A Study of Teaching Aptitude of B.Ed Pupil Teachers in Relation to Different Levels of Intelligence

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ABSTRACT: The present study has explored teaching aptitude of B.Ed pupil teachers with respect to different levels of intelligence. A representative sample of 600 teachers from urban and rural B.Ed. colleges of three districts in Haryana was randomly selected. Teaching Aptitude Scale (2002) by L.C. Singh and Dahiya and Test of General Intelligence (2012) by S.K. Pal & K.S. Mishra were used to collect the data. The study revealed that there is a significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed pupil teachers. High intelligent group have more teaching rather than low intelligent group.

KEYWORDS: Teaching Aptitude, Intelligence

Teachers are the key factors in an education system. It is a well-known fact that their subject knowledge has an influence on students' learning in the classroom settings. William Cooley and Paul Lohnes, argued that " yesterday's achievement is today's ability and tomorrow's aptitude". Teaching needs three qualities. Knowledge is the first, communication skill is the second, aptitude is the third (The Hindu, 2002, Sept. 3). "A poor teacher tells; a good teacher teaches; an excellent teacher demonstrates; an outstanding teacher motivates". Time and again we hear these proverbial sayings from various sources at different occasions.

The ability of a teacher is decided in classrooms while presentation. Sitting in a good teacher's class those with aptitude, always probe whether they can teach like this and then believe they can. Students' aptitude is well influenced by the classes they sit in and the teachers who teach them in their student days from primary to college. How teachers can be identified as teachers with teacher aptitude? Good teaching looks effortless because a teacher's knowledge and experience are invisible. Teaching is a tricky blend of action, a way of contextualizing knowledge.

According to Dr. S. Radha Krishnan, “the teachers place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions to keep the lamp of civilization burning. He not only guides the individual but also the destiny of the nation. It is generally believed that society and education stand in relation of reciprocal cause and effect. The character of a given society determines the character of its education system and the character of this system, in turn, determines the character of the society.”

In fact, real education develops the individual like a flower, which spreads its fragrance all over the environment. It contributes to the growth and development of the individual in all the fields, on the one hand, and on the other, it also contributes to the growth and development of the society. The teacher has been recognized as the key person in the preservation, progression and projection of a nation’s cultural heritage. The teacher is supposed to be the role model for the wards put to his charge as also the society as a whole. Teacher is one through whom the new generation is prepared to lead a good life in the society and the environment to which it belongs. Teachers have a great role to play in shaping the mind and heart of the youth so that they may prepare themselves as an upcoming generation of good citizens of a democracy. The profession of the teacher should not be reduced to a trade; it should be confined to keep burning the lamp of the civilization. The teachers have to play a very vital role in the overall social development as well as wholesome individual uplift through the process of schooling that aims at all-round growth.

A variety of factors seem 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.

OBJECTIVE

To study and compare teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.
HYPOTHESES
There is no significant difference between teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.

METHOD OF STUDY
The study was carried out to investigate teaching aptitude of high intelligence and low intelligence B.Ed. pupil teachers in relation to their locality. Accordingly descriptive survey method of research was used to conduct the study.

SAMPLE
The sample comprised of 600 B.Ed pupil teachers studying in different colleges of Gurgaon, Faridabad, Mewat and Rewari districts of Haryana. A Sample of 300 from B.Ed colleges in Rural area and 300 from B.Ed colleges in Urban area from each district were randomly selected to make total sample of 600.

TOOL
Teaching Aptitude Scale (2002) By L.C. Singh And Dahiya and test Of General Intelligence (2012) By S.K.Pal & K.S. Mishra were used to collect the data.

RESULTS AND DISCUSSION
To study and compare teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>High Intelligent</td>
<td>232</td>
<td>33.10</td>
<td>7.07</td>
<td>3.26**</td>
</tr>
<tr>
<td>Aptitude</td>
<td>Low Intelligent</td>
<td>288</td>
<td>30.97</td>
<td>7.10</td>
<td></td>
</tr>
</tbody>
</table>

df= 518

* Value of Significant at 0.05 level = 1.96
** Value of Significant at 0.01 = 2.59
NS = Not Significant =

Intelligence wise Mean Teaching Aptitude Scores and S.Ds of B.Ed Pupil Teachers
From above table and graph, it can be seen that ‘t’ value is 3.26, which is significant at 0.01 level of significance. Therefore the null hypotheses that there is no significant difference between teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers, is rejected. Again from above table we see that teaching aptitude mean scores of high intelligent group is 33.10, which is significantly higher than low intelligent group (i.e. 30.97) of B.Ed pupil teachers. Once again from above table it can be observed clearly that S.D scores for teaching aptitude of high intelligent group is 7.07, which is significantly different from low intelligent group.
Thus we can conclude that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed pupil teachers. High intelligent group have more teaching rather than low intelligent group.

FINDINGS OF THE STUDY
It was found that there is significant difference between teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers. This significant difference shows that high intelligent group have more teaching aptitude rather than low intelligent group.
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Conclusion
It was found that the teachers who are having high teaching aptitude should be given preferences in the appointment of schools and colleges. For this their teaching aptitude should be measured before appointment.

A test of intelligence is also required for the teacher educators. So that they can adjust and respond to the needs of students as and when they face them during their profession.

REFERENCES


