	121.87	23.07		

It is evident from Table 3 that the mean score of prospective teachers whose age is below 25 years is 122.13 with standard deviation 18.58. The mean score of prospective teachers whose age is above 25 years is 121.87 with standard deviation 23.07. The calculated t-value is 0.135, which is less than the critical value of 1.96 for degrees of freedom of 698 at 0.05 level, and it indicates statistically not significant. Hence, the null hypothesis stated as "There is no significant difference in teaching aptitude of prospective teachers with regard to age" is accepted. Therefore, it is observed that there exists no significant difference in teaching aptitude of prospective teachers with regard to age. It is inferred from the results that prospective teachers whose age is below 25 years and above
25 years show uniform level of teaching aptitude. It means that teaching aptitude of prospective teachers do not differ irrespective of their age.

H_o3. There is no significant difference in teaching aptitude of prospective teachers with regard to academic stream of study.

Table 4 Comparison of Teaching Aptitude of Prospective Teachers with Regard to Academic Stream of Study

Variable	Sub Variable	N	Mean	SD	t-value	Significance
Academic Stream of Study	Arts	386	123.08	21.53	1.547	Not Significant
	Science	314	120.80	17.58		

It is evident from Table 4 that the mean score of prospective teachers from arts stream is 123.08 with standard deviation 21.53. The mean score of prospective teachers from science stream is 120.80 with standard deviation 17.58. The calculated t-value is 1.547, which is less than the critical value of 1.96 for degrees of freedom of 698 at 0.05 level, and it indicates statistically not significant. Hence, the null hypothesis stated as "There is no significant difference in teaching aptitude of prospective teachers with regard to academic stream of study" is

accepted. Therefore, it is observed that there exists no significant difference in teaching aptitude of prospective teachers with regard to academic stream of study. It is inferred from the results that prospective teachers from arts stream and science stream show uniform level of teaching aptitude. It means that the teaching aptitude of prospective teachers do not differ irrespective of their academic stream of study.

H_o4. There is no significant difference in teaching aptitude of prospective teachers with regard to educational qualifications.

Table 5 Comparison of Teaching Aptitude of Prospective Teachers with Regard to Educational Qualifications

Variable	Sub Variable	N	Mean	SD	t-value	Significance
Educational Qualifications	UG	527	121.31	20.07	1.786	Not Significant
	PG	173	124.34	19.15		

It is evident from Table 5 that the mean score of prospective teachers with UG qualification is 121.31 with standard deviation 20.07. The mean score of prospective teachers with PG qualification is 124.34 with standard deviation 19.15. The calculated t-value is 1.786, which is less than the critical value of 1.96 for degrees of freedom of 698 at
0.05 level, and it indicates statistically not significant. Hence, the null hypothesis stated as "There is no significant difference in teaching aptitude of prospective teachers with regard to educational qualifications" is accepted. Therefore, it is observed that there exists no significant difference in teaching aptitude of prospective teachers with regard to their educational qualifications. It is inferred from the results that prospective teachers with UG and PG qualifications show uniform level of teaching aptitude. It means that teaching aptitude of prospective teachers do not differ irrespective of their educational qualifications.

H_o5. There is no significant difference in teaching aptitude of prospective teachers with regard to type of institutions.

Table 6 Comparison of Teaching Aptitude of Prospective Teachers with Regard to Type of Institutions

Variable	Sub Variable	N	Mean	SD	t-value	Significance
Type of Institutions	Govt. Aided	100	121.94	22.14	0.058	Not Significant
	Private	600	122.08	19.49		

It is evident from Table 6 that the mean score of prospective teachers from government aided colleges is 121.94 with standard deviation 22.14. The mean score of prospective teachers from private colleges is 122.08 with standard deviation 19.49. The calculated t-value is 0.058, which is less than the critical value of 1.96 for degrees of freedom of 698 at 0.05 level, and it is statistically not significant. Hence, the null hypothesis stated as "There is no significant difference in teaching aptitude of prospective teachers with regard to type of institutions" is accepted. Therefore, it is observed that there exists no significant difference in teaching aptitude of prospective teachers with regard to type of institutions. It is inferred from the results that prospective teachers from government aided colleges of education and private colleges of education show uniform level of teaching aptitude. It means that teaching aptitude of prospective teachers do not differ irrespective of the type of

institutions they enrolled for the study.

H_o6. There is no significant difference in teaching aptitude of prospective teachers with regard to locality.

Table 7 Comparison of Teaching Aptitude of Prospective Teachers with Regard to Locality

Variable	Sub Variable	N	Mean	S D	t-value	Significance
Locality	Rural	363	122.32	17.65	0.359	Not Significant
	Urban	337	121.77	22.04		

It is evident from the Table 7 that the mean score of prospective teachers from rural locality is 122.32 with standard deviation 17.65. The mean score of prospective teachers from urban locality is 121.77 with standard deviation 22.04. The calculated t-value is 0.359, which is less than the critical value of 1.96 for degrees of freedom of 698 at 0.05 level, and it indicates statistically not significant. Hence, the null hypothesis stated as "There is no significant difference in teaching aptitude of prospective teachers with regard to locality" is accepted. Therefore, it is observed that there exists no significant difference in teaching aptitude of prospective teachers with regard to locality. It is inferred from the results that prospective teachers from rural and urban locality show uniform level of teaching aptitude. It means that teaching aptitude of prospective teachers do not differ irrespective of the locality they hail from.

Results of the Study

The following results were observed from the analysis of the data.

1. The prospective teachers have high level of teaching aptitude.
2. There is no statistically significant difference found in teaching aptitude of prospective teachers with regard to gender.
3. There is no statistically significant difference found in teaching aptitude of prospective teachers with regard to age.
4. There is no statistically significant difference found in teaching aptitude of prospective teachers with regard to academic stream of study.
5. There is no statistically significant difference found in teaching aptitude of prospective teachers with regard to educational qualifications.
6. There is no statistically significant difference found in teaching aptitude of prospective teachers with regard to type of institutions.
7. There is no statistically significant difference found in teaching aptitude of prospective teachers with regard to locality.

Discussion on Results of the Study

The result of this study shows that the prospective teachers have high level of teaching aptitude. This result concurs with the results of the study under taken by Mili (2023), and Aung (2019). However, this result is contradicting with the results of the studies carried out by Banerjee and Biswas, Reddy (2023), Das (2021), Rani (2021), Parh and Benjongkumba (2019), and Rana and Singh (2015), who have stated that the prospective teachers have average level of teaching aptitude.

This study also indicates no statistically significant difference in teaching aptitude of prospective teachers with regard to their gender. This is in conformity with the results of the studies conducted by Laskar and Gupta (2023), Reddy (2023), Sen et al., (2022), Vansiya and Shah (2022), Kumari (2022), Das (2021), Rani (2021), Aung (2019), Ramzan (2019), Acharya and Roy (2019), Jain (2018), Singh and Kaur (2018), Topal and Pant (2016), Laskar and Gupta (2014), and Pany (2013). But this result is contradicting with the results of the studies carried out by Rana et al., (2025), Perumal and Rajaguru (2024), Mili (2023), Mahapatra and Jyotiprakash (2022), Parh and Benjongkumba (2019), Kanaparthy and Rani (2018), Markandeyulu (2018), Sharma (2017), Sharma and Devi (2017), and Ksheerasagar
and Saher (2021).

The present study's result reveals no statistically significant difference in teaching aptitude of prospective teachers with regard to their age. This result is aligning with the result of the study undertook by Reddy (2023).

The result of this study shows no statistically significant difference in teaching aptitude of prospective teachers with regard to their academic stream of study. This result is supported by the results of the studies of conducted by Mili (2023), Kumari (2022), Das (2021), Thangarajan (2018), and Sharma and Devi (2017). Whereas, this result is differing with the results of the studies of Rana et al. (2025), Mahapatra and Jyotiprakash (2022), Sen et al., (2022), Vansiya and Shah (2022), and Topal and Pant (2016).

This study shows no statistically significant difference in teaching aptitude of prospective teachers with regard to their educational qualifications. This result concurs with the results of the studies undertook by Laskar and Gupta (2023), Mili (2023), Kanaparthy and Rani (2018), Thangarajan (2018), Topal and Pant (2016), and Pany (2013).

The present study indicates no statistically significant difference in teaching aptitude of prospective teachers with regard to type of institutions they study. Similar result was also found by Kanaparthy and Rani (2018). But an opposite result of this is found by the studies made by Perumal and Rajaguru (2024), Sen et al. (2022), Ksheerasagar and Saher (2021), Markandeyulu (2018), and Sharma and Devi (2017).

The present investigation's result shows no statistically significant difference in teaching aptitude of prospective teachers with regard to their locality, and this result exactly matches with the findings of Reddy (2023), Sen et al. (2022), Acharya and Roy (2019), Kanaparthy and Rani (2018), Markandeyulu (2018), Topal and Pant (2016), and Rana and Singh (2015). But Perumal and Rajaguru (2024), Vansiya and Shah (2022), Ksheerasagar and Saher (2021), Jain (2018), and Sharma (2017) in their study noted the significant difference in teaching aptitude of prospective teachers with regard to locality.

Implications and Recommendations of the Study

Teaching aptitude is a foundation, not the endpoint. Teacher training programmes must prioritize identifying and enhancing aptitude to future educators become skilled facilitators, motivators, and role models. Since aptitude is already high, teacher education institutions should maintain rigorous admission standards and continue activities that nurture interest, attitudes, and readiness for teaching. Embed workshops, peer feedback, ICT training, and new pedagogical approaches.

Conclusions

Teaching aptitude is a critical determinant of a prospective teacher's potential to succeed in the classroom and positively impact on students' learning. It encompasses a blend of cognitive abilities, emotional intelligence, communication skills, and a genuine passion for teaching. Developing strong teaching aptitude is not only essential for effective knowledge transmission but also for fostering a supportive and engaging learning environment. As education continues to evolve, teacher training programmes must prioritize the identification and enhancement of teaching aptitude, ensuring that future educators are not just to act as subject experts, but also to act as skilled facilitators, motivators, and role models. Ultimately, cultivating high teaching aptitude in prospective teachers is a foundational step toward building a more competent, compassionate, and forward-thinking educators.

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