

## **TEACHING APTITUDE OF PUPIL TEACHERS IN RELATION TO THEIR INTELLIGENCE, GENDER AND LOCALITY**

**Dr. Manju Jain**\*

---

### **ABSTRACT**

The present study has explored about teaching aptitude of pupil teachers in relation to their intelligence, gender and locality. A representative sample of 200 pupil teachers from B.Ed. colleges of rohtak 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 pupil teachers. The study depicts that there is significant difference in teaching aptitude between high intelligent and low intelligent pupil teachers 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 aptitude of an individual is affected by his/her family background or his/her place of living.

**Key words: Teaching Aptitude, Pupil Teachers, Intelligence, Gender and Locality**

---

\* **Principal, Vaish College of Education, Rohtak**

## 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.

### **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 pupil teachers 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.

### **Statement of the Problem**

**"A Study of Teaching Aptitude of Pupil Teachers in Relation to their Intelligence, Gender and Locality"**

### **Objectives of the Study**

1. To compare the teaching aptitude of male and female pupil-teachers
2. To compare the teaching aptitude of pupil teachers belonging to rural and urban background.
3. To compare the teaching aptitude of urban pupil teachers w.r.t. their gender.
4. To compare the teaching aptitude of rural pupil teachers w.r.t. their gender.
5. To compare the teaching aptitude pupil teachers w.r.t. their intelligence.
6. To compare the teaching aptitude of female pupil teachers w.r.t. their intelligence
7. To compare the teaching aptitude of male pupil teachers w.r.t. their intelligence

### Sample

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

**Table-1: Broken Details of Sample**

Total students (200)							
High Intelligent(100)				Low Intelligent (100)			
Male(50)		Female(50)		Male(50)		Female(50)	
Ur	R	Ur	R	Ur	R	Ur	R
ban(25)	ural(25)	ban(25)	ural(25)	ban(25)	ural(25)	ban(25)	ural(25)

### Method Employed

Normative Survey method was used in the study

### Tools Used

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

### 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 aforesaid data.

## Results and Discussion

The present study has been planned out to find teaching aptitude of pupil teachers in relation to their intelligence, gender and locality. The result pertaining to the 1<sup>st</sup> objectives i.e., “To compare the teaching aptitude of male and female pupil teachers” has been presented in table-2.

**Table-2:** Mean Score of Teaching Aptitude of Male and Female Pupil-teachers

Gender	N	M	SD	‘t’ value
Male	100	84.32	50.83	0.37 (NS)
Female	100	87.78	48.76	

N.S. =Not Significant

It is observed from Table-2 that the obtained value of ‘t’ is 0.37 is not significant. This further reveals that the mean teaching aptitude score (84.32) for male pupil-teachers do not differ significantly from the mean teaching aptitude score (87.78) of female pupil-teachers. 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 pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teachers. The result pertaining to the second objectives i.e. “To compare teaching aptitude of pupil-teachers belonging to rural and urban background” has been presented in table-3.

**Table-3:** Mean Score on Teaching Aptitude of Pupil-teachers of Rural and Urban Background

Backg round	N	M	SD	‘t’ value
Rural	100	75.24	48.12	3.27**
Urban	100	99.83	38.93	

\*\* Significant at 0.01 level

It is observed from Table-3 that the obtained value of 't' (3.27) is significant at 0.01 level. Further mean teaching aptitude score (75.24) of pupil-teachers belonging to rural background differ significantly from the mean teaching aptitude score (99.83) for pupil-teachers belonging to urban background. It shows that teaching aptitude of an individual is affected by his/her family background or his/her place of living. Table-3 also shows that the pupil-teachers belonging to urban background have high teaching aptitude than the pupil-teachers 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 pupil-teachers having rural background engage themselves in agricultural activities and they have very limited opportunities to exposure a variety of experiences. Pupil-teachers 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 pupil-teachers found to be higher than rural pupil-teachers.

The result pertaining to the third objective i.e. “To compare the teaching aptitude of urban male and urban female pupil-teachers” have been presented in table-4.

**Table-4:** Mean Scores of teaching Aptitude of Urban Male and Urban Female Pupil-Teachers

Variable	N	M	SD	't' value
Urban Male	5 0	94.3 2	51.76	0.67(N S)
Urban Female	5 0	102. 78	49.65	

N.S.-Not Significant

It is observed from table that the obtained value of 't' (0.67) 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 pupil-teachers. The result pertaining to the fourth objective i.e. "To compare the teaching aptitude of rural male and rural female pupil-teachers" are presented in table-5.

**Table -5:** Mean Score on Teaching Aptitude of Rural Male and Rural Female Pupil-Teachers

variable	N	M	SD	't' value
Rural Male	50	81.84	46.12	0.21(NS)
Rural Female	50	79.23	43.36	

N.S.-Not Significant

It is observed from Table that the obtained value at 't'( 0.21) is not significant. This further reveals that the mean teaching aptitude score (81.84) for rural male pupil-teacher do not differ significantly from the mean teaching aptitude score (79.23) of rural female pupil-teachers. 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 pupil teachers 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. The result pertaining to the fifth objective i.e. "To compare the teaching aptitude of pupil-teachers of high and low intelligence has been presented in table-6.

**Table -6:** Mean Scores on Teaching Aptitude of Pupil-teachers of High Intelligence and Low Intelligence.

Variable	N	M	SD	't' value
High Intelligence	100	138.57	26.32	6.27**
Low Intelligence	100	97.86	42.84	

\*\*Significant at 0.01 level

It is observed from table that the obtained value of 't'(6.27) is significant at 0.01 level. 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. 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 pupil-teachers 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 pupil teachers. High intelligent group have higher teaching aptitude rather than low intelligent group. The results pertaining to the sixth objective, “To compare the teaching aptitude of female Pupil-teachers of high and low intelligence” has been presented in table-7.

**Table-7:** Difference Between the Mean Score on Teaching Aptitude of female Pupil-Teachers of High intelligence and Low intelligence.

Variables	N	M	SD	‘t’ value
High Intelligence	50	186.84	39.78	6.11**
Low Intelligence	50	118.20	45.61	

\*\*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 Pupil-teachers having high intelligence differ significantly from the mean teaching aptitude score (118.20) of female Pupil-teachers having 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. 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 pupil-teachers 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.

The result pertaining to the seventh objective i.e., “To compare the teaching aptitude of male pupil-teachers of high Intelligence & low Intelligence” has been presented in table-9.



**Table-9:** Mean Teaching Aptitude score of male Pupil-Teachers of High Intelligence & Low Intelligence

Variables	N	M	SD	't' value
High Intelligence	50	97.34	53.94	0.85(NS)
Low Intelligence	50	84.87	51.28	

NS-Not Significant

It is observed from Table that the obtained value of 't' (0.85) is not significant. This reveals that the mean teaching aptitude score (97.34) of male Pupil-teacher having high Intelligence do not differ significantly from the mean teaching aptitude score (84.87) of male pupil-teachers 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.

### 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 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.

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.

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

**References:**

- Anwar M.N., Naz, A., Haq, R. Bibi ,C.(2012), An examination of teaching aptitude of teachers working at primary level: demographic differences , International Interdisciplinary Journal Of Education - march 2012, volume 1, issue 2,pp.29=33.
- Best. John W. (1970). Research in education, New York Prentice Hall inc:
- Jena,P.C.(2012),Teaching Aptitude of Harijan Madhymik Vidayalya Teachers in Relation to their Teaching Competency and Organizational Climate. International Journal of Education and Psychological Research (IJEPR)Volume 1, Issue 1, pp: 19-29, ISSN: 2279 – 0179.
- Kanti k. S. (2013). A study of the relationship between teacher attitude & teaching aptitude of prospective secondary school teachers, International Journal Of Education And Psychological Research (IJEPR) ISSN: 2279-0179 volume 2, issue 4, pp: 95-98, november 2013
- Kaur,H.(2014) ,A Comparative Study of Teaching Aptitude of B.Ed.(General)Pupil Teachers of Kurukshetra District In Relation To Their Gender, Location, Stream And Professional Experience. Paripex - Indian Journal Of Research ,Volume : 3( 8), Issn - 2250-1991.
- Lata, K. (2017). Teaching Aptitude of Prospective Teachers as Related to Their Level of Aspiration. IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455- 2526), 7(1), 53-62. doi:<http://dx.doi.org/10.21013/jems.v7.n1.p6>
- Malik,U.(2015).A study of teaching aptitude of b.ed. Pupil teachers in relation to different levels of intelligence, Asian Journal Of Multidisciplinary Studies, vol 4, no 5 .