

# A CORRELATIONAL STUDY OF THE TEACHING COMPETENCY OF THE STUDENT TEACHERS IN RESPECT TO INTELLIGENCE AND APTITUDE

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## ABSTRACT

*The effectiveness of teaching is decided by the teaching competency of the teacher. Teaching competency of the teacher is developed based on the intelligence, aptitude, interest etc of the student teacher. In this research the investigator has tried to study the correlation between teaching competency and intelligence and aptitude of the student teachers. In this study, 200 student teachers were taken as sample through the random sampling technique. For collection of data the survey method was employed. It was found that there is positive relationship between teaching competency and attitude, teaching competency and intelligence and teaching aptitude and intelligence among the student teachers.*

## INTRODUCTION

In all societies from least to most civilized, the teacher always had a critical role. The teacher, with a few exceptions, is one of the chief molders of the future citizens. Whatever his status in the social hierarchy, there is no doubt about the profundity of his responsibility in this regard. It is not surprising that most of the teachers are relatively unsophisticated regarding the instructional process in the act of teaching. There has been no consistent approach aiming at developing requisite skills to enable them to perform more successfully and efficiently in actual classroom situations. The theory and practice of teaching have never been more distant.

Happily the situation is fast changing. We are becoming increasingly aware of the intricacies of the instructional process and it is now considered desirable as well as possible to transmit to prospective teachers a set of tangible competencies that shall help them in their professional endeavors. Management technology proclaims teacher development and suggests a host of innovative practices as a pointer in this direction.

Modern education makes greater demands on teachers' ability, skill, character and time. He is a pivot in the educational process and an essential factor for any progress in any nation. The teacher has been called the architect of a nation, the harbinger of the progress of culture, the maker of man and the maker of history. The teacher is the key figure in the educational system. He is a

stage maker, wire puller, director, elevator, social rejuvenator, inculcator of information and knowledge, feeder of good qualities, producer of intelligent and well adjusted children.

Improvement in teaching can be affected only by a clear knowledge of the factors that are important in successful teaching. Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful educational system. With more than half a century of research in this area, there has been no consensus regarding the meanings of the terms 'teaching', 'competency' and hence teaching competency itself. The term competency has also been a debatable term. It refers to the criteria that determine teacher effectiveness (Ebel, 1969) and points out the futility of efforts in identifying teacher effectiveness criteria. It can now be stated with fairly high confidence that pupil outcomes like pupils' achievement and students' liking may be taken as the criteria of teacher effectiveness (Flanders and Simon, 1969). The teaching competency of the teacher may be influenced by some internal factors which are intelligence, interest, aptitude, attitude.

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In this research study the researcher has made an attempt to study the teaching competency of B.Ed teacher trainees in relation to intelligence and aptitude.

### NEED OF THE STUDY

In fact, the school and the school teachers need to serve as crucial agents for bringing about the desirable changes in the system. Their fundamental concern and moral responsibility should be to gear all activities of the school towards building a knowledgeable learning society with an inbuilt quality of life. For this, they have to have attitude, aptitude, interest, values and competencies befitting the teaching profession to ensure fulfillment of their expected role. Teacher training institutions providing training to pupil teachers are at this juncture confronted with the following questions for researchers to investigate.

1. Do the prospective teachers have general teaching competency of the same gravity as is expected of them?
2. Is there any relationship between their teaching competency and teaching aptitude?
3. Is there any relationship between their teaching competency and intelligence?
4. Is there any relationship between their aptitude and intelligence?

To find solutions to such queries, it may be worth examining what is what or how is one related to the other through empirical validation. Thus this kind of study is needed to be undertaken for finding out the relationship between teaching competency, teaching aptitude and intelligence of the student teachers.

### OBJECTIVES OF THE STUDY

The objectives of the study may be stated as follows:

1. To study the level of intelligence of the student teachers
2. To study the level of aptitude of the student teachers
3. To study the level of teaching competency of the student teachers
4. To study the relationship between teaching competency and aptitude of the student teachers

5. To study the relationship between teaching competency and intelligence of the student teachers
6. To study the relationship between intelligence and aptitude of the student teachers

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### HYPOTHESES OF THE STUDY

The following major hypotheses were formulated for this study and tested to verify their interactions and relationships as determinants of the teaching success of the student teachers.

1. There is no significant relationship between aptitude and teaching competency of student teachers.
2. There is no significant relationship between intelligence and teaching competency of the student teachers.
3. There is no significant relationship between aptitude and intelligence of the student teachers.

### METHODOLOGY

The investigator adapted survey method for the present study.

### POPULATION OF THE STUDY

In the present research, the population comprised of all the B.Ed students studying in the colleges of education located in Sivagangai district, Tamilnadu.

### SAMPLE OF THE STUDY

For ensuring a representative population, the researcher has identified 5 colleges of education through the lottery method for selecting the sample for the study. Out of the five colleges 200 B.Ed students are taken.

### TOOLS USED

The tools used in the present study are :

- a. General teaching competency scale (GTCS) A classroom observation schedule developed by B.K. Passi and M.S. Lalitha.
- b. Dahiya & Singli Teaching Aptitude test for measuring the aptitude of the student teachers.
- c. A group test of general mental ability revised by Dr.S.Jalota for measuring the intelligence of the student teachers.

## ANALYSIS OF DATA

**Table 1**  
**LEVEL OF THE TEACHING APTITUDE**  
**OF THE STUDENT TEACHERS**

S.No	Variable	N	Mean	SD
1.	Aptitude	200	65.26	16.30

From the table, it may be perceived that the mean score of the student teachers for the variable teaching aptitude is 65.26. The standard deviation is 16.30. It may be inferred that the teaching aptitude of the student teachers is average.

**Table 2**  
**LEVEL OF THE INTELLIGENCE OF THE**  
**STUDENT TEACHERS**

S.No	Variable	N	Mean	SD
1.	Intelligence	200	80.19	10.21

From the table it may be perceived that the mean score of the student teachers for the variable intelligence is 80.19. The standard deviation is 10.21. It may be inferred that the intelligence of the student teachers is fairly good.

**Table 3**  
**LEVEL OF THE TEACHING COMPETENCY**  
**OF THE STUDENT TEACHERS**

S.No	Variable	N	Mean	SD
1.	Teaching competency	200	72.64	9.70

From the table, it is inferred that the mean score of the student teachers in the variable teaching competency is 72.64. The standard deviation is 9.70. It may be inferred that the teaching competency is good.

**Table 4**  
**RELATIONSHIP BETWEEN TEACHING**  
**APTITUDE AND TEACHING COMPETENCY**  
**OF THE STUDENT TEACHERS**

S.No	Variable	N	Mean	r
1.	Teaching Aptitude	200	198	0.96
2.	Teaching Competency	200	72.64	

Significant at 0.05 level

It may be seen from the table that the coefficient of correlation between teaching aptitude and teaching competency of the B.Ed students is 0.96. The value of the coefficient of correlation is greater at both the levels, and therefore the null hypothesis is rejected.

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- It may be inferred that there exists a very high significant positive relationship between teaching aptitude and teaching competency.
- Changes in one may influence the other in the positive manner
- Student teachers with higher teaching aptitude are likely to show better teaching competency based on various teaching skills.
- Teaching aptitude is necessary to get better teaching learning outcome.

**Table 5**  
**RELATIONSHIP BETWEEN INTELLIGENCE**  
**AND TEACHING COMPETENCY OF THE**  
**STUDENT TEACHERS**

S.No	Variable	N	Mean	r
1.	Intelligence	200	80.19	0.89
2.	Teaching Competency	200	72.64	

Significant at 0.05 level

It may be seen from the table that the coefficient of correlation between intelligence and teaching competency of the student teachers is 0.89. The value of the coefficient of correlation is greater at both the levels. Therefore the null hypothesis is rejected.

- It may be inferred that there exists a very high significant positive relationship between intelligence and teaching competency.
- Moreover in other words intelligence and teaching competency are highly interdependent. The change in one influences the other in some way.
- Student teachers with higher intelligence are likely to show better teaching competency in the class and thus can be more effective teachers.
- Intelligence shown during the performance of various teaching skills is necessary to get better teaching learning outcome.

**Table 6**  
**RELATIONSHIP BETWEEN TEACHING**  
**APTITUDE AND INTELLIGENCE**

S.No	Variable	N	Mean	r
1.	Teaching aptitude	200	65.26	0.95
2.	Intelligence	200	80.19	

Significant at 0.05 level

It may be seen from the table that the coefficient of correlation between teaching aptitude and intelligence of the student teachers is 0.95. The value of the coefficient of correlation is greater at both the levels. Therefore the null hypothesis is rejected.

- It may be inferred that there exists a very high significant positive relationship between aptitude and intelligence.
- Moreover in other words Teaching aptitude and intelligence are highly independent. The change in one influences the other in some way.
- Intelligence shown during the performance of various activities or situations gives an indication of the likelihood of the branch or activity more suited for the student teachers.
- Knowledge of the relationship between intelligence and aptitude is also necessary for the proper allocation of the duties and thus attaining the teaching learning objectives.

#### MAJOR FINDINGS

1. The student teachers have an average level of aptitude, mean and SD being 65.26 and 16.30 respectively. This reflects upon the causes for the average level of aptitude.
2. The intelligence level of the student teachers is fairly good, mean and SD being 80.19 and 10.21 respectively.
3. There exists a very high significant positive relationship between teaching aptitude and teaching competency. Changes in one may influence the other in a positive manner. Student teachers with higher teaching aptitude are likely to show better teaching competency based on various teaching skills. Teaching aptitude is necessary to get better teaching learning outcome.

4. There exists a very high significant positive relationship between intelligence and teaching competency. In other words, intelligence and teaching competency are highly interdependent. Therefore, change in one influences the other in some way. Student teachers with higher intelligence are likely to show better teaching competency in the class and thus can be more effective teachers. Intelligence shown during the performance of various teaching skills is necessary to get better teaching learning outcomes.
5. There exists a very high significant positive relationship between aptitude and intelligence. In other words teaching aptitude and intelligence are highly independent. Intelligence shown during the performance of various activities gives an indication of the likelihood of the branch or activity more suited for the student teachers. Knowledge of the relationship between intelligence and aptitude is necessary for the proper allocation of duties and thus attaining the teaching learning objectives.

#### CONCLUSION

Findings of the present study reflect that the student teachers have an average level of teaching aptitude. There can be several causes for that. Some student teachers might not have interest in teaching. They have taken up this profession either because there was no other option left to earn their livelihood (generally in the case of male students) or there was the parental pressure to choose this profession (generally in case of female students). There can be some other causes also. Married females find it more feasible and convenient to carry on the teaching profession along with the responsibilities of the family. The intelligence level of the student teachers is fairly good. There is a very high positive significant relationship between aptitude and teaching competency; intelligence and teaching competency; and aptitude and intelligence. This suggests that better aptitude and better intelligence will definitely lead to more gravity of the teaching competency as is expected from the student teachers.

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