

A Study of Teaching Aptitude and Intelligence between Various Professional Teaching Training Courses

Tanuja S. Raut

(Asst. Prof.) P.G.T.D of Physical Education (S.G.B.A.U.Amravati), Maharashtra, India

Abstract

This paper represents the Study of Teaching Aptitude and Intelligence Between Various Professional Teaching Training Courses. The main purpose of the study was to find out the Teaching aptitude and intelligence between M.P.Ed and M.Ed teaching professional courses. Total sixty (60) subjects, Thirty (30) from M.P.Ed and Thirty (30) from M. Ed were selected for the present study. The data pertaining to the study was collected by Standard Questionnaire for both Teaching Aptitude and Intelligence. In this study data were analysed and interpreted with the help of statistical technique 't' test . With the limitations of the study and from the statistical analysis of the collected data it is concluded that there is found significant difference in teaching aptitude and intelligence of M.P.Ed and M.Ed students of Sant Gadge Baba Amravati University Amravati. This difference may be due to duration of course because M.P.Ed course is 2 years and M.Ed is only 1 year course. M.P.Ed students are getting more learning experiences than M.Ed students.

Introduction:-

Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Jones was of the view that, 'aptitude is more than potential ability or ability expectancy. It implies fitness for job, we call it success expectancy. Basically, it includes intelligence, ability of various kinds and personality factors necessary for success. It is a combination of these.' It refers to those qualities characterizing a person's way of behaviour which serve to indicate how well he can learn to meet and solve a certain specified kind of problems (Bingham 1937). Traxler (1957), 'aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, so some knowledge, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language.'Freeman (1971), "an aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) 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." In this way, by taking note of one's present abilities and capacities we may come to know that one has an aptitude for learning and becoming successful in a particular area .While concluding, we may observe that while one has mechanical aptitude others may have musical, scientific, legal, and medical other professional scholastic or artistic aptitudes. There may be

commonalities with regard to the possession of one or the other type i.e.; a group of students seeking admission to a particular course of instruction or professional study may be found to have a high degree of aptitude for that course or profession within themselves, we may find a distinct range of diversities and variations when we take notice of the evaluation records of the aptitude tests. Some of them may be found to have very high aptitude compared to average or low aptitude possessed by others. Similarly we may also find that many of them do well in a particular aptitude test, they show a little or almost no aptitude for other subjects, activities or areas, that is why it has been observed that while one gets success after entering and getting required training in one area, the other does not make a little or no progress. It is therefore, essential that we must pay due regard to the aptitude possessed by them for guiding them about their educational and vocational choices. It will automatically help in guiding the possible failure or disaster by placing the pegs into square holes and square pegs into round holes.

All the individuals differ in mental traits as much as they do in physical features whatever the conception of intelligence, since ancient times it is believed that there are various levels of intelligence. Some individuals are more intelligent than the others. There are some great intellects and there are some unfortunate people who are devoid of intelligence. Between the genius and the idiot there lie all grades of intelligence both above average and below average. The credit for drawing attention towards intelligence and the need for its measurement must go to individual difference. In this period attempts were made to study head, etc. these methods were completely unscientific. In fact the history of intelligence testing had its beginning in Francis Galton's study of individual difference. In 1879, he set up a laboratory at Leipzig and began a systematic study of individual difference. After his death, his disciple Cattell carried on his pioneering work. Cattell constructed tests of association, imagination and memory on the basis of the knowledge provided by Cattell. Teaching is the noble profession in India. Society expects many qualities in a teacher. Like M.P.Ed and M.Ed courses are teacher training courses. In respect to Education and Physical Education. Through these courses future teachers are prepared. Whereas both the courses are from professional courses of teaching. After that also the researcher thinks that are the students of these courses having same teaching aptitude and intelligence? In order to compare the intelligence and teaching aptitude of the future professional teacher, the researcher has taken the study entitled as, "A Study of Teaching Aptitude and Intelligence Between Various Professional Teaching Training Courses"

Methodology;-

The main purpose of the study was to find out the Teaching aptitude and intelligence between M.P.Ed and M.Ed teaching professional courses. For the collection of data 60 subjects were selected. 30 subjects were selected from (M.P.Ed) and 30 subjects were selected from (M.Ed). The subjects were selected from Sant Gadge Baba Amravati University, Amravati. The subjects were selected through simple random sampling method. For the collection of data Standard questionnaires were used namely for "Teaching aptitude test battery" by **R. P. Singh and S.N. Sharma** and for intelligence

“Group test of intelligence” by **S. Jalota** was used to know the intelligence and Teaching aptitude of M.P.Ed and M.Ed students. For the statistical analysis ‘t’ test was used.

Statistical Analysis And Discussion

The data can be obtained by using the questionnaire of teaching Aptitude and intelligence by R.P. Sing, S. N. Sharma and respectively. After the collection of data from the subjects of M.Ed and M.P.Ed, the raw data were converted into standard one by using a statistical technique ‘t’ test for testing of hypothesis.

Table No.-1

Comparison of Mean Difference Between Teaching Aptitude of M.P.Ed. And M.Ed. Students

Name of Department	Mean	S.D.	M.D.	D.F	O.T.	T.T
Department of M.P.Ed.	112.93	1.72	8.43	58	12.76	2.00
Department of M.Ed.	104.5	3.18	8.43			

Level of Significance=0.05

Tabulated ‘t’ 0.05 (58) = 2.00

Table No 1 reveals that there was difference between mean of M.P.Ed group and M.Ed group because mean of M.P.Ed group = 112.93 which is greater than the mean of M.Ed group=104.5 so the mean difference where found as 8.43 to check the significant difference between M.P.Ed and M.Ed group the data was again analyzed by applying ‘t’ before applying ‘t’ test standard deviation was calculated between M.P.Ed and M.Ed group. Where SD of group M.P.Ed =1.72 and SD of group M.Ed =3.18 and the calculated value of ‘t’ where found 12.76 which greater than tabulated $t=2.00$ at 0.05 level of significance. This shows that M.P.Ed students are having more teaching aptitude than M.Ed students.

Figure No -1.

**Showing the Mean Difference between teaching aptitude of
M.P.Ed. and M.Ed. students.**

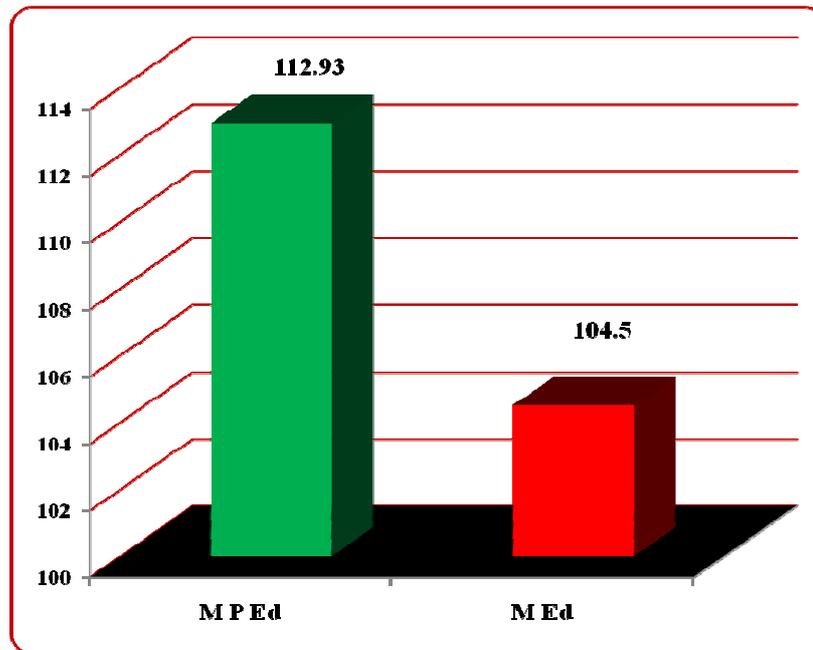


Table No- 2

**Comparison of Mean Difference between Intelligence of
M.P.Ed. And M.Ed. Students**

Name of Department	Mean	S.D.	M.D	D.F	O.T.	T.T
Department of M.P.Ed.	79.2	3.43	3.86	58	4.371	2.00
Department of M.Ed.	75.2	3.41	3.86			

Level of Significance=0.05 Tabulated 't' 0.05 (58)=2.00

Table No2 reveals that there is difference between means of M.P.Ed group and M.Ed group because mean of M.P.Ed group =79.2 is greater than the mean of M.Ed group =75.2 and therefore mean difference is 3.86 to check the significant difference between M.P.Ed and M.Ed group data was again analyzed by applying 't' test before applying 't' test standard deviation was calculated between M.P.Ed where SD=3.43 and M.Ed group where SD=3.41 and there was significant difference between M.P.Ed and

M.Ed group because value of calculated 't'=4.371 which is greater than tabulated 't'=2.00 at 0.05 level of significance which shows that M.P.Ed students are having more intelligence than M.Ed students.

Figure No.2.

Showing the Mean Difference between intelligence of M.P.Ed and M.Ed students.

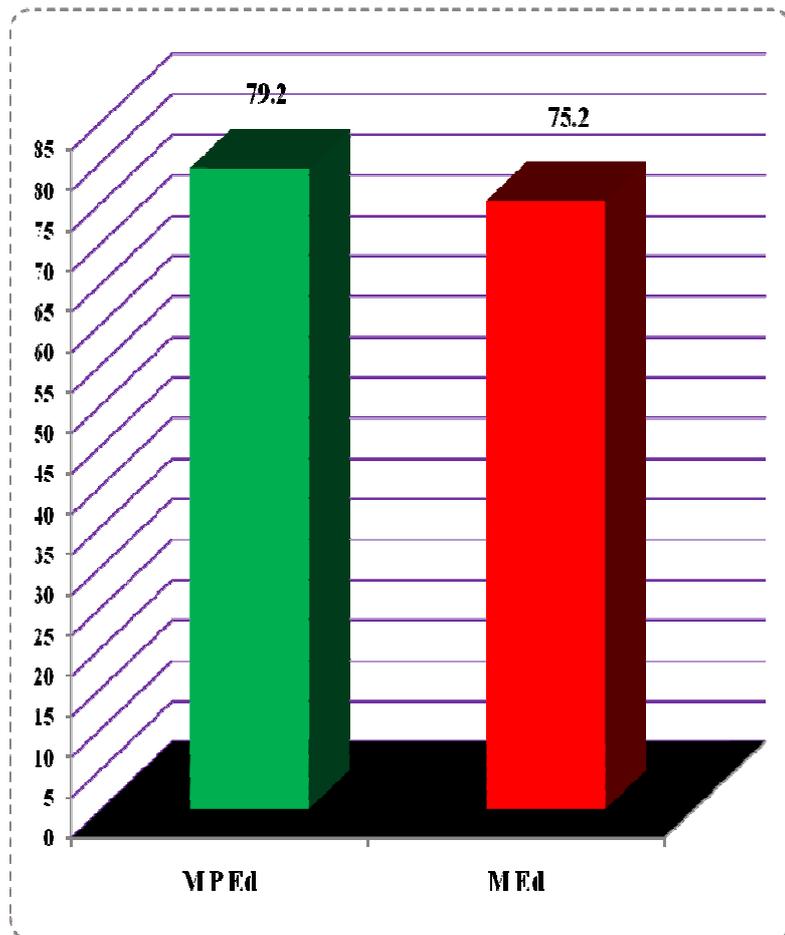


Table 3

Comparison of percentage of students of M.P.Ed and M.Ed. in Various Categories of Teaching Aptitude

Teaching Aptitude	M.P.Ed	M.Ed.
Norms	percentage	percentage
Excellent	23.33%	00.00%

High	76.66%	96.66%
Above Average	0.0%	03.33%
Average	0.0%	0.0%
Below Average	0.0%	0.0%
Low	0.0%	0.0%
Poor	0.0%	0.0%

The percentage of teaching aptitude of M.P.Ed students in Excellent category is 23.33% and the teaching aptitude of M.Ed. students in the same category is 0.00%. The percentage of teaching aptitude of M.P.Ed students in high category is 96.66% and the teaching aptitude of M.Ed. students in the same category is 76.66%. The percentage of teaching aptitude of M.Ed. students in the category of above average is 03.33% whereas In M.P.Ed Students Is 00.00% The percentage of teaching aptitude of M.P.Ed as well as M.Ed. students in average, below average low and poor category is 00.00% .

Table 4

Comparison of percentage of students of M.P.Ed and M.Ed. in Various Categories of Intelligence

Intelligence	M.P.Ed	M.Ed.
Norms	Percentage	Percentage
Very superior	10.00%	03.33%
superior	90.00%	86.66%
Bright Average	0.0%	10.00%
Average	0.0%	0.0%
Dull Average	0.0%	0.0%
Border line	0.0%	0.0%
Mental Defect	0.0%	0.0%

The percentage of intelligence of M.P.Ed students in very superior category is 10.00 % and the intelligence of M.Ed. students in the same category is 03.33%. The percentage of intelligence of M.P.Ed students in superior category is 90.00 % and the intelligence of M.Ed. students in the same category is 86.66%. The percentage of intelligence of M.Ed. students in the category of Bright average is 10.00% whereas In M.P.Ed Students Is 00.00% The percentage of intelligence of M.P.Ed as well as M.Ed. students in average, Dull average Border line and Mental Defect category is 00.00.

Conclusion:

With the limitations of the study and from the statistical analysis of the collected data it is concluded that there is found significant difference in teaching aptitude and intelligence of M.P.Ed and M.Ed students of Sant Gadge Baba Amravati

University Amravati. This difference may be due to duration of course because M.P.Ed course is 2 years and M.Ed is only 1 year course. M.P.Ed students are getting more learning experiences than M.Ed students.

References:-

- 1) L. R. Wheeler, "A comparative study of two teaching aptitude tests" *Journal of Educational Psychology*, Vol. 33, No.5, May 1942, pp.321-334.
- 2) Koran, et.al. "Teacher aptitude and observational learning of a teaching skill." *Journal of Educational Psychology*, Vol. 62, No.3, Jun ,1971, pp. 219-228.
- 3) Braverman, Marc T.et.al. "Students' aptitudes and their reports of cognitive processes during direct instruction." *Journal of Educational Psychology*, Vol. 74, No.4, Aug ,1982, pp.535-547.
- 4) Robert and Wagner.et.al. "Alternative Conceptions of Intelligence and Their Implications for Education". *Review of Educational Research*. Vol.54, No.2. Summer, 1984, pp.179-223
- 5) Bartlett RM and Lapham AC, "The use of artificial intelligence in the analysis of sports performance: a review of applications in human gait analysis and future directions for sports biomechanics." *J Sports Sci.* VOL.13, No.3, 1995 Jun, pp.229-37.
- 6) Harolyn, et.al. "Comparison of intelligence, school readiness skills, and attention in in-uteri drug-exposed and non exposed preschool children." *Close Clinical Pediatrics* , vol.42, No. 8, Oct, 2003, pp.727-39.
- 7) Henning Plessner's, and Thomas Haar, "Sports performance judgments from a social cognitive perspective". *Psychology of sports and exercise*, Vol.7, No.6, Nov, 2006, Pp. 555-575.