SUMMARY

As mentioned earlier (Chapter 1), the present study was designed to compare the male and female student-teachers of Jammu Division and male and female student-teachers of Kashmir Division (science stream and arts stream) on teaching aptitude, level of intelligence, mental health and attitude towards teaching. 600 student-teachers (300 Jammu Division and 300 Kashmir Division), (150 male 150 female from each Division), (75 male science and 75 female science and 75 male arts and 75 female arts from each Division) randomly selected to serve as the sample for the present study. The following tools were employed for the purpose of collecting relevant data from the selected subjects.

1. For the measurement of teaching aptitude of male and female student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions, Gakhar and Rajnish’s Teaching Aptitude Test (TAT-GR) was used.
2. For the measurement of level of intelligence of male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions, Cattell’s Culture Fair Test of Intelligence (CFTI) (scale 3) was used.
3. Pramod Kumar’s Mental Health Checklist (MHC) was used to know the mental health of male student-teachers and female
4. Teacher Attitude Inventory (TAI) by S.P. Ahluwalia was administered to assess the attitude towards teaching of male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions.

CONCLUSIONS

On the basis of the data analysis, the following conclusions have been drawn:

1. It was found that student-teachers of Jammu Division show slightly high teaching aptitude as compared to student-teachers of Kashmir Division.

2. It was found that student-teachers of Kashmir Division shows high level of intelligence than student-teachers of Jammu Division, as student-teachers of Kashmir Division performed well on Culture Fair Test of Intelligence.

3. It was found that there is significant difference between student-teachers of Jammu Division and student-teachers of Kashmir Division on mental health. It was further found that student-teachers of Kashmir Division are a bit disturbed than student-teachers of Jammu Division, as we all know that because of prevailing conditions in Kashmir Division which laid more impact on mental health of student-teachers.

4. It was found that there is significant difference between student-teachers of Jammu Division and student-teachers of Kashmir Division on attitude towards teaching. It was found that student-
teachers of Kashmir Division show positive and high attitude towards teaching in comparison to student-teachers of Jammu Division. As we know that positive attitude makes the work of teacher not only easier but satisfying and professionally rewarding.

5. It was found that there is significant difference between male student-teachers and female student-teachers of Jammu Division on teaching aptitude. When analyzed the mean scores of both male student-teachers and female student-teachers, it was found that female student-teachers show high teaching aptitude as compared to male student-teachers of Jammu Division. As we all know that females are caring by nature. They can give the warmth and love to their pupils in classroom while teaching. That is why female student-teachers show high to teaching aptitude.

6. It was found that male student-teachers of Jammu Division are ahead in comparison to female student-teachers of Jammu Division on level of intelligence.

7. It was found that there is significant difference between male student-teachers and female student-teachers of Jammu Division on mental health. It was further found that female student-teachers of Jammu Division are disturbed than male student-teachers of Jammu Division, as females are more sensitive than males.

8. It was found that female student-teachers of Jammu Division show very high attitude towards teaching than male student-teachers of Jammu Division. As females, are inclined towards teaching right from their childhood.

9. It was found that male science student-teachers and female science student-teachers of Jammu Division in Secondary Teacher Education
Institutions differ significantly on social contacts, innovations regarding activities of school, professional ethics and teaching potential on teaching aptitude. The difference between the male science student-teachers and female science student-teachers of Jammu Division, however, insignificant in case of teaching profession and interest towards students. As teaching aptitude is very essential for teaching profession, it is very important to inculcate the professional ethics, teaching potential, innovations regarding activities of the school which are the indications of a good teacher.

10. It was found that male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division differ significantly on Test 1. Series, Test 2. Classification, Test 3. Matrices and Test 4. Conditions (Topology) on level of Intelligence. It was found that the two groups differ significantly. Both of these groups are almost at par.

11. It was found that female science student-teachers of Jammu Division show mental disturbances than male science student-teachers of Jammu Division but male student-teachers show somatic problems in comparison to female student-teachers of Jammu Division.

12. It was found that male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division differ significantly on teaching profession, classroom teaching, child centered practices and teachers on attitude towards teaching. The difference between the male science student-teachers and female science student-teachers of Jammu Division, however, insignificant in case of educational process and pupils. It was further found that both male science student-teachers and female
science student-teachers of Jammu Division are almost at par on every dimension/area of the teacher attitude inventory. The mean difference favors female student-teachers of Jammu Division on dimensions like, teaching profession, classroom teaching and child centered practices. On dimension ‘teachers’ the mean difference favors male science student-teachers of Jammu Division.

13. It was found that male arts student-teachers and female arts student-teachers of Jammu Division in Secondary Teacher Education Institutions differ significantly on teaching profession, social contacts, innovations regarding activities of school, professional ethics and teaching potential on teaching aptitude. The difference between the male arts student-teachers and female arts student-teachers of Jammu Division, however, insignificant in case of interest towards students. For teaching profession, it is very important to follow the professional ethics, to know the ones teaching potential, innovations regarding activities of the school which are very important for a good teacher.


15. It was found that male arts student-teachers of Jammu Division show mental disturbances than female arts student-teachers, further it was found that female arts student-teachers of Jammu Division show some somatic problems. For male arts student-teachers there should
be counseling programmes regarding their future, as males are insecure for their job and future life.

16. It was found that male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division differ significantly on teaching profession, classroom teaching, child centered practices, educational process, pupils and teacher on attitude towards teaching. It was found that female arts student-teachers of Jammu Division shows high attitude towards teaching.

17. It was found that female student-teacher show high teaching aptitude than male student-teachers of Kashmir Division. Though there is no vast difference between the mean scores of both the groups but still it favors female student-teachers of Kashmir Division.

18. It was found that mean score favors the female student-teachers than male student-teachers of Kashmir Division. They performed well on Culture Fair Test of Intelligence. Females are very concerned and hardworking than males student-teachers in every sphere of life. They show enthusiasm in every activity.

19. No-significant mean difference has been found between male student-teachers and female student-teachers of Kashmir Division on mental health.

20. It was found that there is significant difference between male student-teachers and female student-teachers of Kashmir Division on attitude towards teaching. The mean score favors female student-teachers as compared to male student-teachers of Kashmir Division. Female student-teachers show high attitude towards teaching.
21. It was found that on five dimensions out of six dimensions of teaching aptitude test the two groups differ significantly. It was further found that male and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division differ significantly on teaching professional, interest towards students, innovations regarding activities of school, professional ethics and teaching potential. The difference between the male student-teachers and female student-teachers of Kashmir Division are however, insignificant in case of social contacts.

22. It was found that male and female science student-teachers of Kashmir Division in Secondary Teacher Education Institutions differ significantly on Test 1. Series and Test 4. Conditions (Topology) on level of Intelligence. The difference between the male and female science student teacher of Kashmir Division, however, insignificant in case of Test 2. Classification, Test 3. Matrices.

23. It was found that male and female science student-teachers of Kashmir Division in Secondary Teacher Education Institutions differ significantly on mental items, somatic items on Mental Health. Here it was found that both male and female science student-teachers of Jammu Division show mental disturbances.

24. It was found that male and female science student-teachers of Kashmir Division in Secondary Teacher Education Institutions differ significantly on teaching profession, classroom teaching, child centered practices and educational process on attitude towards teaching. The difference between the male and female science student-teachers of Kashmir Division, however, insignificant in case of pupil and teachers. It was further found that both male and female
science student-teachers of Kashmir Division are almost at par on some dimension of the attitude towards teaching.

25. It was found that male arts student-teachers and female arts student-teachers of Kashmir Division in Secondary Teacher Education Institutions differ significantly on teaching profession, interest towards students, social contacts, innovations regarding activities of school, professional ethics and teaching potential on teaching aptitude. It was found that on total score of teaching aptitude test the two groups differ significantly. It is very important that a trainee should be well versed with all these skills so that it will help a student teacher in his or her future life. Though mean difference favors female arts student-teachers but still male arts student-teachers are found that they show high professional ethics.

26. It was found that male arts student-teachers and female arts student-teachers of Kashmir Division in Secondary Teacher Education Institutions differ significantly on Test 1. Series, Test 2. Classification, Test 3. Matrices and Test 4. Conditions (Topology) on Culture Fair Test of Intelligence.

27. It was found that male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division differ significantly on mental items and somatic items. It was found that male arts student-teachers of Kashmir Division show mental and somatic problems. The impact of twenty-five years of turmoil in Kashmir Division laid more impact on the mental health of the male arts student-teachers of Kashmir Division in one way or other. That is why they show little bit mental disturbances. In my opinion there are several reasons like unemployment and poverty.
which plays vital role in the mental health of an individual. The increasing mental health problems can create physical health problems.

28. It was found that male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division differ significantly on teaching profession, classroom teaching, child centered practices, educational process and pupils on attitude towards teaching. The difference between the male arts student-teachers and female arts student-teachers of Kashmir Division, however, insignificant in case of one of the dimension like, ‘teachers’.

29. No-significant mean difference has been found between male student-teachers of Jammu Division and male student-teachers of Kashmir Division on teaching aptitude.

30. It was found that male student-teachers of Jammu Division and male student-teachers of Kashmir Division differ significantly. It was further found that male student-teachers of Kashmir division performed well on culture fair test of intelligence.

31. It was found that there is significant difference between male student-teachers of Jammu Division and male student-teachers of Kashmir Division on mental health.

32. It was found that male student-teachers of Kashmir Division shows very high attitude towards teaching as compared to male student-teachers of Jammu Division.
33. No-significant mean difference has been found between female student-teachers of Jammu Division and female student-teachers of Kashmir Division on teaching aptitude.

34. It was found that female student-teachers of Kashmir Division show good performance on Culture Fair Test of Intelligence than female student-teachers of female student-teachers of Jammu Division.

35. It was found that there is significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division on mental health.

36. It was found that female student-teachers of Kashmir Division have high attitude towards teaching than female student-teachers of Jammu Division.

37. It was found that there is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers and female student-teachers of Jammu and Kashmir Divisions.

38. It was found that there is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers and female student-teachers of Jammu Division.

39. It was found that there is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers of Jammu Division.

40. It was found that there is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers of Jammu Division.
41. It was found that there is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers of Kashmir Division.

42. It was found that there is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers of Kashmir Division.

43. It was found that there is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers of Kashmir Division.

SUGGESTIONS FOR FURTHER RESEARCH

1. The same study should be further investigated by taking into consideration the socio-economic-status, emotional-intelligence, emotional-competence, aspiration level and adjustment.

2. The syllabus should be revised and reframed in order to make it more relevant and practical, so that our teacher education system will compete at international level.

3. Due to global metamorphosis of education system in general and teacher education in particular, the teacher education needs continuous attention in order to mix up it with changing technologies of the world.

4. The unprecedented growth of B.Ed. colleges in one way or other, deteriorated the quality of teacher education in J&K, it may be suggested that due concern may be given to quality of education while devising the plan of quality of education.

5. It may be suggested that refresher and orientation courses may be conducted in order to increase employability of student-teachers.

6. This research study may be replicated on large sample.
7. A comprehensive study should be undertaken in the same area to include the related theoretical variables like teaching effectiveness professional ethics, teaching behavior, educational process and child centered practices.

EDUCATIONAL IMPLICATIONS

For the appropriate growth of a nation, it is most indispensable that educational system must be well structured. The key point in the total system is the teacher and he plays an active role in the formation of the habits, attitude and other qualities among the students. It is useless to say that how important role of effective, satisfied, high emotionally and spiritually intelligent teacher in the development of a right type of teaching learning environment in the school.

On the basis of the results and conclusions of the present study, the following educational implications can be drawn. The effectiveness of education depends upon quantity and quality of teachers working in an institution. The quality of teachers in turn depends upon the quality of training received by them in different training institutions. Thus the study shows that the teacher training programmes should not only aim at improving the familiarity and teaching capability of a teacher but also to inculcate in them desirable teacher like qualities. We know the teaching profession is one of the most important art of guiding students through a variety of selected teaching method and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people. As a profession, it requires people who have right type of aptitude and attitude for teaching in bound to be a successful teacher in future.

1. Keeping in view the findings of this study, a large number of male student-teachers of Jammu and Kashmir Divisions are found to have low teaching
aptitude, so before any recruitment to the teaching profession, teaching aptitude tests should be held in order to place right person on right place.

2. As for as professional ethics is concerned it is very important on the part of all the student-teachers both male and female that they should be ethical in their profession as there should be fruitful relation between teachers, students, administration and parents etc.

3. ‘No two individuals are alike’, individual differences should be taken into consideration by the teacher educators as well as administrators while involving student-teachers in various activities pertaining to teaching profession.

4. Activity centered educational methodology of teaching should be the main focus of teacher education, so that teaching aptitude should be sustained and enhanced.

5. Keeping in view the findings from the composite score of the sample it has been observed that despite all odds the level of intelligence has been high in student-teachers of Kashmir Division when compared with their counterparts, so it is suggested that student-teachers of the particular Division (Kashmir) should be encouraged to maintain the level of intelligence and different techniques for student-teachers of Jammu Division should be applied for the enhancement of level of intelligence.

6. Subsequent success in future of student-teachers can be predicted on the basis of intelligence tests which are of immense importance.

7. Intelligence Test Technique-Questions (ITTQ) should be included in course of syllabi in Secondary Teacher Education Institutions where ever needed.

8. Keeping in view the findings of this study related to the mental health of student-teachers of Jammu and Kashmir Divisions, it has been found that student-teachers of Kashmir Division are mentally unstable when compared with their counter parts. It is suggested that counseling cells with
the professional counselors should be established in all the Secondary Teacher Education Institutions of Kashmir to produce effective teachers with sound mental health.

9. Keeping in view the findings of this study regarding mental health the Secondary Teacher Education Institutions should organize seminars, conferences and workshops related to ethics, morality and social duties of student-teachers (future teachers) to have the redressal to the various problems in and outside the institutions.

10. Keeping in view the findings related to the attitude towards teaching of student-teachers, it is suggested that as attitude is an acquired trait, so that it can be inculcated and developed by the professionally trained teacher educators in Secondary Teacher Education Institutions, so the professional training-refresher courses and orientation courses should be mandatory for all the teacher-educators working in Secondary Teacher Education Institutions either privately organized or run by Govt. authority, so that it can help them to inculcate proper attitude towards teaching among student-teachers.

11. As far as the findings of the present study is concerned, male student-teachers of Jammu Division and Kashmir Division were found to have high as well as average attitude towards teaching profession, so before any recruitment to the teaching profession, teaching attitude tests should be used so that we can get the real teachers with teacher like qualities.

12. In Secondary Teacher Education Institutions there should be the provision of measuring attitude of student-teachers towards teaching, like projective techniques, error choice technique, free response technique, opinion polling or surveying and paired comparisons. Some simple techniques should be used like; anecdotal record, autobiographies, diaries, leisure time pursuits, impression, interview, inventories and questionnaire.