



**INTELLIGENCE, TEACHING ATTITUDE, ACHIEVEMENT IN  
GRADUATION AND PERFORMANCE IN B.ED. COURSE OF  
PROSPECTIVE TEACHERS**

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***Abstract***

*The main objective of the study was to assess the level of prospective – teachers’ intelligence, teaching attitude, achievement in graduation and performance in B.Ed. course. The sample of the study consisted of 525 student – teachers taken from 9 education collages of Panjab University., Guru Nanak Dev University. and Punjabi University. The study concluded that the achievement of student- teachers at graduation level was quite well and their performance in B.Ed. course also was very satisfactory. Most of the students had average level of intelligence and teaching attitude. A significant difference was found in the intelligence level and B.Ed. marks of the students of the three universities where as there was not a significant difference in the teaching attitude and graduation marks of the student- teachers.*

**Keywords:** *Intelligence, Teaching attitude, Academic achievement, Prospective-teachers*

**Introduction**

National Policy on Education (1986) stressed the urgent need for the total reconstruction of Indian education system and in doing so it expressed faith in teachers and shouldered them with great responsibility by saying, “Teachers will continue to play a crucial role in the formulation and implementation of education programmes... nothing is more important than securing a sufficient supply of high quality of recruits to the teaching profession...” So the whole edifice of education revolves around the teacher. It indicates the need of well trained, competent and

effective teachers. The basic and the most important factor which affects the quality of teacher is the selection of candidates for admission to the education collages. These student- teachers if are selected carefully can lead the education system in right direction. Unless the authorities are unable to select and attract teachers of high potential to run their institutes with mission and zeal, there cannot be any improvement in the quality of education. Furthermore, howsoever many new educational policies may be framed or education commissions may be appointed the desirable results will be elusive. So, it is important to strengthen teacher education by selecting right persons to teacher education programmes.

It is important that any admission procedure must include the assessment of very essential traits and abilities of the candidates who are going to enter teaching profession. The student-teacher hardly can become an affective teacher if he does not have reasonable subject knowledge, required level of intelligence, teaching aptitude and interest and of course some participation in co-curricular and social activities.

Many of the studies have reported a substantial or high relationship between academic marks and the teaching success of prospective teachers and also of teachers and concluded that collage grade points are the best predictors of student teacher success and suggested past performance as an important variable for selection of student teachers. Many of the researchers have asserted that intelligence is an important and higher single factor in determining the teaching success of student-teachers. Academic achievement and intelligence are closely related to each other and generally high achievers tend to posses high level of intelligence. There can be a little doubt that the attitudes a teacher has towards himself, towards his pupils and towards teaching profession influence his behaviour in the classroom and also his effectiveness in teaching. The results of many researches clearly indicate that teaching attitude and teaching success are significantly related to each other. Positive or favourable attitude makes the work not only easier but also more satisfactory and professionally rewarding. A negative or unfavourable attitude makes the teaching task harder, more tedious and unpleasant. So, intelligence, teaching attitude, achievement in graduation and performance in B.Ed. course are the important variables that need to be investigated.

### **Objectives of the Study**

1. To know the nature and the level of intelligence, teaching attitude, achievement in graduation and performance in B.Ed. course of the student teachers.

2. To find out the difference in intelligence, teaching attitude, graduation marks and B.Ed. marks of the student teachers grouped on the basis of Panjab, Punjabi and G.N.D. universities.

### **Hypotheses**

1. There was not a significant difference in the intelligence level of the student-teachers of Panjab, Punjabi and Guru Nanak Dev universities.
2. There was not a significant difference in the teaching attitude of the student-teachers of Panjab, Punjabi and Guru Nanak Dev universities.
3. There was not a significant difference in the graduation marks of the student-teachers of Panjab, Punjabi and Guru Nanak Dev universities.
4. There was not a significant difference in the B.Ed. marks of the student-teachers of Panjab, Punjabi and Guru Nanak Dev universities.

**Sample of the Study:** Proportionate – stratified sampling technique to select the sample colleges was adopted. For the selection of the sample students Mixed-type of sampling, depending upon the schedule in the colleges, was adopted. The sample of the study included 525 student-teachers taken from 9 education colleges. 4 among these colleges were affiliated to Panjab University, 3 to G.N.D.U. and 2 to Punjabi University.

### **Tools Employed for Data Collection**

Normative survey method was applied and to collect the data following tools were employed:

1. Test of General Mental Ability (TGI) by Pal and Mishra was used to measure intelligence of the students .
2. Teaching Attitude Inventory(TAI) by Ahluwalia was used to assess teaching attitude of the students.
3. Graduation marks of the student-teachers were taken from the official records of the colleges.
4. B.Ed. Result Gazettes of the three universities were used to get B.Ed. marks.

**Data collection:** The Test of General Intelligence required some special arrangements like seating, black board, stop watch, time keeper, invigilators, instructor to give different instructions with examples for each of the 6 subtests, etc. Again students were given neither less nor more than 4 minutes to complete, think or check each sub-test. Keeping this in mind the investigator personally visited each of the 9 colleges to collect data. The administration of the TAI was simple so it was done after the

conduct of TGI. When the three universities declared their B.Ed. results the data relating to B.Ed. marks were collected.

**Analysis and Interpretation:** For descriptive analysis mean, mode, median, S.D., skewness, percentages, etc. were computed. To know the significance of difference between means, t-value and ANOVA was applied and the significance level of the difference between means was determined. The findings and results are discussed below.

**Table-1:** Mean,Median,Mode,S.D.and Skewness of the intelligence, Teaching Attitude, Graduation and B.Ed. scores of Prospective Teachers (N: 525)

<b>Variables</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>S.D.</b>	<b>SK</b>
<b>Intelligence</b>	30.21	30	28	5.63	0.008
<b>Teaching Attitude</b>	252.65	254	250	38.57	0.006
<b>Graduation Marks(%)</b>	58.96	58	54	7.18	0.261
<b>B.Ed. Marks(%)</b>	69.50	70	68	4.43	0.017

Table-1 presents the nature of intelligence, teaching attitude, graduation and B.Ed. scores of the students admitted to the education colleges of the three universities. The values of the central tendencies measures of each variable are fairly close to each other. Observing the values of skewness (SK) corresponding to each variable, it is clear that the intelligence, teaching attitude, graduation and B.Ed. scores of the students are almost normally distributed.

**Table-2: Achievement Level of Student-Teachers in Graduation and B.Ed. Course (N: 525)**

<b>Graduation</b>		<b>B.Ed.</b>	
<b>Marks</b>	<b>Students</b>	<b>Marks</b>	<b>Students</b>
<b>60% and above</b>	38.49%	<b>Above 70%</b>	43.24%
<b>50% - 59%</b>	50.09%	<b>60 to 70%</b>	54.28%
<b>Below 50%</b>	11.42%	<b>Below 60%</b>	2.48%

Table-2 shows that 38.49% of the student-teachers had first division i.e. 60% or above marks in their graduation examinations, 50% among them had second division and

11.42% had below 50% marks at graduation level. On the other hand, the student-teachers who achieved above 70% marks in the B.Ed. course are 43.24%. There were 54.28% student-teachers who got 60% to 70% in the B.Ed. course. Only 2.48% achieved marks below 60%.

**Table-3: Intelligence and Teaching Attitude level of Student-Teachers  
(N: 525)**

Levels	Student-teachers (Intelligence)	Student-teachers (Teaching Attitude)
Above Average	13.52 %	31.05%
Average	63.62%	68.95%
Below Average	22.85%	Nil

Table-3 reveals that 63.62% of the student-teachers had average intelligence level and 13.52% were above-average intelligent. But 22.85% among them were below average-intelligent also. On the other side most of the student-teachers i.e. 68.95% had average attitude towards teaching. 31.05% of the student-teachers had above average attitude towards teaching whereas none had below average level of teaching attitude.

**Table-4: F-values for the Difference in Intelligence, Teaching Attitude, Graduation and B.Ed. marks of Student-Teachers grouped on the basis of universities**

Variables	University	N	Mean	F-value
<b>Intelligence</b>	P.U.	237	30.7	8.816 **
	G.N.D.U.	163	28.7	
	Pbi.Uni.	125	31.2	
<b>Teaching Attitude</b>	P.U.	237	252.63	1.221 ns
	G.N.D.U.	163	249.56	
	Pbi.Uni.	125	256.73	
<b>Graduation Marks (%)</b>	P.U.	237	58.92	0.273 ns
	G.N.D.U.	163	59.26	
	Pbi.Uni.	125	58.64	
<b>B.Ed. Marks (%)</b>	P.U.	237	71.39	75.344 **
	G.N.D.U.	163	66.52	
	Pbi.Uni.	125	69.81	

\*\* significant at 0.01 level of significance ns: not significant

The Table-4 indicates that the intelligence mean score of the student-teachers admitted to the colleges of P.U., G.N.D.U. and Punjabi University differed

significantly from one another as the F-value 8.816 (found by applying ANOVA) was significant at 0.01 level of significance. The table indicates that the mean score of G.N.D.U. students is comparatively lower than the other universities. To conform it, Post-hoc test (comparison of means) was applied and the results showed that the mean scores of Panjab University and Punjabi University students did not differ significantly but of the G.N.D.U. differed significantly from both Panjab and Punjabi universities. Similarly the mean score for B.Ed. marks of the students of G.N.D.U. also differed significantly from mean scores of Panjab university and Punjabi university students.

The Table-4 also depicts that there was not a significant difference in the teaching attitude and graduation marks of the students belonging to the three universities as the F-value for teaching attitude 1.221 and for graduation scores 0.273 were not found significant.

#### **Findings and conclusions of the Study**

- So far as the intelligence, teaching attitude, graduation and B.Ed. scores of the student-teachers are concerned, they all were normally distributed.
- Achievement of the student-teachers at graduation level was quite good. Only 11.42% i.e. about one-tenth of the students had the third division i.e. below 50% marks but all other almost 88% had second or first divisions as they scored between 50 and 85 percent in graduation.
- The performance of student-teachers in the B.Ed. course was also very satisfactory as only 2.48% among them had got second division but all other 97.52% had got first division (score- range from 60 to 85%) in the B.Ed. course.
- Most of the student-teachers, nearly 63% were average-intelligent students which could be called a normal feature of the group. But among the remaining, more of the student-teachers were in below-average intelligent category in comparison to the above-average intelligent category.
- Most of the student-teachers had average level of attitude towards teaching. Some of the student-teachers had above-average level of teaching attitude and none of them had below-average attitude towards teaching.
- So far as the difference in the intelligence level of the student-teachers in the education colleges of P.U., G.N.D.U. and Punjabi university is concerned, the



results of the study found a significant difference. It was found that the student-teachers of G.N.D.U. had lower level of intelligence in comparison to P.U. and Punjabi University student-teachers.

- The study also found a significant difference in the B.Ed. marks of P.U., G.N.D.U. and Punjabi University student-teachers. It was found that the B.Ed. marks of the G.N.D.U. students were significantly lower than P.U. and Punjabi University students.
- The findings of the study reveal that the teaching attitude of the student-teachers of P.U., G.N.D.U. and Punjabi University was similar. Same was found in case of graduation marks as there was not any significant difference in the graduation marks of the student-teachers of the three universities.

### **Educational Implications**

In the light of the findings and conclusions of the study, the following recommendations are put forward for the betterment of student-teachers and teachers in future:

The student-teachers of today are going to become the teachers of tomorrow. Most of the students had average attitude towards teaching. There is a little doubt that the attitude a teacher has towards himself, towards his pupils and towards teaching profession influence his behaviour in the classroom and also his effectiveness in teaching. Positive and favourable attitude makes the work not only easier but also more satisfactory and professionally rewarding. Attitudes are dynamic in nature, so could be changed. Hence the training programme and the training institutes should be entrusted with the responsibility of modifying and developing among students the desirable teaching attitude and teaching competencies. Teachers in our systems are prepared in hurry. The teacher educators in educational colleges are just passing through all the aspects and activities of the curriculum of the B.Ed. course. So, the teacher education programme should be reviewed in context to its length and its effective implementation. The B.Ed. marks of G.N.D.U. students are significantly lower in comparison to P.U. and Punjabi University students when there is no such difference in case of graduation marks. The reasons behind this need to be investigated. It may be due to the difference in the syllabi or the evaluation procedures for B.Ed. courses of the three universities. If the syllabi or the evaluation procedures are responsible for this difference in B.Ed. marks then steps should be

taken to bring uniformity in the same so that the trainees should not suffer at the time of their selection as teachers in Punjab.

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