



## **A STUDY OF TEACHING APTITUDE OF B.ED PUPIL TEACHERS IN RELATION TO INTELLIGENCE**

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### **Abstract**

*An aptitude indicates the competency of an individual to learn and acquire new skills those necessary for the success of individual in particular field. Teaching aptitude indicates the acquired capacity in teaching profession of individual in the field of teaching after providing absolute training and different type of opportunities etc. In this study, investigator explored the teaching aptitude among B.Ed pupil teachers because they are the future teachers and most of times they become the role model for their pupils. A representative sample of 600 (300 male and 300 female) teachers from B.Ed. colleges of four districts in Punjab was randomly selected. Teaching Aptitude Test Battery by R.P. Singh and S.N. Sharma was used. Raven's standard Progressive Matrices Scale by J.C. Raven was used. At last, after the collection or analysis of the data investigator found that significant difference was found between teaching aptitude and intelligence of B. Ed. Pupil teachers.*

***Keywords:** Teaching Aptitude, Intelligence, B.Ed. student.*

### **Introduction**

Teaching is a creative and highly complex activity and its effectiveness is closely linked to content knowledge, instructional planning, inspire the pupil's, evaluate their competencies, establish the good growing learning environment, use efficient methods and classroom management skills. Most primarily quality of success of learning will not be only measured in forms of percentage of academic score, quantity knowledge contribution etc., but it has also include quality of life, self-restraint, and loyalist. So it's very essentially for teachers may organize them self with certain traits like aptitude and attitude with regard to the profession of teaching. No student teacher can be perfectly successful if they do not have positive attitude and aptitude with regard to the teaching profession.

Teaching aptitude indicates the acquired capacity in teaching profession of individual in the field of teaching after providing absolute training and different type of opportunities etc. to the according to individual capacity, ability or academic potential for acquisition of certain

characteristics those helpful in identifying learner need and outcomes and help him to achieve their objectives and it's also represents the creativity of the tutor those able to teach, guide, management the classroom activities and motivate his student's, arrange new or innovative method of teaching or implement the new ideas in different way etc. Teaching attitude, aptitude and effectiveness is all the quality of good teacher those play the important role of student's life like as leadership, ability, patience, discipline, creativity etc. those helpful in anticipate the future success of an individual.

The quality of teacher, in fact, is a vital determinant of learning achievement of children. Even the Delor Commission Report recognized its importance as it stated in his report, "Improving the quality of education depends on first improving the recruitment, training, social status and condition of work of teachers. They need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them" (Delor, 1996)

A variety of factors seems to go along with teacher aptitude and is depended upon certain personal traits, intellectual and temperamental and these often will enable the teacher to get over even drastic constraints imposed on his performance. The present study helps to find out the relation between teaching aptitude and intelligence of B.Ed. pupil teachers.

### **Statement of the problem**

The research problem reads as "A Study of Teaching Aptitude of B.Ed. Pupil Teachers in Relation to Intelligence".

### **Objectives of the study**

The investigator set forth the following objectives for the study:-

1. To investigate the level of teaching aptitude of prospective teachers of Punjab state.
2. To know the independent effect of teaching aptitude of prospective teachers in relation to Intelligence.

### **Hypotheses of the study**

In order to achieve the objectives of the study following hypothesis was formulated by the investigator:-

There is no significant difference in teaching aptitude of low and high intelligent prospective teachers in the Punjab.

### **Delimitations of the study**

This study was limited by a small sample size that covered all the four districts of Malwa region. Four districts (Bathinda, Faridkot, Muktsar sahib and Mansa) which existed in Malwa

region of Punjab State were selected under study. The total sample that was selected from various education colleges are as follows:-

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S. No.	District	Male	Female	Total
1	Bathinda	75	75	150
2	Faridkot	75	75	150
3	Muktsar	75	75	150
4	Mansa	75	75	150
	<b>Total</b>	<b>300</b>	<b>300</b>	<b>600</b>

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### **Method adopted in the present study**

In the present study, descriptive survey method was employed to know the teaching aptitude of Prospective teachers in relation to sex, intelligence and academic achievement.

### **Sample**

The sample comprised of 600 B.Ed pupil teachers studying in different colleges of Bathinda, Faridkot, and Muktsar, Mansa districts of Punjab. The study was conducted over a random sample of 600 prospective teachers (300 males and 300 females).

### **Tools and techniques**

**I Teaching Aptitude Test Battery (T.A.T.B):** This test is meant for measuring the aptitude towards teaching profession. The present test named as Teaching Aptitude Test Battery (1998) has been constructed and standardized by **Dr. R.P. Singh** and **Dr. S.N. Sharma** of Patna University, Patna (Bihar). It has been published by National Psychological Corporation, Agra.

**II Raven's Standard Progressive Matrices (SPM):** Raven's standard Progressive Matrices Scale designed and standardized by **J.C. Raven (1960)**. This test consists of only designs or patterns and no verbal statements or indications. It is fully a non-verbal test.

### **Statistical techniques used**

In the statistical techniques, Mean, standard Deviation and t- test were used for analysis and interpretation of data.

### **Analysis of data**

Analysis of data was done by using different statistical Techniques. This was done as per instructions given in the manuals of the test.

**To know dimension wise teaching aptitude among prospective teachers in relation to sex**

**Table No. 1**

S. No.	Dimensions	Male Prospective Teachers			Female Prospective Teachers			't' Ratio
		N	Mean	S.D	N	Mean	S.D	
1	Mental Ability	300	18.48	4.4	300	18.93	4.4	1.25
2	Attitude towards children	300	12.24	2.38	300	12.54	2.41	1.55
3	Adaptability	300	17.56	3.40	300	17.95	3.47	1.38
4	Professional information	300	17.25	3.02	300	17.58	3.1	1.30
5	Interest in profession	300	6.86	1.61	300	7.09	1.63	1.71
	Total	300	72.41	14.71	300	74.10	14.93	1.40

**Inferences:-**

**Table No.1** depicts that the mean score of Female prospective teachers on mental ability dimension (M=18.93) higher than the mean score of male prospective teachers (M =18.48) 't-ratio is 1.25 Which is not significant 0.05 level of confidence? The results indicate that female prospective teachers are not significantly on mental ability than male prospective teachers. On teaching aptitude which is the sum up of all dimensions, we can say that there is no significant difference in the teaching aptitude of male and female prospective teachers

**Test of significant differences between the mean scores on teaching aptitude in relation to sex of various districts of Malwa Region**

**Table No. 2**

<b>Group</b>	<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>S. D</b>	<b>t-Value</b>	<b>Significance at .05 level</b>	<b>Degree of freedom</b>
Teaching Aptitude (Faridkot district)	Male	75	73.17	15.22	0.65	Not Significant	148
	Female	75	74.77	14.88			
Teaching Aptitude (Muktsar District)	Male	75	72.57	14.06	0.43	Not Significant	148
	Female	75	73.57	14.24			
Teaching Aptitude (Mansa District)	Male	75	70.2	14.36	1.54	Not Significant	148
	Female	75	74.08	16.49			
Teaching Aptitude (Bathinda District)	Male	75	73.69	15.21	0.12	Not Significant	148
	Female	75	73.99	14.25			
Teaching Aptitude of whole Malwa region	Male	300	72.41	14.71	1.4	Not Significant	598
	Female	300	74.1	14.93			

**Inferences:-**

In viewing the analyzed data presented in **Table No.2** to know the significance difference in teaching aptitude of male and female teachers of whole Malwa region, In conclusion, we can say that there is no significant difference in the teaching aptitude of male and female prospective teachers of whole Malwa region.

**Test of significant differences between the mean scores on teaching aptitude in relation to intelligence of various districts of Malwa Region**

**Table No. 3**

Teaching Aptitude	Intelligence	N	Mean	S. D	t - Value	Significance at .05level	Degree of freedom
Bathinda District	High intelligent	139	42.71	5.44	4.61	Significant	148
	Low intelligent	11	35.13	0.32			
Faridkot District	High intelligent	123	36.21	0.72	8.21	Significant	148
	Low intelligent	27	34.97	0.64			
Muktsar District	High intelligent	119	36.41	1.14	6.71	Significant	148
	Low Intelligent	31	34.6	1.91			
Mansa District	High Intelligent	115	36.35	1	7.46	Significant	148
	Low Intelligent	35	35.01	0.61			
All Malwa Region	High intelligent	496	38.11	4.14	7.86	Significant	598
	Low intelligent	104	34.89	1.16			

**Inferences:-**

In viewing the analyzed data presented in **Table No. 3** to know the significance difference in teaching aptitude of low and high intelligent teachers of whole Malwa region, In conclusion, we can say that there is significant difference in the teaching aptitude of low and high intelligent teachers of whole Malwa region. Intelligence plays an important role in effecting Teaching Aptitude of prospective teachers. From analyzed data we found that high intelligent had a significant higher mean intelligent Quotient (I.Q) as compared to low intelligent.

**Mean scores on teaching aptitude of pupil-teachers of high intelligence and low intelligence**

**Table No. 4**

Variable	N	M	SD	t- Value
High Intelligence	300	138.57	26.32	6.27**
Low Intelligence	300	97.86	42.84	

\*\*Significant at 0.01 level

**Inferences:-**

It is observed from table that the obtained value of “t” (6.27) is significant at 0.01 levels. This reveals that the mean teaching aptitude score (138.57) of Pupil-teachers of high Intelligence differ significantly from the mean teaching aptitude score (97.86) of Pupil-

teachers of low Intelligence. It shows that the teaching aptitude of pupil-teachers with high Intelligence is higher than the teaching aptitude of pupil-teachers with low Intelligence. It may be due to the fact that pupil-teachers with high intelligence are exposed to a large variety of experiences and facilities at come and in schools. There is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed. pupil teachers. High intelligent group have higher teaching aptitude rather than low intelligent group.

### **Major findings**

- 1) Normal teaching aptitude found according to opinion of 51.16% respondents of Malwa region.
- 2) In comparison of all districts highest and lowest teaching aptitude revealed in prospective teachers of Muktsar and Mansa districts respectively.
- 3) It found that the mean score of the Male prospective teachers is 72.41, which falls on the interval 70-90.
- 4) It found that the mean score of the Female prospective teachers is 74.10, which falls on the interval 70-90.
- 5) In comparison of all dimensions of Teaching aptitude, highest mean score in mental ability dimension I is 18.71 and lowest mean score in Professional interest dimension is 6.98.
- 6) It found that on all dimensions of teaching Aptitude, there is no significant difference in the teaching aptitude of male and female prospective teachers.
- 7) There is no significant difference in the teaching aptitude of male and female prospective teachers of whole Malwa region.
- 8) There is significant difference in the teaching aptitude of low and high intelligent teachers of whole Malwa region.

### **Educational implications**

The findings of the present study are examined and the following implications are traced Out:- Teaching aptitude has no relevance with the gender of an individual. Therefore all the students should be treated equally and should teach in the classroom without any discrimination on the part of the gender of the students. Teachers and teacher educators should make their students aware of their potentialities and should provide ample and equal opportunities to develop them to the maximum.

The teachers and teacher educators should organize such programmes which contribute to develop learning by earning. The pupil-teachers of low Intelligence should be encouraged to

participate in different activities, so that they can compensate their feeling of inferiority with education and other co-curricular activities. Extra attention should be given to students of low Intelligence. For intellectual growth nothing can beat a good library. Therefore, interest in reading should be developed in Pupil-teachers through arranging proper facilities at library. Interesting literature related to the field of education should be made available to the pupil teachers.

The teachers and teacher-educators should organize extra co-curricular activities like as quiz contests, teaching competition, P.T.A. competitions, poster making competition, declamation etc. In their institutions so that positive teaching aptitude may develop among pupil teachers. Parents should pay special attention to provide healthy atmosphere to their children at home. Parents should not show discriminating attitude about the education of their boys and girls. Both male and female, should be provided rich and varied types of experiences at home which help them to broaden their ways of thinking.

Pupil-teachers should try to develop their interest in reading the literature related to teaching profession activities organized by the institutions.

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