



TEACHING APTITUDES OF IN-SERVICE TEACHER TRAINEES IN RELATIONS TO THEIR INTELLIGENCE

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ABSTRACT:

The present study has explored about teaching aptitude of in-service teacher trainees in-service teacher trainees in relation to their intelligence, gender and locality. A representative sample of 200 in-service teacher trainees from B.Ed. colleges of Raichur district 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 measure teaching aptitude and general intelligence of in-service teacher trainees. The study depicts that there is significant difference in teaching aptitude between high intelligent and low intelligent in-service teacher trainees revealing that high intelligent group have high teaching aptitude than low intelligent group. While teaching aptitude has no relevance with the gender of the individual but on the other hand teaching his/her affect aptitude of an individual family background or his/her place of living.

Key words: Teaching Aptitude, In-service teacher trainees, Intelligence, Gender and Locality

1. Introduction:

Every profession has its norms, moral responsibilities and personal values etc. When we talk about teaching profession, we talk about teacher's moral responsibilities, personal values, and expertise in using teaching skills, knowledge of subject matter. Teachers have multiple roles to play including teaching, research, consultancy, extension work, development of instructional resources, and management of class rooms. Therefore, it is necessary to know their ability which can indicate his success in teaching profession.

The destiny of India is being shaped in her classroom has been pointed out by Education Commission [1964-66] and to that point it may be safely added that the destiny of these classroom is being shaped by teachers. Teacher is a fly wheel of the whole educational machine. Hence the teacher occupies a pivotal position in schemes all of educational reconstruction. The selection of people with right aptitude becomes quite much significant in the field of education because the teacher is considered the future builder of the nation. The role of teacher is very important in shaping destiny of a nation. Teacher has tri-dimensional activity to do duty towards the students, duty towards the society and nation and duty towards his professional growth. Therefore the concept of aptitude becomes quite significant in teaching profession. In this way aptitude is a capacity of a quite fit to learn certain skills and abilities that are necessary for success in a particular field. Kanti K. S. (2013) found that the Teacher attitude and Teaching aptitude have significant positive correlation whereas Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. Jena (2012) stated that there exists significance differences and positive relationships in teaching aptitude, teaching competency and organizational climate

Teacher aptitude is determined by one's knowledge in the following areas: Educational thought- the contribution of great educators, Standard work on education, P. T. relation, Educational practices in general for special subjects, Special needs of exceptional children, Teacher Techniques, Evaluation and measurement, Planning Individual lesson ,Institutional planning, Role of mass-media in education ,Parent-teacher relationship, Home Assignment, Professional growth, Education & Society. Anwar, Naz, Haq, Bibi, C.(2012) revealed that under the established norms, overall high teaching aptitude was found among primary teachers. The teaching aptitude was found to be changed when participants were examined demographically. The average aptitude was revealed low among the teachers working in rural areas as well as on contract basis. Lata, K. (2017) found that teaching aptitude and its variable are significantly related to level of Aspiration, which shows the importance of these variables in the selection of teaching profession.

2. Need of the Study:

The place and importance of a teacher in a society can never be under estimated as he is regarded as the backbone of educational system, maker of mankind and architects of the society. From the Hindu stand point, a child receives second birth in the hands of the teacher who shapes his habits, tasks and character. Book may teach a child, but a teacher educates him. Teacher is pivotal of educational system and as essential requirements for a progressive nation. A skilled teacher generally shows higher teaching aptitude. A teacher can create the interest of the students in the classroom. With the development of expanding education in a country, teaching aptitudes has become an important factor and point in the concern of the present era. Today there is a great dearth of 'real teacher. The present study will enable to throw some light on teaching aptitude in connection with intelligence,

gender and locality. This will be highly valuable for the education planners and administrators to improve teaching learning process.

In our daily life we come in contact with different person, circumstances raising many unsolved question in our mind and force us to find out their solution. Same is the case with the investigators. Being teachers in B.Ed. college, the investigators realize that teaching aptitude in in-service teacher trainees are different from each other in a considerable degree. This idea forced the investigators to find out the relationship of teaching aptitude with various Psycho-socio variables like Intelligence, gender and locality etc.

3. Statement of the Problem:

TEACHING APTITUDES OF IN-SERVICE TEACHER TRAINEES IN RELATIONS TO THEIR INTELLIGENCE

4. Objectives of the Study:

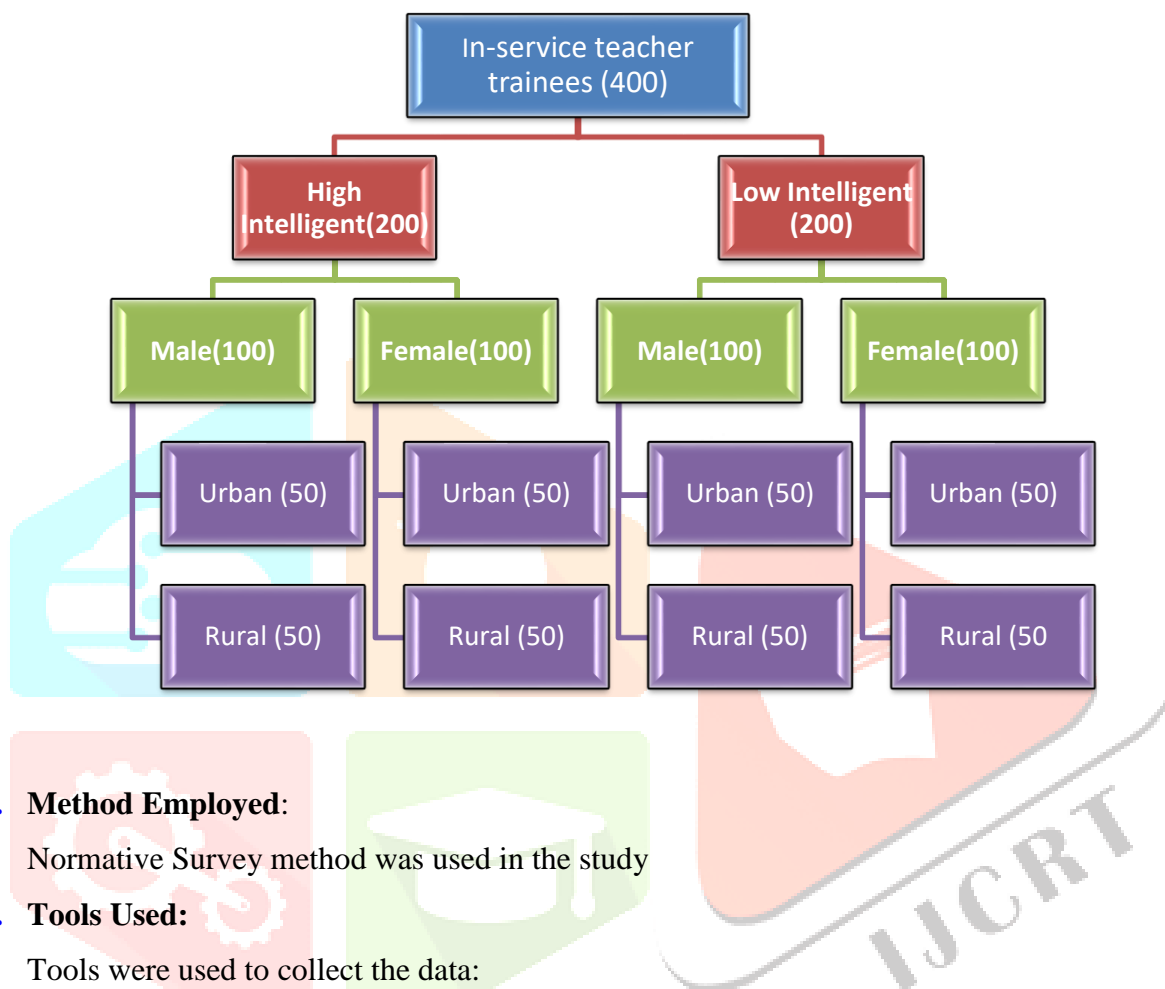
1. To compare the teaching aptitude of male and female in-service teacher trainees
2. To compare the teaching aptitude of in-service teacher trainees belonging to rural and urban background
3. To compare the teaching aptitude of urban in-service teacher trainees in relation to their gender
4. To compare the teaching aptitude of rural in-service teacher trainees in relation to their gender.
5. To compare the teaching aptitude in-service teacher trainees in relation to their intelligence.
6. To compare the teaching aptitude of female in-service teacher trainees in relation to their intelligence
7. To compare the teaching aptitude of male in-service teacher trainees in relation to their intelligence

5. Design of the study:

5.1. Sample:

The sample for the present study is consisted of 200 in-service teacher trainees from different colleges of education affiliated to Maharshi Dayanand University, Raichur, located in Raichur district selected by random sampling technique. Broken Details of sample is given below:

Broken Details of Sample



5.2. Method Employed:

Normative Survey method was used in the study

5.3. Tools Used:

Tools were used to collect the data:

- Teaching Aptitude Scale (2002) Prepared by L.C. Singh And Dahiya and
- Test of General Intelligence (2012) Prepared by S.K.Pal & K.S.Mishra

5.4. Statistical Techniques Used:

Quantitative data analysis was used in the light of objectives of study. Mean, S.D. and t-test were used as statistical technique for the analysis of the previously mentioned data.

6. Results and Discussion:

The present study has been planned out to find teaching aptitude of in-service teacher trainees in relation to their intelligence, gender and locality. Hence data were analysed based on objectives

1) Objective-1: To compare the teaching aptitude of male and female in-service teacher trainees

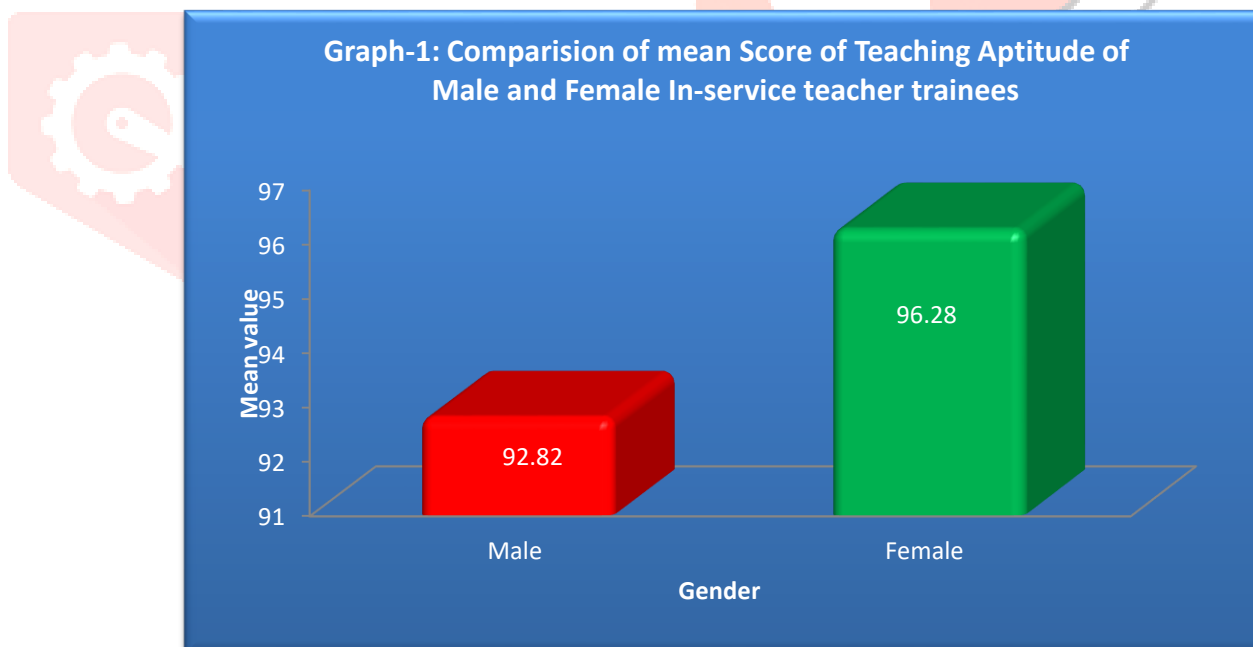
The result pertaining to the First objectives has been presented in table-2.

Table-1: Mean Score of Teaching Aptitude of Male and Female In-service teacher trainees

Gender	Sample Size(N)	Mean	SD	"t" value
Male	100	92.82	49.6	1.123 (NS)
Female	100	96.28	47.53	

N.S. =Not Significant (The table value of 't' is 1.980 at 0.05 and 2.576 at 0.01 significance level and degree of freedom 198)

It is observed from Table-1 that the obtained value of 't' is 1.123 is not significant. This further reveals that the mean teaching aptitude score (92.82) for male in-service teacher trainees do not differ significantly from the mean teaching aptitude score (96.28) of female in-service teacher trainees. It shows that teaching aptitude has no relevance with the gender of the individual i.e. whether it is male candidate or female candidate they have similar teaching aptitude. Som (1984) revealed that an insignificant difference was found in teaching aptitude ability in sex wise and discipline wise comparison. While Parveen Sharma (2006) revealed that female arts teacher trainees secured significantly higher mean scores than their counterpart male arts in-service teacher trainees.



2) Objective-2: To compare the teaching aptitude of in-service teacher trainees belonging to rural and urban background

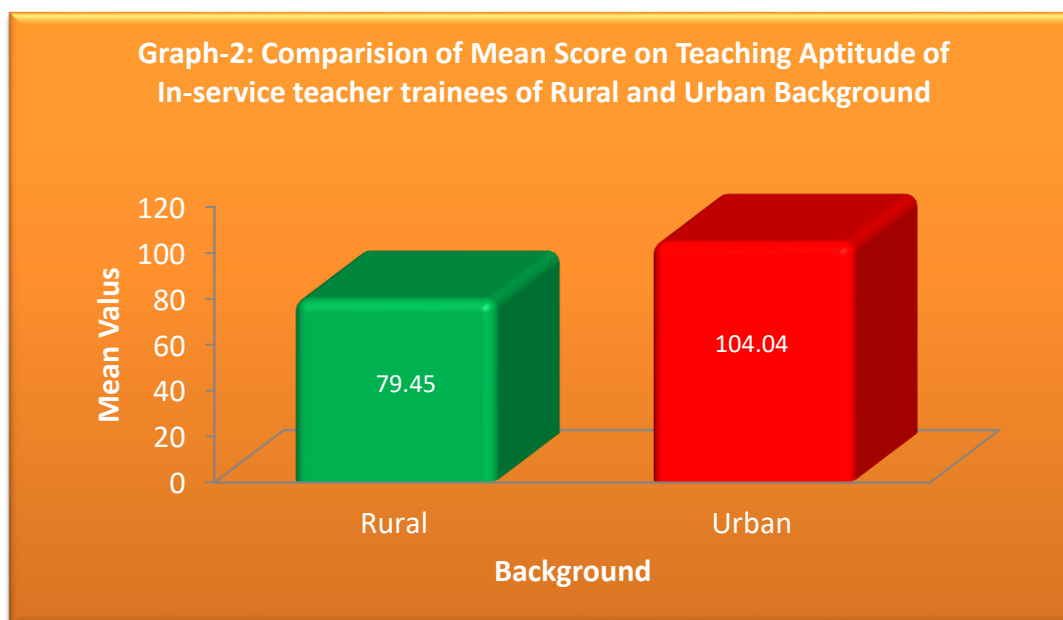
The result pertaining to the second objective has been presented in table-3

Table-3: Mean Score on Teaching Aptitude of In-service teacher trainees of Rural and Urban Background

Background	N	M	SD	"t" value
Rural	200	79.45	46.89	4.75**
Urban	200	104.04	37.7	

** Significant at both 0.01 and 0.05 level (*The table value of 't' is 1.980 at 0.05 and 2.576 at 0.01 significance level and degree of freedom 198*)

It is observed from Table-3 that the obtained value of 't' (4.75) is significant at 0.01 level. Further mean teaching aptitude score (79.45) of in-service teacher trainees belonging to rural background differ significantly from the mean teaching aptitude score (104.04) for in-service teacher trainees belonging to urban background. It shows that his /her family background affects teaching aptitude of an individual or his/her place of living. Table-3 also shows that the in-service teacher trainees belonging to urban background have high teaching aptitude than the in-service teacher trainees belonging to rural background. The reason may be the availability of facilities and occupational preferences held by urban people. In urban areas, as individuals depends more on secondary and tertiary activities like as-service trade, business etc. and these activities provide them ample opportunities to have a variety of experiences in their daily life. All this make them aware about their future and try to provide more facilities to their children to make their future safe and secure. In the same way, impact of mass media communication is much effective in urban areas which again help in development of teaching aptitude. On the other hand the family of in-service teacher trainees having rural background engage themselves in agricultural activities and they have very limited opportunities to exposure a variety of experiences. In-service teacher trainees of rural background also lack other facilities like as –availability of good schools, resource person, availability of good books, library facilities. That is the reason that teaching aptitude of urban in-service teacher trainees found to be higher than rural in-service teacher trainees.



3) To compare the teaching aptitude of urban in-service teacher trainees in relation to their gender

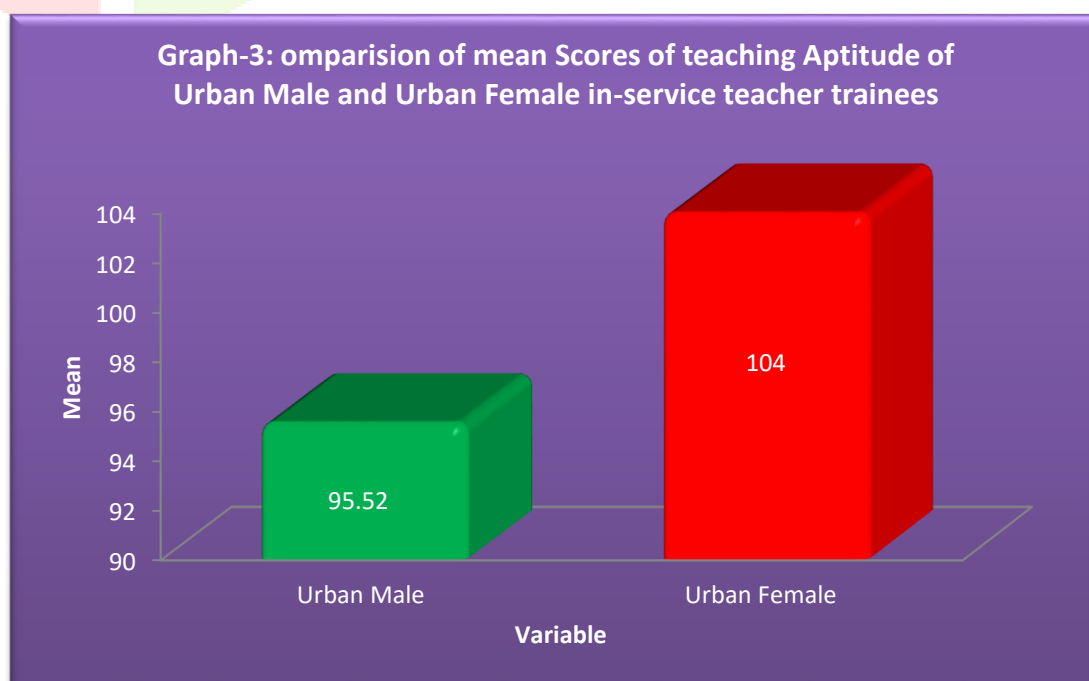
The result pertaining to the above third objective has been presented in table-4.

Table-4: Mean Scores of teaching Aptitude of Urban Male and Urban Female in-service teacher trainees

Variable	N	M	SD	"t" value
Urban Male	100	95.52	61.18	2.99 **
Urban Female	100	104	59.07	

N.S.-Not Significant

It is observed from table that the obtained value of 't' (2.99) is not significant. This further reveals that the mean teaching aptitude score (94.32) of urban male pupil-teacher do not differ significantly from the mean teaching aptitude score (102.78) of urban female in-service teacher trainees.



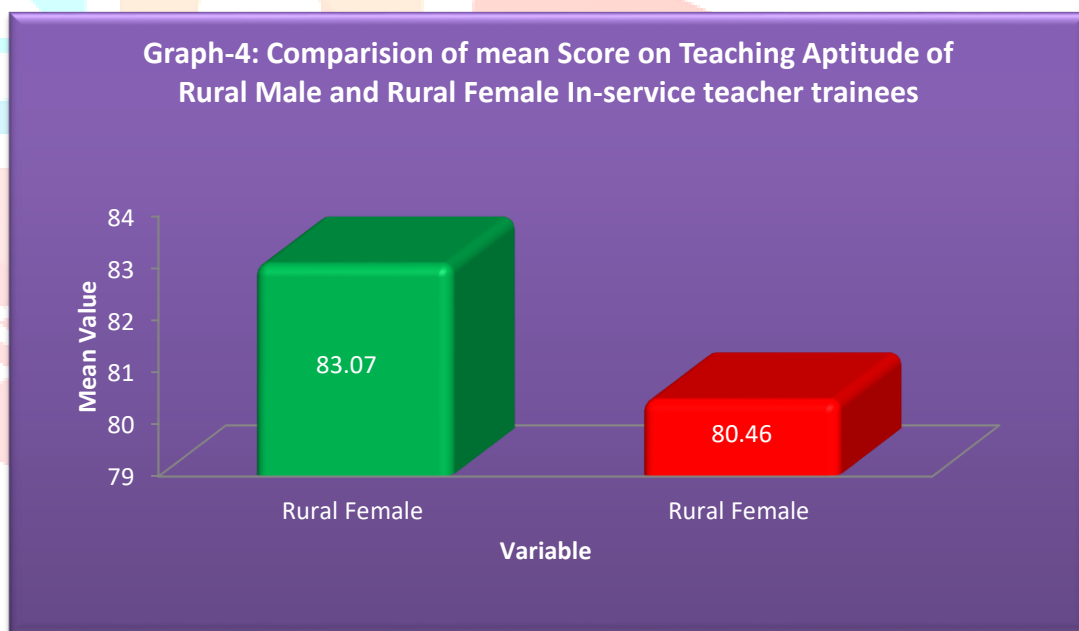
4) To compare the teaching aptitude of rural in-service teacher trainees in relation to their gender

The result pertaining to the fourth objective has been presented in table-5.

Table -5: Mean Score on Teaching Aptitude of Rural Male and Rural Female In-service teacher trainees

Variable	N	M	SD	"t" value
Rural Male	100	83.07	44.88	4.86(S)
Rural Female	100	80.46	42.12	

It is observed from Table that the obtained value at 't' (4.86) is significant. This further reveals that the mean teaching aptitude score (83.07) for rural male pupil-teacher differ significantly from the mean teaching aptitude score (80.46) of rural female in-service teacher trainees. This may be due to the fact that both male and female belonging to rural background respect their teachers & consider them as their role models. Kaur, H. (2014) revealed that there is no significant difference in teaching aptitude of in-service teacher trainees in relation to gender, location, stream but a significant difference has been identified in relation to their professional experience as a teacher before joining B.Ed. training course.



5) To compare the teaching aptitude in-service teacher trainees in relation to their intelligence.

The result pertaining to the fifth objective has been presented in table-6.

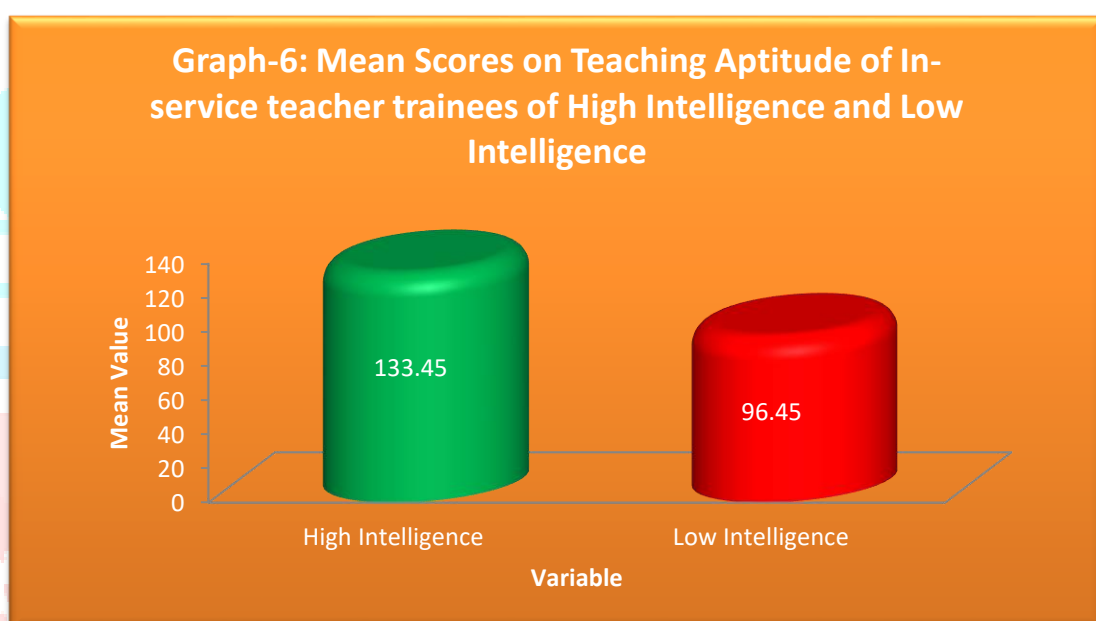
Table -6: Mean Scores on Teaching Aptitude of In-service teacher trainees of High Intelligence and Low Intelligence.

Variable	N	M	SD	"t" value
High Intelligence	200	133.45	27.84	5.64**
Low Intelligence	200	96.45	44.53	

**Significant at 0.01 level

It is observed from table that the obtained value of 't'(5.64) is significant at 0.01 level. This reveals that the mean teaching aptitude score (133.45) of In-service teacher trainees of high

Intelligence differ significantly from the mean teaching aptitude score (96.45) of In-service teacher trainees of low Intelligence. It shows that the teaching aptitude of in-service teacher trainees with high Intelligence is higher than the teaching aptitude of in-service teacher trainees with low Intelligence. It may be due to the fact that in-service teacher trainees with high intelligence are exposed to a large variety of experiences and facilities at come and in schools. Impact of mass media communication like as TV, Newspapers, magazines, journals, Internet also play a very vital, informative and educative role in case of pupil-teacher of high intelligence as compared to the in-service teacher trainees of low intelligence. Another reason may be that teaching aptitude test measure wide interest, optimism and enthusiasm as some of its variables and these variables are highly influenced by the Intelligence of an individual. Malik (2016) revealed that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed in-service teacher trainees. High intelligent group have higher teaching aptitude rather than low intelligent group.



6) To compare the teaching aptitude of female in-service teacher trainees in relation to their intelligence:

The results pertaining to the sixth objective has been presented in table-7

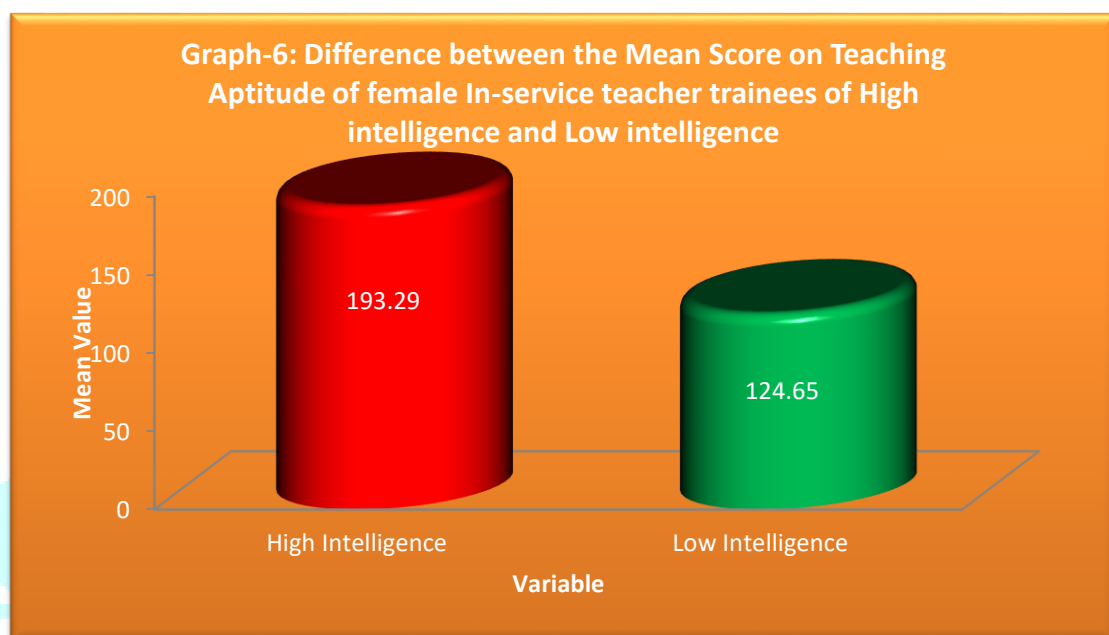
Table-7: Difference between the Mean Score on Teaching Aptitude of female In-service teacher trainees of High intelligence and Low intelligence.

Variable	N	M	SD	“t” value
High Intelligence	50	193.29	43.8	5.17**
Low Intelligence	50	124.65	49.63	

**Significant at 0.01 level

It is observed from Table-7 that the obtained value of „t” is 6.11 is significant at 0.01 level. This reveals that the mean teaching aptitude score (186.84) of female In-service teacher trainees having high intelligence differ significantly from the mean teaching aptitude score (118.20) of female In-service teacher trainees having low Intelligence. It may be due to the fact that in-service teacher trainees with high intelligence are exposed to a large variety of experiences and facilities at come and

in schools. Impact of mass media communication like as TV, Newspapers, magazines, journals, Internet also play a very vital, informative and educative role in case of pupil-teacher of high intelligence as compared to the in-service teacher trainees of low intelligence. Another reason may be that teaching aptitude test measure wide interest, optimism and enthusiasm as some of its variables and these variables are highly influenced by the Intelligence of an individual.



7. To compare the teaching aptitude of male in-service teacher trainees in relation to their intelligence:

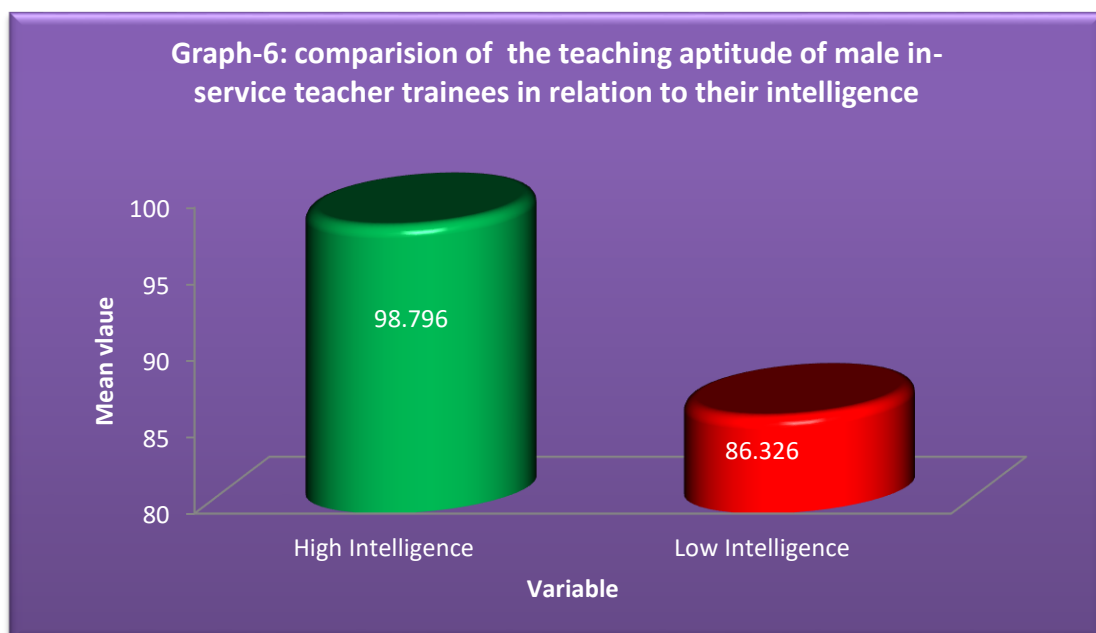
The result pertaining to the seventh objective i.e., “To compare the teaching aptitude of male in-service teacher trainees of high Intelligence & low Intelligence” has been presented in table-8.

Table-9: Mean Teaching Aptitude score of male In-service teacher trainees of High Intelligence & Low Intelligence

Variable	N	M	SD	“t” value
High Intelligence	50	98.796	59.39	5.55 (S)
Low Intelligence	50	86.326	56.73	

NS-Not Significant

It is observed from Table that the obtained value of ‘t’ (5.55) is significant. This reveals that the mean teaching aptitude score (98.796) of male Pupil-teacher having high Intelligence differ significantly from the mean teaching aptitude score (86.326) of male in-service teacher trainees having low Intelligence. This is in consent with the fact there is positive correlation between intelligence and aptitude. While in case of males, we can say that they are engaged in secondary and tertiary activities or indoor/outdoor activities very frequently showing that experience is great teacher.



8. 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.

Teachers and teacher educators should provide more opportunities to the students of rural areas to expose themselves up to maximum. But all this should not be done at cost of students of urban area. Extra time should be given to rural areas students to develop more teaching aptitude among them.

The teachers and teacher educators should organize such programmes which contribute to develop learning by earning. The in-service teacher trainees 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 In-service teacher trainees through arranging proper facilities at library. Interesting literature related to the field of education should be made available to the in-service teacher trainees.

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 in-service teacher trainees.

Implications for Administrators: Administrators should apply wisdom while making selection of teachers. He/she should be sure that the person who enters the teaching professions has genuine love for it. Give reasonable freedom to the teachers to enable them to plan and chalk out their programmes of teaching and other curricular activities properly in the institutions.

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.

In-service teacher trainees should try to develop their interest in reading the literature related to teaching profession activities organized by the institutions.

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