

TEACHING APTITUDE OF B.Ed. PUPIL TEACHERS IN RELATION TO THEIR TEACHING COMPETENCY AND INTELLIGENCE

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ABSTRACT

As per paper, "The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest amongst all professions. The irony of fate, however, is that teaching is deemed to be the most unattractive profession and the teacher no longer occupies an honourable position in the society. Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved." It is probably for this reason that the Education Commission (1964-66) recommended the introduction of " a sound programme of professional education of teachers". In order to face the challenges of this dynamic world, restructuring of teacher preparation process is highly essential for professionalization and empowerment of the teachers. Teachers should be prepared to meet the challenges of local, nation and global demands because, "the quality of education depends to a great extent on the quality of teachers, teacher is the most important pillar of the education system that develops the learner as well as the society, as torch bearers in creating social cohesion, national integration and a learning society, teachers are capable of generating and imparting knowledge as per commands and demands of the society." Ours is a rich country of cultural heritage known for the gentleness of mature mind and for reconciling the irreconcilable. It is none the less a fact that our country has fallen prey to all kinds of destructive forces. Resurgence of a country could come not through the channels of science and technology alone but also through the flood gates of value-oriented education. Only well-trained teachers will be able to implement value education programmes. If values are imbibed with a purpose, they will go a long way in moulding citizens of tomorrow and realizing the dream of an egalitarian society as envisaged in our constitution.

RATIONALE OF THE PROBLEM

The present study will have educational implications for pupil teachers and all who are interested in improving conditions, which affect teaching aptitude. It will relate the teaching competency and intelligence with the teaching aptitude i.e either one factor or both affect teaching aptitude in positive or negative direction and up to which extent or one variable in one direction and other in opposite direction. By knowing affect of these factors, we can draw conclusion or get information how these factors help in improving teaching aptitude. Teaching aptitude found as significant predictor of teacher effectiveness. In most of the studies teaching aptitude has been studied in relation to variables like gender, students achievement, teaching behavior, self- esteem and teaching success. Teaching competency found positively correlated with teaching

aptitude and intelligence has found as component of teaching aptitude in most of the studies. Hence, the need for a study like the one in hand will be purported to see the relationship of teaching aptitude with other variables like teaching competency and intelligence of B.Ed pupil teachers. The problem selected for the study intends to find out the different ways to improve teaching aptitude and its relation with teaching competency and intelligence. Although the independent work on these variables are available but not many co-relational studies on these variables conducted in India as yet. Most of the work has been done in foreign countries and empirical work is still wanted in India.

STATEMENT OF THE PROBLEM

“ TEACHING APTITUDE OF B.ED PUPIL TEACHERS IN RELATION TO THEIR TEACHING COMPETENCY AND INTELLIGENCE.”

OBJECTIVES OF THE STUDY

1. To study and compare teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.
2. To study and compare teaching aptitude of high intelligence and low intelligence of urban male B.Ed pupil teachers.
3. To study and compare teaching aptitude of high intelligence and low intelligence of urban female B.Ed pupil teachers.
4. To study and compare teaching aptitude of high intelligence and low intelligence of rural male B.Ed pupil teachers.
5. To study and compare teaching aptitude of high intelligence and low intelligence of rural female B.Ed pupil teachers.
6. To study and compare teaching aptitude of high teaching competency and low teaching competency of B.Ed pupil teachers.
7. To study and compare teaching aptitude of high teaching competency and low teaching competency of urban male B.Ed pupil teachers.
8. To study and compare teaching aptitude of high teaching competency and low teaching competency of urban female B.Ed pupil teachers.
9. To study and compare teaching aptitude of high teaching competency and low teaching competency of rural male B.Ed pupil teachers.
10. To study and compare teaching aptitude of high teaching competency and low teaching competency of rural female B.Ed pupil teachers.
11. To study the relationship between teaching aptitude and intelligence of B.Ed pupil teachers.
12. To study the relationship between teaching aptitude and intelligence of urban male B.Ed pupil teachers.

13. To study the relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.
14. To study the relationship between teaching aptitude and intelligence of rural male B.Ed pupil teachers.
15. To study the relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers.
16. To study the relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.
17. To study the relationship between teaching aptitude and teaching competency of urban male B.Ed pupil teachers.
18. To study the relationship between teaching aptitude and teaching competency of urban female B.Ed pupil teachers.
19. To study the relationship between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.
20. To study the relationship between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

OPERATIONAL DEFINITION OF KEY TERMS

Conceptual definition of Teaching Aptitude:-Freeman defined “An Aptitude is a combination of characteristics indicative of an individual’s capacity to acquire some specific knowledge , skill or set of organized responses such as the ability to speak a language , to become a musician , to do mechanical work.”

Operational definition of Teaching Aptitude: In the present study teaching aptitude of B.Ed pupil teachers means the total score obtained by B.Ed pupil teachers in the Teaching Aptitude (2002) scale by L.C.Singh and Dahiya .

Conceptual definition of Teaching Competency:- Houston defined “The right way of conveying units of knowledge, application and skill to students.” The right way here includes knowledge of content, processes, methods and means of conveying content.

Operational definition of Teaching Competency: In the present study teaching competency of B.Ed pupil teachers means the total score obtained by B.Ed pupil teachers in the General Teaching Competency scale by B.K.Passi and Mrs. M.S Lalitha.

Conceptual definition of Intelligence:- Wechsler defined “Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.”

Operational definition of Intelligence: In the present study intelligence of B.Ed. pupil teachers means the total score obtained by B.Ed pupil teachers in the Test of General Intelligence (2012) by S.K.Pal and K.S Mishra .

HYPOTHESES OF THE STUDY

1. There is no significant difference between teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.
2. There is no significant difference between teaching aptitude of high intelligence and low intelligence of urban male B.Ed pupil teachers.

3. There is no significant difference between teaching aptitude of high intelligence and low intelligence of urban female B.Ed pupil teachers.
4. There is no significant difference between teaching aptitude of high intelligence and low intelligence of rural male B.Ed pupil teachers.
5. There is no significant difference between teaching aptitude of high intelligence and low intelligence of rural female B.Ed pupil teachers.
6. There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of B.Ed. pupil teachers.
7. There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of urban male B.Ed pupil teachers.
8. There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of urban female B.Ed pupil teachers.
9. There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of rural male B.Ed pupil teachers.
10. There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of rural female B.Ed pupil teachers.
11. There is no significant relationship between teaching aptitude and intelligence of B.Ed pupil teachers.
12. There is no significant relationship between teaching aptitude and intelligence of urban male B.Ed pupil teachers.
13. There is no significant relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.
14. There is no significant relationship between teaching aptitude and intelligence of rural male B.Ed pupil teachers.
15. There is no significant relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers.
16. There is no significant relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.
17. There is no significant relationship between teaching aptitude and teaching competency of urban male B.Ed pupil teachers.
18. There is no significant relationship between teaching aptitude and teaching competency of urban female B.Ed pupil teachers.
19. There is no significant relationship between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.
20. There is no significant relationship between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

DELIMITATIONS OF THE STUDY

1. The study is delimited to B.Ed pupil teachers of Gurgaon, Faridabad, Mewat and Rewari colleges.
2. The study is delimited to teaching aptitude, teaching competency and intelligence of B.Ed pupil teachers.
3. The study is delimited to the B.Ed pupil teachers.

RESEARCH METHODOLOGY

According to educationists “The first task of investigation work to select appropriate research methodology. The decision about the method to be employed, depends on the nature of the problem selected and the kind of data necessary for its solution. Descriptive survey method of research was used in executing the present study. Descriptive method provides a method of investigation to study, describes and interprets what exists at present, where as survey studies are conducted to collect detailed descriptions, existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plan for improving them. The objectives of this method are not only to analyze, interpret and report the status of an institute, but also to determine the adequacy of status by comparing it with the established standards. Some surveys are confined to gather all these types of information’s : (i) data concerning existing status (ii) comparison of existing status with established status and standard and (iii) means of improving the existing status; while other methods are limited to one or two of these types. This method of research is most authentic and most widely used research method in education because descriptive investigation is of the immense value in solving the problem in the pertaining field”.

POPULATION AND SAMPLE

The Population

According to investigator, “Population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical area, prices of wheat or salaries drawn by the individuals. Some statisticians call it universe. The B.Ed pupil teachers of Odisha state constitute the population of the study”.

Sample

According to investigator, “Sample is a representative of population selected for observation and analysis. By observing the characteristic of the sample, one can make certain references about the population from which sample is drawn. Sampling is a time saving process. It is especially for studies of large population. A good sample must be as nearly representative of the entire population as possible and ideally it must provide whole of the information about the population from which the sample has been drawn. The logic of theory of sampling is the logic of induction that we proceed from the particular (i.e. sample) to general (i.e. population) and all the results are expressed in terms of probability.

Stratified sampling technique has been adopted in this study. The sample of the study consisted of 600 B. Ed. pupil teachers from the colleges of Baripada, Balasore, Bhadrak Jajpur. So, out of 600 B.Ed pupil

teachers, 150 from Baripada, 150 from Balasore, and 150 from Bhadrak and 150 from Jajpur districts of Odisha 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 B.Ed pupil teachers, 300 were belonged to rural area and 300 belonged to urban area”.

VARIABLES OF THE STUDY

Dependent Variables Intelligence & Teaching Competency

Independent Variables Teaching Aptitude

TOOLS USED

Teaching Aptitude (2002) By L.C. Singh And Dahiya

Teaching Competency Scale (2011) By B.K. Passi And M.S.Lalitha

Test of General Intelligence (2012) By S.K.Pal & K.S.Mishra

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This chapter is, therefore, devoted to focusing the findings, discussion of results of the study and for indicating their implications and suggestions for further studies or research.

5.1 MAIN FINDINGS OF THE STUDY

After analysis and indentation of data the results of the present investigation are given below:

Objective (1): To study and compare teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.

Hypothesis H1: There is no significant difference between teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.

Finding (1) : 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.

Objective (2) : To study and compare teaching aptitude of high intelligence and low intelligence of urban male B.Ed pupil teachers.

Hypothesis H2 : There is no significant difference between teaching aptitude of high intelligence and low intelligence of urban male B.Ed pupil teachers.

Finding (2) : It was found that there is significant difference between teaching aptitude of high intelligence and low intelligence of urban male B.Ed pupil teachers. High intelligent have high teaching aptitude rather than low intelligent group of urban male B.Ed pupil teachers.

Objective (3): To study and compare teaching aptitude of high intelligence and low intelligence of urban female B.Ed pupil teachers.

Hypothesis H3: There is no significant difference between teaching aptitude of high intelligence and low intelligence of urban female B.Ed pupil teachers.

Finding (3): It was found that there is significant difference between teaching aptitude of high intelligence and low intelligence of urban female B.Ed pupil teachers. High intelligent urban female B.Ed pupil teachers has more teaching aptitude rather than low intelligent urban female B.Ed pupil teachers.

Objective (4): To study and compare teaching aptitude of high intelligence and low intelligence of rural male B.Ed pupil teachers.

Hypothesis H4: There is no significant difference between teaching aptitude of high intelligence and low intelligence of rural male B.Ed pupil teachers.

Finding (4): It was found that there is no significant difference between teaching aptitude of high intelligence and low intelligence of rural male B.Ed pupil teachers.

Objective (5): To study and compare teaching aptitude of high intelligence and low intelligence of rural female B.Ed pupil teachers.

Hypothesis H5: There is no significant difference between teaching aptitude of high intelligence and low intelligence of rural female B.Ed pupil teachers.

Finding (5): It was found that there is no significant difference between teaching aptitude of high intelligence and low intelligence of rural female B.Ed pupil teachers.

Objective (6): To study and compare teaching aptitude of high teaching competency and low teaching competency of B.Ed pupil teachers.

Hypothesis H6: There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of B.Ed. pupil teachers.

Finding (6): It was found that there is no significant difference between teaching aptitude of high teaching competency and low teaching competency of B.Ed pupil teachers.

Objective (7): To study and compare teaching aptitude of high teaching competency and low teaching competency of urban male B.Ed pupil teachers.

Hypothesis H7: There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of urban male B.Ed pupil teachers.

Finding (7): It was found that there is no significant difference between teaching aptitude of teaching high competency and low teaching competency of urban male B.Ed pupil teachers.

Objective (8): To study and compare teaching aptitude of high teaching competency and low teaching competency of urban female B.Ed pupil teachers.

Hypothesis H8: There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of urban female B.Ed pupil teachers.

Finding (8): It was found that there is no significant difference between teaching aptitude of high teaching competency and low teaching competency of urban female B.Ed pupil teachers.

Objective (9): To study and compare teaching aptitude of high teaching competency and low teaching competency of rural male B.Ed pupil teachers.

Hypothesis H9: There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of rural male B.Ed pupil teachers.

Finding (9): It was found that there is no significant difference between teaching aptitude of high teaching competency and low teaching competency of rural male B.Ed pupil teachers.

Objective (10): To study and compare teaching aptitude of high teaching competency and low teaching competency of rural female B.Ed pupil teachers.

Hypothesis H10: There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of rural female B.Ed pupil teachers.

Finding (10): It was found that there is no significant difference between teaching aptitude of high competency and low competency of rural female B.Ed pupil teachers.

Objective (11): To study the relationship between teaching aptitude and intelligence of B.Ed pupil teachers.

Hypothesis H11: There is no significant relationship between teaching aptitude and intelligence of B.Ed pupil teachers.

Finding (11): It was found that there is significant relationship between teaching aptitude and intelligence of B.Ed pupil teachers. It shows that intelligent B.Ed pupil teachers have more teaching aptitude.

Objective (12): To study the relationship between teaching aptitude and intelligence of urban male B.Ed pupil teachers.

Hypothesis H12: There is no significant relationship between teaching aptitude and intelligence of urban male B.Ed pupil teachers.

Finding (12): It was found that that there is significant relationship between teaching aptitude and intelligence of urban male B.Ed pupil teachers.

Objective (13): To study the relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.

Hypothesis H13: There is no significant relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.

Finding (13): It was found that there is significant relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.

Objective (14): To study the relationship between teaching aptitude and intelligence of rural male B.Ed pupil teachers.

Hypothesis H14: There is no significant relationship between teaching aptitude and intelligence of rural male B.Ed pupil teachers.

Finding (14): It was found that there is no significant difference between teaching aptitude and intelligence of rural male B.Ed pupil teachers. This shows that in case of rural male B.Ed pupil teachers there teaching aptitude differs from their intelligence level which shows that intelligence does not effect the teaching aptitude of rural male B.Ed pupil teachers.

Objective (15): To study the relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers.

Hypothesis H15: There is no significant relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers.

Finding (15): It was found that there is no significant difference between teaching aptitude and intelligence of rural female B.Ed pupil teachers. This shows that in case of rural female B.Ed pupil teachers their teaching aptitude differs from their intelligence level, which shows that intelligence does not effect the teaching aptitude of rural female B.Ed pupil teachers.

Objective (16): To study the relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.

Hypothesis H16: There is no significant relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.

Finding (16): It was found that there is no significant difference between teaching aptitude and teaching competency of B.Ed pupil teachers. It further shows that teaching aptitude and teaching competency of B.Ed pupil teachers does not effect each other.

Objective (17): To study the relationship between teaching aptitude and teaching competency of urban male B.Ed pupil teachers.

Hypothesis H17: There is no significant relationship between teaching aptitude and teaching competency of urban male B.Ed pupil teachers.

Finding (17): It was found that there is no significant difference between teaching aptitude and teaching competency of urban male B.Ed pupil teachers. This shows that in case of urban male B.Ed pupil teachers their teaching aptitude differs from their teaching competence level.

Objective (18): To study the relationship between teaching aptitude and teaching competency of urban female B.Ed pupil teachers.

Hypothesis H18: There is no significant relationship between teaching aptitude and teaching competency of urban female B.Ed pupil teachers.

Finding (18): It was found that there is no significant difference between teaching aptitude and teaching competency of urban female B.Ed pupil teachers. This shows that in case of urban female B.Ed pupil teachers their teaching aptitude differs from their teaching competence level.

Objective (19): To study the relationship between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.

Hypothesis H19: There is no significant relationship between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.

Finding (19): It was found that there is no significant difference between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.

Objective (20): To study the relationship between teaching aptitude and teaching competency of rural female B.Ed pupil teachers

Hypothesis H 20: There is no significant relationship between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

Finding (20): It was found that there is no significant difference between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

DISCUSSION OF RESULTS

The study primary aims at studying teaching aptitude of B.Ed pupil teachers in relation to teaching competency and intelligence with some demographic variables like gender and locality. The aim was to see whether high or low intelligence and high or low competency have any significant difference in their relation to teaching aptitude with respect to some demographic variables like gender and locality. The discussion of chief findings in sequence as :

Discussion of results pertaining to teaching aptitude of B.Ed pupil teachers with respect to different levels of intelligence:

The study reveals that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed pupil teachers. Further study found that high and low intelligent groups of B.Ed pupil teachers (both male and female differ significantly in teaching aptitude when the sample was drawn from urban locality. On the other side high and low intelligent group of B.Ed pupil teachers (both male and female) do not differ significantly in teaching aptitude with the sample from rural locality. Thus from the above findings it can be concluded that :

➤ Gender has no significant influence on teaching aptitude when groups were compared with respect to different levels of intelligence. Results are supported by Reddy 1991, Kant 2012, Tanwar and Pooja 2012 and 2014 they found no significant effect of gender on teaching aptitude.

➤ Locality has significant influence on teaching aptitude when groups were compared with respect to different levels of intelligence. Independent effect of locality on teaching aptitude has observed in many studies. Reddy 2010 found that rural teachers have better teaching aptitude than urban while Kaur 2014 found

no significant effect of locality on teaching aptitude. Thus there is a confusion also no one studied effect on locality on teaching aptitude with respect to different levels of intelligence. This leads to a need of further researches in this direction.

Discussion of results related to teaching aptitude of B.Ed pupil teachers with respect to different levels of teaching competency:

The study reveals that there was no significant difference in high and low teaching competency groups in relation to their teaching aptitude also when they were compared with respect to locality and gender, same results were found. An aptitude may be the result of either an inner endowment or of special training or both. In B.Ed training all the pupil teachers take part with the influence of their inner endowment to go in teaching profession also they get special training to prepare themselves to enter in teaching profession. Thus from both the ways they have positive teaching aptitude. Further competency is specific and demonstrable characteristics inevitable for teaching profession to create a convincing and learner friendly environment. Thus teaching competency differ individually according to their communication skill and mastery over content. It's true that for an effective teaching a teacher must have both teaching competency and teaching aptitude. But always it is not compulsory that these two concepts should be in proportionate ratio. From this logic the present finding of the study can be justified both the groups (high teaching competency and low teaching competency) can have similar positive teaching aptitude. As they all are getting same teacher training.

Discussion of results pertaining to relationship between teaching aptitude and intelligence of B.Ed pupil teachers with respect to gender and locality:

Further the results indicate that there is significant relationship between teaching aptitude and intelligence of B.Ed pupil teachers. But the study contradicts to this result when the correlation was found with varied sample according to gender and locality. Rural male and female B.Ed pupil teachers have no significant relationship between teaching aptitude and intelligence. In a study Ekstorm (1978) found that good teacher aptitude and high knowledge of teacher are helpful in the positive pupil outcomes. Thus this study contradicts with the result found in the present study. This might be caused by the effect of rural area on the other side urban male female B.Ed pupil teachers have significant relationship between intelligence and aptitude. In this case above mentioned previous study by Ekstorm 1978 have similar results and supporting this finding of present study.

Discussion of results pertaining to relationship between teaching aptitude and teaching competency of B.Ed pupil teachers with respect to gender and locality:

The study reveals that there is no significant relationship between teaching aptitude and teaching competency overall and with respect to gender and locality. Review of previous researches related to teaching aptitude and teaching competency found the contradictory results. Patil and Deshmukh (1993) found in their study that in respect of gender, experience and stream pupil teachers differ significantly on their teaching aptitude but they did not differ significantly with regard to teaching efficiency. In another study Zeichner et. Al 2008 concluded that general teaching competency. Further Augustne 2010 showed in his findings that there has significant positive relationship between teaching aptitude and teaching competency of B.Ed pupil teachers. Same results are supported by Holm and Kajander 2012 as they summed up in their study that those who were

having good teaching aptitude were better in teaching. Thus in different studies teaching competency seems to have good relationship with teaching aptitude in different circumstances on contrary present study found insignificant relationship between teaching competency and teaching aptitude. This result might be influenced by the circumstances of present study i.e. gender and locality. To justify the effect of these circumstances there is a need to do a further research in this direction.

EDUCATIONAL IMPLICATIONS

- 1) 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.
- 2) 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.
- 3) Extra training classes should be given to the teacher educators who are from rural background. So that they can also perform well as their urban male counter parts.

RECOMMENDATION FOR FURTHER RESEARCH

The result of the present study threw a valuable light on the relationship of prominent qualities of an effective teacher that qualities are teaching aptitude, teaching competency and intelligence. But the present study is based on a sample from a limited geographical and socio-cultural area for a wider generalization a study can be undertaken covering a wider geographical areas and different socio-cultural contents.

- In the present study only the B.Ed pupil teachers were studied. A study can be undertaken covering a variety of samples like in-service teachers, J.B.T trainees, M.Ed teacher trainees and persons working in different professional institutes.
- In the present study B.Ed pupil teachers of Gurgaon, Faridabad, Mewat and Rewari district of Odisha state were studied.
- A comparative study of teaching aptitude and teaching competency with intelligence for B.Ed pupil teachers of other states can be undertaken.
- Also some follow-up study may be conducted to know about the effect of motivation and training to improve teaching qualities including teaching aptitude, teaching competency and intelligence.
- Relation of teaching aptitude with teaching competency can also be studied with respect to their socio-demographic variables, academic discipline, personality and interest.
- A study on teaching aptitude of B.Ed pupil teachers with respect to their aspirations level of anxiety and academic achievement can also be studied.

- Results of the study can also help for the better counselling of perspective B.Ed pupil teachers to take appropriate decision regarding their choice of profession.

CONCLUSION

The strength of an educational system largely depends upon the quality of its teachers. A good teacher needs three qualities. Knowledge is the first, communication skill is the second, aptitude is the third (The Hindu, 2002 sept.3). Knowledge of the teacher reflects his general intelligence, communication skill demonstrates teaching competency of the teacher and the aptitude of the teacher relates with entities i.e. teaching competency and general intelligence. The present study tried to find aptitude of pupil teachers in relation to their teaching competency and intelligence. It was concluded that teaching aptitude of B.Ed pupil teachers differs among rural and urban in relation to their intelligence, while there was no difference with respect to their gender. On the basis of analysis and interpretation of data, the following conclusions can be drawn. It may be concluded from the results that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed pupil teachers irrespective of their gender while no significant difference was found among both the groups with respect to their locality. The findings of the study reveal that there is no significant difference among urban male and female B.Ed pupil teachers in their teaching aptitude. Also in case of rural area no significant difference in teaching aptitude was found between male and female B.Ed pupil teachers.

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