ABSTRACT

The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of education system and the quality of education depends upon the combined efforts of planners, educationists and administrators, however, the most significant factor is the quality of the teachers. It means excellent and efficient teachers can change the fate of the nation. It is in the schools, colleges and universities that the development of the attitudes and dispositions necessary for the progressive life in a society takes place. Education is imparted by teachers. If the teacher is capable, energetic, mentally healthy and having positive attitude towards teaching, it is good for the students, school as well as for the society. A teacher helps a student in bringing out the hidden capabilities. He/she unfolds what is within, hidden and untapped. He/she makes explicit what is implicit in the student. So teacher’s importance in teaching-learning process is very much. The Secondary Education Commission (1952-1953) report stated, “We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community. “It is very right that, “no people can rise above the level of its teachers. ” (NPE, 1986). The Teacher is the real and dynamic force of any institution. The school without him/her is a soul less body. Without good, devoted and competent teachers, even the best system is bound to fail. A good teacher can certainly give best result out of the worst system (Parvez, 2010). He/she is a powerful and abiding influence in the formation of character; the influence of a great teacher indirectly extends over many generations. The axel upon which an educational system moves is the personality of the teacher. Teaching is often called a calling, not a profession or a trade or simply a job. This means that a teacher should regard himself / herself as one specially called to do this work, not so much for the monetary benefits which he/she may
derive from it as for the love of it (Mohiyuddin, 1943). The strength of the schools depends upon the attitudes of the teachers. For qualitative improvement in secondary education of our country, the selection of right type of student-teachers is a must. This require not only improving the knowledge and teaching competence of student-teachers but also to indoctrinate in them healthy professional attitudes and desirable teacher like qualities. Therefore, securing the right type of student-teachers for training is very important.

Teacher education is one of the important linkages between education and the society where there is a greater responsibility on teacher educators and academicians. But the teacher education has become one of the neglected areas of education where it has a growing demand to fulfill the constitutional obligations and to prepare the future teachers to build the nation very strong and to realize the values of democracy, socialism, secularism and to make the country a developed nation. Due to privatization of education, all the broad based objectives of the society and the nation are given up and there is a decline of values in the individuals in the society. The education has become examination –orientated and the ultimate goal of the students has become to gain the degrees without concern towards life and the society where human values are degenerated at a larger extent and creating social and ethical problems in many spheres of human life.

Aptitude (derived from ‘Aptos’ means fitted for) 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. We may find a strange pattern of similarities and dissimilarities, commonalities and differences among individuals with regard to their possession of different types of aptitudes. As a matter of definition we may here reproduce definition of the term aptitude given by 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”. Accomplished 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 or becoming successful in one of the other areas after getting opportunities for learning or training in that area.

In contrast to animals’ man is considered to be endowed with certain cognitive abilities which make him a rational being. He can reason, discriminate, understand, adjust and face a new situation. Definitely he is superior to animals in all such aspects of behavior. But human beings themselves are not at all alike. There are wide individual differences. A teacher easily discovers these differences among his pupil. Some learn with good speed while others remain lingering too long. There are some who need only one demonstration for handling the tools properly while for others even the repeated individual guidance brings no fruitful result.

Intelligence is defined as general cognitive problem solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly…. etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the g-factor), but later psychologists maintain that it is more complicated and could not be determined by such a simplistic method. Some psychologists have divided intelligence into subcategories. For example, Howard Gardner maintained that it is comprised of seven components: musical, bodily kinesthetic, linguistic, spatial, interpersonal and intrapersonal. Other definitions are: “Intelligence is what you do when you don’t know what to do”. Intelligence is a hypothetical idea which we defined as being reflected by certain types of behavior.

**Levels of Intelligence:**

- The first level of intelligence is the level of being smart.
- The second level of intelligence is the level of being intelligent.
- The third level of intelligence is the level of being super smart.
- The fourth level of intelligence is the level of being super intelligent.
- The fifth level of intelligence is the level of being a genius.
- The sixth level of intelligence is the level of being a Super Genius.
- The seventh level of intelligence is the level of Infinite Intelligence.

The concept of mental health is as old as human beings. Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. The idea of mental health is complex and comprehensive. Mental health is defined as the successful performance of mental function, which results in productive activities, fulfilling relationships with other people and the capacity to adjust to changes and cope with difficulties and hardships. From early childhood until late life, mental health is considered the spring board of thinking and communication skills, learning, emotional growth, resilience for recovering quick and self-esteem. A person’s mental health is subject to any variety of changes in life, either from genetic causes, to environmental stressors, or physical changes that may occur during their life time (Holmes, 2006). Mental Health as the balanced development of the total personality which enables one to interact creatively and harmoniously with society, (WHO, 1962).

The most important factor in the teaching-learning process is the teacher. A good education system can flourish if two conditions are satisfied. First is the constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming/prospective-teachers with positive attitude towards their profession. Attitudes towards profession are usually related with enjoying the profession, complete dedication to their profession, and being aware that profession is socially useful and believing that they need to improve the profession. An attitude is an important concept to understand human behaviour. As behaviour is composed of many attributes and one of these important attributes is attitude. Ones behaviour to a great extent depends upon one’s attitude towards the things,
idea, person, object in his/her environment (Mangal, 2009). In this way attitudes are to a great extent responsible for a particular behaviour of a person. In simple words, attitudes are “pre-dispositions” to behave in a certain way. Attitude is defined as preference along a dimension of favorableness and unfavorableness to a particular group, institution, concept, or object. A person with a favorable attitude toward something is likely rate favorable and an unfavorable attitude presumes a tendency to reject something (Sax, 1974). An individual’s attitude towards his/her occupation may affect the end-product. Someone who does not enjoy his/her occupation will not be able to succeed in that occupation. A good teacher with proper attitude, behaviour and personality traits can motivate, inspire and make students lost in his/her teaching. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. Therefore, it is very important to study the attitudes of the student-teachers who are going to serve this noble profession of teaching. Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, student -teachers must develop proper and positive attitudes towards their profession, so that they can bring about a positive change in the life of their students.

STATEMENT OF THE PROBLEM: -

“Teaching Aptitude, Level of Intelligence, Mental Health and Attitude towards Teaching of Student-Teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions- A Comparative study”.

OBJECTIVES

The proposed study shall be undertaken with the following objectives: -

1. To identify student-teachers in various Secondary Teacher Education Institutions of Jammu Division.

2. To identify student-teachers in various Secondary Teacher Education Institutions of Kashmir Division.
3. To study teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers of Jammu Division.

4. To study teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers of Kashmir Division.

5. To compare student-teachers in Secondary Teacher Education Institutions of Jammu Division and Kashmir Division on teaching aptitude.

6. To compare student-teachers in Secondary Teacher Education Institutions of Jammu Division and Kashmir Division on level of intelligence.

7. To compare student-teachers in Secondary Teacher Education Institutions of Jammu Division and Kashmir Division on mental health.

8. To compare student-teachers in Secondary Teacher Education Institutions of Jammu Division and Kashmir Division on attitude towards teaching.


10. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on level of intelligence.

12. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on attitude towards teaching.

13. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teaching Aptitude Test.

14. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

15. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.

16. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.

17. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teaching Aptitude Test.
18. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

19. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.

20. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.


22. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence.


24. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on attitude towards teaching.

25. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.
26. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence.

27. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

28. To compare male science student-teachers and female science student teacher in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude Inventory.

29. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.

30. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-test of Culture Fair Test of Intelligence.

31. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

32. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude Inventory.
33. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

34. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

35. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on mental health.

36. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.

37. To compare female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

38. To compare female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.


40. To compare female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.
41. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions.

42. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Jammu Division.

43. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers in Secondary Teacher Education Institutions of Jammu Division.

44. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Jammu Division.

45. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

46. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers in Secondary Teacher Education Institutions of Kashmir Division.
47. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

48. To suggest measurers in the light of findings for quality improvement of secondary teacher education system in the state.

HYPOTHESES

In the light of above objectives, the following hypotheses have been formulated for the proposed investigation:

1. There is no significant difference between student-teachers of Jammu Division and student-teachers of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

2. There is no significant difference between student-teachers of Jammu Division and student-teachers of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

3. There is no significant difference between student-teachers of Jammu Division and student-teachers of Kashmir Division in Secondary Teacher Education Institutions on mental health.

4. There is no significant difference between student-teachers of Jammu Division and student-teachers of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.

5. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on teaching aptitude.
6. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on level of intelligence.

7. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on mental health.

8. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on attitude towards teaching.

9. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teaching Aptitude Test.

10. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

11. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.

12. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.
13. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teaching Aptitude Test.

14. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

15. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.

16. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.

17. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on teaching aptitude.

18. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence.
19. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on mental health.

20. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on attitude towards teaching.

21. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.

22. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence.

23. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

24. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude Inventory.

25. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education
Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.

26. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence.

27. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

28. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude Inventory.

29. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on different dimensions of Teaching Aptitude Test.

30. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

31. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on mental health.
32. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.

33. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

34. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

35. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on mental health.

36. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.

37. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions.

38. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Jammu Division.
39. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers in Secondary Teacher Education Institutions of Jammu Division.

40. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Jammu Division.

41. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

42. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

43. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

**OPERATIONAL DEFINITION OF VARIABLES:**
The variables covered in the proposed investigation are operationally explained as:

**Teaching Aptitude:** Aptitude refers to those qualities characterizing person’s ways, behavior, which serve to indicate how well he can learn to meet and solve certain specific kind of problems. In the proposed study, Teaching
Aptitude shall refer the dominant set of scores as measured by S. C. Gakhar and Rajnish’s Teaching Aptitude Test (TAT), on following dimensions:

1. Teaching profession.
2. Interest towards students.
3. Social contacts.
4. Innovations regarding activities of the school.
5. Professional ethics.
6. Teaching potentiality and current knowledge.

**Level of Intelligence:** Intelligence is the capacity to integrate experiences and to meet a new situation successfully by means of appropriate and adaptive responses of varied nature and of numerous types. Level of intelligence in the proposed investigation shall refer the dominant set of scores as measured by R. B. Cattell’s Culture Fair Test of Intelligence (CFTI) (scale 3) on following sub-tests:

Test 1. Series

Test 2. Classification

Test 3. Matrices

Test 4. Conditions (Typology)

**Mental Health:** Mental Health is a condition and level of social functioning which is socially acceptable and personally satisfying, in the proposed investigation mental health shall refer to the scores measured on Pramod Kumar’s Mental Health Checklist (MHC) on following items:

1. Mental items: 6 items
2. Somatic items: 5 items

**Teaching attitude:** - Attitude refers to “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 1993, p. 1). In the present study, attitude refers to
the score obtained by the subject on Ahluwalia’s Teacher Attitude Inventory (TAI) on the following dimensions:

i). Teaching profession

ii). Classroom teaching

iii). Child centered practices

iv). Educational process

v). Pupils

vi). Teachers

**Student-teachers**: Student-teachers refer to the students enrolled for training programme in different Secondary Teacher Education Institutions of Jammu and Kashmir Divisions.

**METHOD AND PROCEDURE:**

The present study was designed to compare male and female student-teachers in Secondary Teachers Education Institutions of Jammu and Kashmir Divisions on teaching aptitude, level of intelligence, mental health and attitude towards teaching. As such, descriptive method of research was employed to carry out this piece of research. The details regarding sample, tools and statistical analysis has been reported as under:

**SAMPLE**: The sample for the present investigation consisted of 600 student-teachers randomly selected from different Secondary Teacher Education Institutions. The student-teachers were divided on the basis of regions, 300 student-teachers from Jammu Division (150 male and 150 female) and 300 student-teachers from Kashmir Division (150 male and 150 female). The regional sample was further divided on the basis of their teaching subject streams keeping in view the gender of the sample subjects (75 science and 75 arts respectively).
TOOLS USED:

The following tools were used for the purpose of collecting data from the selected subjects:

1. For the measurement of teaching aptitude, the investigators used Teaching Aptitude Test (TAT) by Gakhar and Rajnish. The test has 75 statements divided into six categories.

2. For the measurement of level of intelligence, the investigators used Culture Fair Test of Intelligence (CFTI) by R. B. Cattle.

3. For the measurement of mental health of selected sample, Mental Health Checklist (MHC) by Pramod Kumar was used.

4. For the measurement of attitude towards teaching of male and female student-teachers in Secondary Teachers Education Institutions, Ahluwalia’s Teacher Attitude Inventory (TAI) was administered. The inventory is a 90 item scale consisting of six sub-scales.

STATISTICAL TREATMENT:

The data collected was subjects to following statistical treatment:

1. The investigator used, Mean, S. D, ’t’ test to find whether there is a significant mean difference between male and female student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions on teaching aptitude, level of intelligence, mental health and attitude towards teaching.

MAJOR FINDINGS

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.

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.

5. It was found that there is significant difference between male student-teachers and female student-teachers of Jammu Division on 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.

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.

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.

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.

14. It was found that male arts student-teachers and female arts student-teachers of Jammu Division in Secondary Teacher Education Institutions

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.

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 teacher attitude inventory. 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 male 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 Checklist.

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 teacher attitude inventory. The difference between the male and female science student-teachers of Kashmir Division, however, insignificant in case of pupil and teachers.

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 test.

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.

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 Kashmir Division and male student-teachers of Jammu Division differ significantly on level of intelligence.

31. It was found 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 Kashmir Division.

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