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Teaching Aptitude among Pupil Teachers in Relation to Intelligence

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Abstract

The present investigation was meant to study the teaching aptitude among pupil teachers in relation to intelligence. The study consisted of 600 pupil teachers from the educational colleges of Ahmadabad. Data was collected with the help of Teaching Aptitude test by L.C. Singh And Dahiya(2002) and General Intelligence by S.K.Pal & K.S.Mishra (2012)The data obtained were analysed statistically with the help of Mean, SD, t-ratio and correlation to arrive at the following conclusions.(i) There is significant relationship between teaching aptitude and intelligence of urban male pupil teachers.(ii) There is significant relationship between teaching aptitude and intelligence of urban female pupil teachers.(iii) There is no significant relationship between teaching aptitude and intelligence of rural male pupil teachers.(iv)There is no significant relationship between teaching aptitude and intelligence of rural female pupil teachers.

Key words: Teaching aptitude, Intelligence, pupil teachers etc.

Introduction

In the process of education educators and teachers play a very important role in education policy which mainly include quality teachers, school infrastructure, curriculum development according to demand of society. Teaching profession demands clear set of goals, devotion and dedication, good managerial skill and good teaching aptitude. Therefore, it is necessary to give adequate importance to teaching aptitude of student teachers in teacher education programs. If during training, the teaching aptitude of the trainees is well known, it will help the teacher educators to classify trainees by identifying individual potential traits and abilities and guide them to develop intra & interpersonal skills. Generally, when one does not possess the aptitude for any particular work, one does not take interest in that work or profession and so he or she fails to put necessary efforts in acquiring minimum requisites essential for the job. Teaching aptitude is one of the major determinants of teacher effectiveness and it is found to be a good predictor of teacher effectiveness (Arifa Rahma, 2014) If a trainee who having specific aptitude selected the right professional training, he or she will perform the best during the training. Similarly, when a student who has teacher aptitude enter a teacher education program, he or she has interest and will actively perform in the activities of the program and will try hard to become proficient teacher. Similarly, if a teacher who has high

teacher aptitude and high level intelligence can generate highly qualified students.

Literature Review

Jain,M.(2018) examined 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.

Bam (2019) conducted a study to determine significant difference and relationship between the teaching interest and teaching aptitude in terms of gender, locality and teaching experience of teachers of Sepahijala District of Tripura. A sample of 72 secondary school teachers was chosen. Findings of the study revealed that the level of teaching interest and teaching aptitude for secondary school teachers is average and no significant difference found between teaching

aptitude of teachers in terms of gender and teaching experience except locality.

Shallu,R (2021) examined the teaching aptitude among B.Ed. student teachers because they are the future teachers and most of times they become the role model for their pupils. A representative sample of 60 (32 boys and 28 girls) student teachers was taken and self-prepared questionnaire (in google form) used to collect data in virtual way. It usually signifies the mainly three domains like cognitive, affective and psycho-motor domains in teaching. Investigator mainly instructed to tick the all questions within 20 minutes to complete the test. At last, after the collection or analysis of the data investigator found there is no significant difference in teaching aptitude among B.Ed student teachers gender basis.

Objectives of the Study

1. To study the relationship between teaching aptitude and intelligence of urban male pupil teachers.
2. To study the relationship between teaching aptitude and intelligence of urban female pupil teachers.
3. To study the relationship between teaching aptitude and intelligence of rural male pupil teachers.
4. To study the relationship between teaching aptitude and intelligence of rural female pupil teachers.

Hypotheses

1. There is no significant relationship between teaching aptitude and intelligence of urban male pupil teachers.
2. There is no significant relationship between teaching aptitude and intelligence of urban female pupil teachers.
3. There is no significant relationship between teaching aptitude and intelligence of rural male pupil teachers.
4. There is no significant relationship between teaching aptitude and intelligence of rural female pupil teachers.

Delimitations of the study

The present study was restricted only to pupil teachers of Gujarat.

Sample of the Study

Stratified sampling technique has been adopted in this study. The sample of the study consisted of 600 pupil teachers from the colleges of Ahmadabad, Mehsana, Patan, Gandhinagar. So, out of 600 pupil teachers, 150 from Ahmadabad, 150 from Mehsana, and 150 from Patan and 150 from Gandhinagar districts of Gujarat were taken as a sample on the basis of random sampling method. Out of them, 300 were male and 300 were female. On the basis of locality out of 600 pupil teachers, 300 were belonged to rural area and 300 belonged to urban area".

- **Methodology**
- **In the present study descriptive survey method of investigation was utilized to know**

relationship between teaching aptitude and intelligence of pupil teachers.

Research Tools

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

Analysis, Interpretations and Discussion of the Results

H1. There is no significant relationship between teaching aptitude and intelligence of urban male pupil teachers.

Table-1 .1

Variables.	Group	N	'r' value	Significance
Teaching Aptitude	Urban Male	150	0.306**	Significant
Intelligence	Urban Male	150		

** Significant at 0.01

Table 1.1 exhibited that the 'r' value is 0.306, which is significant at 0.01 level of significance. Therefore the null hypotheses that there is no significant difference between teaching aptitude and intelligence of urban male pupil teachers, is rejected. Thus we can conclude that there is significant relationship between teaching aptitude and intelligence of urban male pupil teachers.

- **H2. There is no significant relationship between teaching aptitude and intelligence of urban female pupil teachers.**

Table-1 .2

Variables	Group	N	'r' value	Significance
Teaching Aptitude	Urban Female	150	0.173**	Significant
Intelligence	Urban Female	150		

** Significant at 0.01

Table 1.2 exhibited that the 'r' value is 0.173, which is significant at 0.01 level. Therefore the null hypotheses that there is no significant relationship between teaching aptitude and intelligence of pupil teachers, is rejected. Thus we can conclude that there is significant relationship between teaching aptitude and intelligence of urban female pupil teachers.

- **H3. There is no significant relationship between teaching aptitude and intelligence of rural male pupil teachers.**

Table-1 .3

Variables.	Group	N	'r' value	Significance
Teaching Aptitude	Rural Male	150	0.046	Not Significant
Intelligence	Rural Male	150		

** Significant at 0.01

Table 1.3 exhibited that the 'r' value is 0.046, which is not significant. Therefore the null hypotheses that there is no significant relationship between teaching aptitude and intelligence of rural male pupil teachers, is accepted. This shows that in case of rural male pupil teachers there teaching aptitude differs from their intelligence level, which shows that intelligence does not affect the teaching aptitude of rural male pupil teachers.

- **H4. There is no significant relationship between teaching aptitude and intelligence of rural female pupil teachers.**

Table-1 .4

Variables.	Group	N	'r' value	Significance
Teaching Aptitude	Rural Female	150	0.156	Not Significant
Intelligence	Rural Female	150		

** Significant at 0.01

Table 1.4.exhibited that the 'r' value is 0.156, which is not significant. Therefore the null hypotheses that there is no significant relationship between teaching aptitude and intelligence of rural female pupil teachers, is accepted. This shows that in case of rural female pupil teachers their teaching aptitude differs from their intelligence level which shows that intelligence does not affect the teaching aptitude of rural female pupil teachers.

Findings of the Study

1. There is significant relationship between teaching aptitude and intelligence of urban male pupil teachers.
2. There is significant relationship between teaching aptitude and intelligence of urban female pupil teachers.
3. There is no significant relationship between teaching aptitude and intelligence of rural male pupil teachers.
4. There is no significant relationship between teaching aptitude and intelligence of rural female pupil teachers

Conclusion

In teaching profession, teacher aptitude shows the estimation of these trainees' abilities for their future performance and the efforts they make towards attaining the goals. And also, teaching profession is social art. Teachers need high level intelligence because they have to communicate with students, colleagues, parents, administrators and staffs. It is suggested that

A test of intelligence is also required for the pupil teacher. So that, they became able to make adjustments and respond the needs of students when they face them during their profession.

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