CHAPTER-6
SUMMARY

6.1 INTRODUCTION

Education is as old as human race. It is a continuous process of development from ‘womb
to tomb’. Its period stretches from ‘cradle to grave’. Man learns something everyday and
every moment. Hence, education is a continuous and dynamic process. It is continuous
organization and integration of activities and experiences. Education in real sense is to
humanize humanity and to make life progressive, cultural and civilized. It is very
important for the progress of individual and society. Education is the entire process of
learning that broadens a person’s cognitive horizons. It provides knowledge to the person
by the experiences he gains. Education does not mean simply dissemination of existing
stock of experience and knowledge but generation of new knowledge also. Knowledge is
power. As supported by SOCRATES, “knowledge is power by which the things are
done.” Education is the key to national prosperity and welfare. It plays a vital role in
building a society.

The concept of education is like a diamond, which appears to be of different colors when
seen from different angles. While education develops personality of an individual in all
fields and aspects making him intelligent, learned, bold, and courageous and possessing
strong good character on the other hand, it contributes to growth and development of
society. It is through education that moral ideas and spiritual values, the aspirations of
nation and its cultural heritage is transferred from one generation to another for
preservation, purification and sublimation into higher and higher achievements.
Education is the process which goes on throughout the life and it helps the human being
in developing their personalities according to tradition of society, country and the time.
With growth and development of an individual, the society also develops to higher and
higher levels of attainments. Thus education is essential for the growth and development
of individuals as well as society.

During the past several decades, sustained efforts have been made to evolve a viable
system of education. It was Shri Aurobindo, who first of all in 1910, visualized a national
system of education. Shri Aurobindo said, “it must be an education that for the individual
will make its one central, object the growth of soul and its powers and possibilities, for
the nation will keep first in view, the preservation, strengthening and enrichment of the
national soul and its Dharma and raise both the power of life and ascending mind and
soul of humanity. And no time will it lose sight of man’s highest object, the awakening
and development of spiritual being.” According to national system of education, main
emphasis was on the nature and power of the human mind, the nature of simultaneous
and successive teaching and training of mental and logical faculty.

Now a days, the concept of education is purposive, conscious or unconscious,
psychological, sociological, scientific and philosophical process which brings about the
development of the individual to the fullest and also the maximum development of
society in such a way that both enjoy maximum happiness and prosperity. In short,
education is the development of an individual as per his needs demands. Raymont has
rightly marked, ”Education is that process of development which consists of the process
by which he adopts himself gradually in various ways to his physical, social and spiritual
environment.”

School and teachers are the crucial agents for bringing out the desirable changes in the
system. Therefore, teachers have the fundamental concerns and moral responsibilities to
gear all the activities of the school in positive direction.

6.2 TEACHING APTITUDE

A variety of factors seem to go along with teacher aptitude and is depended upon certain
personal traits, intellectual and temperamental and these often will enable the teacher to
get over even drastic constraints imposed on his performance. Related studies also
revealed that, there are so many factors, which have dominant roles on teaching aptitude.
Dushyant Kaur, in a study established that Academic Achievement, Teaching Aptitude
and the personality traits as the predictors of success in Elementary Teacher training.
William Cooley and Paul Lohnes, argued that "yesterday's achievement is today's ability
and tomorrow's aptitude". Teaching needs three qualities. Knowledge is the first,
communication skill is the second, aptitude is the third (The Hindu, 2002, Sept. 3). "A
poor teacher tells; a good teacher teaches; an excellent teacher demonstrates; an
outstanding teacher motivates". Time and again we hear these proverbial sayings from
various sources at different occasions.
The ability of a teacher is decided in classrooms while presentation. Sitting in a good teacher's class those with aptitude, always probe whether they can teach like this and then believe they can. Students' aptitude is well influenced by the classes they sit in and the teachers who teach them in their student days from primary to college. How teachers can be identified as teachers with teacher aptitude? Good teaching looks effortless because a teacher's knowledge and experience are invisible. Teaching is a tricky blend of action, a way of contextualising knowledge. Good teaching is, in fact, complex and challenging, and even the best teachers face difficulties translating formal knowledge into effective practice (Blase, 2006). Teaching has to be a dialogue, not a monologue. Teachers have to find innovative and effective technologies to present new concepts for motivating children. The classes have to be interactive with dialogue and sufficient learning materials. A teacher with good teacher aptitude must be aware of the following essentials of teaching viz., plan a lesson, motivate students, curricular statements related, learning materials, teaching-learning strategies, essentials of the content, consolidation, elaborations, group activity, continuous and comprehensive evaluation, discipline, multi-level and multi grade activities, effective communication and interaction, etc. From the past to this technological era itself, a teacher has to face so many problems inside or outside classrooms. They are related to cognitive, methodological, parental, societal, administrative, managerial, communicative, interactive and student based. A creative teacher can solve problems, which are new to him, in a divergent manner. A teacher with creativity can arranged and implemented new ideas and technologies in the teaching-learning process in a different way. According to Hadfield, "mental ability is the full and harmonious functioning of the whole personality". A mentally able teacher can teach, guide and inspire his students properly to attain the goals of life. Each generation of pupils grow up in a new context of patterns of interactive with others and in dealing with information technology. The learning experiences set up by teachers now must be tailored to the needs of pupils as they exist now; otherwise school will be experienced as an unreal world with outdated activities and knowledge. Teaching aptitude is not something a teacher acquire at one moment in his professional development and then maintains in that same form thereafter. Rather it is an ever-changing requirement based on continuing professional development and critical reflection about one's own teaching.
6.3 TEACHING COMPETENCY

Many researchers, trainers and associations, currently working on proposing standards for teachers’ education and profession, have tried to analyse the new role characterising the science teacher by focusing on the involved “competencies”. This concept is considered relevant in all professional fields and particularly in education research, given the fact that these processes are based on interactions amongst human beings.

It is essential to know the meaning of competency. Competency is a term used extensively by different people in different contexts. So it is defined in different ways. Teacher education and job performance of a teacher are the contexts in which this term is used. Competencies are the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher must demonstrate for successful completion of the teacher education programme.

A definition proposed by De Ketele (1996) is the following: “A competence is a set of organized capacities (activities), which act on contents in a given category of situations in order to solve a problem.” In this definition a competence is described as an ability to carry out a specified task or activity to predetermined standards of attainment.

According to De Bueger-Vander Borght C. (1996): “competence refers to a state of being well-qualified to perform an activity, task or job function. When a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners. A competency, then, refers to the way that a state of competence can be demonstrated to the relevant community”.

In such definitions the notion of competency is confined to the ability to perform a discrete task or “discrete workplace requirement”. The notion that tasks and workplace requirements can be discrete from knowledge, skills, values, attitudes and context is problematic.

A parallel evolution of a more complex view of competency from many researchers in the last decade recognises a concept which incorporates “the ability to transfer skills and knowledge to new situations and environments” as well as the performance of tasks expected in the workplace. This “broader” concept can include among others: the performance of tasks, the management of a series of tasks, the ability to respond to
irregularities and contingencies, the capacity to deal with the complexities of the workplace including taking responsibility and working with others, the ability to put one’s knowledge, skills and attitudes to new tasks and to new situations, not putting aside respect of others human beings or tolerance of other values.

6.4 INTELLIGENCE

Intelligence is not a thing or object, but it is a way of acting in a situation. Intelligence means, the ability to learn which increases steadily as the child grows. It may be looked upon as a composted of many and various capacities to learn. There is an interesting international difference concerning theories of intelligence.

The true nature of intelligence can be understood by first defining it to understand its meaning, discussing the various theories explaining its structure in terms of the several constituents and factors, and identifying the numerous other aspects and characteristics related to intelligence and its functioning. We have already covered the first two points in the present chapter, let us now concentrate briefly on last point through the following description. The distribution of intelligence is not equal among all human beings. It resembles the pattern of distribution of health, wealth, beauty and similar other attributes or endowments. It is a normal distribution that is governed by a definite principal which states that the majority of people are at average, a few very bright and a few very dull.

We can observe the intelligence of an individual only to the extent that it is manifested by him in one or more intelligence tests. Many such tests have been devised by psychologists for the measurement of intelligence. In references to these, however, the term ‘assessment’ is preferred because, intelligence being only a concept or an abstraction rather than a substance, it cannot be measured in physical units like a length of cloth or temperature of the body.

In this context, Griffiths (1933) observes: “the standard of measurement is a group performance”. Therefore, when we measure an individual’s intelligence by means of an intelligence tests, we try to interpret his score in terms of the norms set (group performance) by the author of the test. One’s intelligence is thus determined in relation to the classified group to which one belongs. Thus, whereas a piece of cloth may be measured in absolute terms, relative measurement or assessment has to be resorted to in the case of intelligence.
6.5 JUSTIFICATION OF THE PROBLEM

The present study will have educational implications for pupil teachers and all who are interested in improving conditions, which affect teaching aptitude. It will relate the teaching competency and intelligence with the teaching aptitude i.e either one factor or both affect teaching aptitude in positive or negative direction and up to which extent or one variable in one direction and other in opposite direction. By knowing affect of these factors, we can draw conclusion or get information how these factors help in improving teaching aptitude.

Teaching aptitude found as significant predictor of teacher effectiveness. In most of the studies teaching aptitude has been studied in relation to variables like gender, students achievement, teaching behavior, self- esteem and teaching success. Teaching competency found positively correlated with teaching aptitude and intelligence has found as component of teaching aptitude in most of the studies.

Hence, the need for a study like the one in hand will be purported to see the relationship of teaching aptitude with other variables like teaching competency and intelligence of B.Ed pupil teachers.

The problem selected for the study intends to find out the different ways to improve teaching aptitude and its relation with teaching competency and intelligence. Although the independent work on these variables are available but not many co-relational studies on these variables conducted in India as yet. Most of the work has been done in foreign countries and empirical work is still wanted in India.

6.6 STATEMENT OF THE PROBLEM

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

6.7 OPERATIONAL DEFINITION OF KEY TERMS

Conceptual definition of Teaching Aptitude:- Freeman defined “An Aptitude is a combination of characteristics indicative of an individual’s capacity to acquire some specific knowledge, skill or set of organized responses such as the ability to speak a language, to become a musician, to do mechanical work.”
Operational definition of Teaching Aptitude: In the present study teaching aptitude of B.Ed pupil teachers means the total score obtained by B.Ed pupil teachers in the Teaching Aptitude (2002) scale by L.C. Singh and Dahiya to.

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

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

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

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

6.8 VARIABLES OF THE STUDY

Dependent Variables
- Intelligence
- Teaching Competency

Independent Variables
- Teaching Aptitude

6.9 OBJECTIVES OF THE STUDY

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

6.10 HYPOTHESES OF THE STUDY

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

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

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

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

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

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

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

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

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

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

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

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

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

14. There is no significant relationship between teaching aptitude and intelligence of rural male B.Ed pupil teachers.
15. There is no significant relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers.
16. There is no significant relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.
17. There is no significant relationship between teaching aptitude and teaching competency of urban male B.Ed pupil teachers.
18. There is no significant relationship between teaching aptitude and teaching competency of urban female B.Ed pupil teachers.
19. There is no significant relationship between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.
20. There is no significant relationship between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

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

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

6.13 SAMPLE
Sample is a representative of population selected for observation and analysis. By observing the characteristic of the sample, one can make certain references about the population from which sample is drawn. Sampling is a time saving process. It is especially for studies of large population. A good sample must be as nearly representative of the entire population as possible and ideally it must provide whole of the information about the population from which the sample has been drawn. The logic of theory of
sampling is the logic of induction that we proceed from the particular (i.e. sample) to
general (i.e. population) and all the results are expressed in terms of probability.
Stratified sampling technique has been adopted in this study.
The sample of the study consisted of 600 B. Ed. pupil teachers from the colleges of
Gurgaon, Faridabad, Mewat and Rewari.
So, out of 600 B.Ed pupil teachers, 150 from Rewari, 150 from Gurgaon, and 150 from
Faridabad and 150 from Mewat districts of Haryana were taken as a sample on the basis
of random sampling method. Out of them, 300 were male and 300 were female. On the
basis of locality out of 600 B.Ed pupil teachers, 300 were belonged to rural area and 300
belonged to urban area.

6.14 TOOLS USED

➢ Teaching Aptitude (2002) By L.C. Singh And Dahiya
➢ Teaching Competency Scale (2011) By B.K. Passi And M.S.Lalitha
➢ Test of General Intelligence (2012) By S.K.Pal & K.S.Mishra

6.15 COLLECTION OF DATA

Data collected from both urban and rural colleges of Haryana by administering various
tools of data collection and personal data sheet to get information about various
independent and dependent and demographical variables gender i.e. male & female,
locality of the pupil teachers i.e. rural and urban.
Keeping all the objectives of the present study in mind, the investigator made full
preparation and planning for administration of the tools. Having an authority letter the
investigator visited the heads of the colleges. She introduced himself to the heads and
stated the purpose of coming over there. She asked for permission and time from the
colleges for the administration of the tools and then visited the colleges one by one.
After getting permission, the investigator visited the teachers, introduced herself to them.
Firstly she established rapport with the teachers and then told them about the purpose of
her visit to them and gave some hint about the tools she would administer. She also
assured the teachers that their responses would be kept confidential and be used for
research purpose only. Then all the tools were distributed to the teachers one by one.
They were asked to go through the instruction given in the tools. They were also
instructed to complete their profile given in the beginning of the tools and to go through
each and every item. The teachers were also encouraged to enquire about any item from the investigator if they find it difficult. After collecting the data the investigator thanked the pupil teachers for their cooperation.

6.16 STATISTICAL TECHNIQUES USED

For analysis of data, it must be organized in a proper manner. In order to find out relationships between teaching aptitude, intelligence and teaching competency the Karl Pearson’s Product Moment Correlation technique was used. In order to find out the significance of difference between teaching aptitude, intelligence and teaching competency of the subjects regarding their gender and locality, ‘t’ test technique was employed to obtain the results by using Statistical Package for Social Sciences (SPSS) 17.0 version.

6.17 MAIN FINDINGS OF THE STUDY

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

1) It was found that there is significant difference between teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers. This significant difference shows that high intelligent group have more teaching aptitude rather than low intelligent group.

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

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

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

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

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

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

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

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

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

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

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

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

15) It was found that there is no significant relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers. This shows that in case of rural female B.Ed pupil teachers their teaching aptitude differs from their intelligence level which shows that intelligence does not effect the teaching aptitude of rural female B.Ed pupil teachers.
16) It was found that there is no significant relationship between teaching aptitude and teaching competency of B.Ed pupil teachers. It further shows that teaching aptitude and teaching competency of B.Ed pupil teachers does not effect each other.

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

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

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

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

6.18 DISCUSSION OF RESULTS

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

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

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

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

Locality has significant influence on teaching aptitude when groups were compared with respect to different levels of intelligence. Independent effect of locality on teaching aptitude has observed in many studies. Reddy 2010 found that rural teachers have better teaching aptitude than urban while Kaur 2014 found no significant effect of locality on teaching aptitude. Thus there is a confusion also no one studied effect on locality on teaching aptitude with respect to different levels of intelligence. This leads to a need of further researches in this direction.

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

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

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

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

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

The study reveals that there is no significant relationship between teaching aptitude and teaching competency overall and with respect to gender and locality. Review of previous researches related to teaching aptitude and teaching competency found the contradictory results. Patil and Deshmukh (1993) found in their study that in respect of gender, experience and stream pupil teachers differ significantly on their teaching aptitude but they did not differ significantly with regard to teaching efficiency. In another study Zeichner et. Al 2008 concluded that general teaching competency. Further Augustne 2010 showed in his findings that there has significant positive relationship between teaching aptitude and teaching competency of B.Ed pupil teachers. Same results are suppoted by Holm and Kajander 2012 as they summed up in their study that those who were having good teaching aptitude were better in teaching. Thus in different studies teaching competency seems to have good relationship with teaching aptitude in different circumstances on contrary present study found insignificant relationship between teaching competency and teaching aptitude. This result might be influenced by the circumstances of present study i.e gender and locality. To justify the effect of these circumstances there is a need to do a further research in this direction.

6.19 EDUCATIONAL IMPLICATIONS

1) It was found that the teachers who are having high teaching aptitude should be given preferences in the appointment of schools and colleges. For this their teaching aptitude should be measured before appointment.

2) A test of intelligence is also required for the teacher educators. So that they can adjust and respond to the needs of students as and when they face them during their profession.

3) Extra training classes should be given to the teacher educators who are from rural background. So that they can also perform well as their urban male counter parts.
6.20 RECOMMENDATION FOR FURTHER RESEARCH

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

- In the present study only the B.Ed pupil teachers were studied. A study can be undertaken covering a variety of samples like in-service teachers, J.B.T. trainees, M.Ed teacher trainees and persons working in different professional institutes.

- In the present study B.Ed pupil teachers of Gurgaon, Faridabad, Mewat and Rewari district of Haryana state were studied.

- A comparative study of teaching aptitude and teaching competency with intelligence for B.Ed pupil teachers of other states can be undertaken.

- Also some follow-up study may be conducted to know about the effect of motivation and training to improve teaching qualities including teaching aptitude, teaching competency and intelligence.

- Relation of teaching aptitude with teaching competency can also be studied with respect to their socio-demographic variables, academic discipline, personality and interest.

- A study on teaching aptitude of B.Ed pupil teachers with respect to their aspirations level of anxiety and academic achievement can also be studied.

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