CHAPTER-5
MAIN FINDINGS, DISCUSSION OF RESULTS,
EDUCATIONAL IMPLICATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This chapter is, therefore, devoted to focusing the findings, discussion of results of the study and for indicating their implications and suggestions for further studies or research. These are presented below in the same sequence.

- Main findings
- Discussion of the result
- Educational implications
- Recommendation for further research
- Conclusion

5.1 MAIN FINDINGS OF THE STUDY

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

Objective (1): To study and compare teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.
**Hypothesis H1:** There is no significant difference between teaching aptitude of high intelligence and low intelligence of B.Ed pupil teachers.

**Finding (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.

**Objective (2):** To study and compare teaching aptitude of high intelligence and low intelligence of urban male B.Ed pupil teachers.

**Hypothesis H2:** There is no significant difference between teaching aptitude of high intelligence and low intelligence of urban male B.Ed pupil teachers.

**Finding (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.

**Objective (3):** To study and compare teaching aptitude of high intelligence and low intelligence of urban female B.Ed pupil teachers.

**Hypothesis H3:** There is no significant difference between teaching aptitude of high intelligence and low intelligence of urban female B.Ed pupil teachers.

**Finding (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.

**Objective (4):** To study and compare teaching aptitude of high intelligence and low intelligence of rural male B.Ed pupil teachers.

**Hypothesis H4:** There is no significant difference between teaching aptitude of high intelligence and low intelligence of rural male B.Ed pupil teachers.

**Finding (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.

**Objective (5):** To study and compare teaching aptitude of high intelligence and low intelligence of rural female B.Ed pupil teachers.
**Hypothesis H5:** There is no significant difference between teaching aptitude of high intelligence and low intelligence of rural female B.Ed pupil teachers.

**Finding (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.

**Objective (6):** To study and compare teaching aptitude of high teaching competency and low teaching competency of B.Ed pupil teachers.

**Hypothesis H6:** There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of B.Ed pupil teachers.

**Finding (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.

**Objective (7):** To study and compare teaching aptitude of high teaching competency and low teaching competency of urban male B.Ed pupil teachers.

**Hypothesis H7:** There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of urban male B.Ed pupil teachers.

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

**Objective (8):** To study and compare teaching aptitude of high teaching competency and low teaching competency of urban female B.Ed pupil teachers.

**Hypothesis H8:** There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of urban female B.Ed pupil teachers.

**Finding (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.

**Objective (9):** To study and compare teaching aptitude of high teaching competency and low teaching competency of rural male B.Ed pupil teachers.
Hypothesis H9: There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of rural male B.Ed pupil teachers.

Finding (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.

Objective (10): To study and compare teaching aptitude of high teaching competency and low teaching competency of rural female B.Ed pupil teachers.

Hypothesis H10: There is no significant difference between teaching aptitude of high teaching competency and low teaching competency of rural female B.Ed pupil teachers.

Finding (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.

Objective (11): To study the relationship between teaching aptitude and intelligence of B.Ed pupil teachers.

Hypothesis H11: There is no significant relationship between teaching aptitude and intelligence of B.Ed pupil teachers.

Finding (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.

Objective (12): To study the relationship between teaching aptitude and intelligence of urban male B.Ed pupil teachers.

Hypothesis H12: There is no significant relationship between teaching aptitude and intelligence of urban male B.Ed pupil teachers.

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

Objective (13): To study the relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.

Hypothesis H13: There is no significant relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.
Finding (13): It was found that there is significant relationship between teaching aptitude and intelligence of urban female B.Ed pupil teachers.

**Objective (14):** To study the relationship between teaching aptitude and intelligence of rural male B.Ed pupil teachers.

**Hypothesis H14:** There is no significant relationship between teaching aptitude and intelligence of rural male B.Ed pupil teachers.

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

**Objective (15):** To study the relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers.

**Hypothesis H15:** There is no significant relationship between teaching aptitude and intelligence of rural female B.Ed pupil teachers.

Finding (15): It was found that there is no significant difference 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.

**Objective (16):** To study the relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.

**Hypothesis H16:** There is no significant relationship between teaching aptitude and teaching competency of B.Ed pupil teachers.

Finding (16): It was found that there is no significant difference 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.

**Objective (17):** To study the relationship between teaching aptitude and teaching competency of urban male B.Ed pupil teachers.
**Hypothesis H17:** There is no significant relationship between teaching aptitude and teaching competency of urban male B.Ed pupil teachers.

**Finding (17):** It was found that there is no significant difference 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.

**Objective (18):** To study the relationship between teaching aptitude and teaching competency of urban female B.Ed pupil teachers.

**Hypothesis H18:** There is no significant relationship between teaching aptitude and teaching competency of urban female B.Ed pupil teachers.

**Finding (18):** It was found that there is no significant difference 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.

**Objective (19):** To study the relationship between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.

**Hypothesis H19:** There is no significant relationship between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.

**Finding (19):** It was found that there is no significant difference between teaching aptitude and teaching competency of rural male B.Ed pupil teachers.

**Objective (20):** To study the relationship between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

**Hypothesis H20:** There is no significant relationship between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

**Finding (20):** It was found that there is no significant difference between teaching aptitude and teaching competency of rural female B.Ed pupil teachers.

### 5.2 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:

5.2.1 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:

➢ 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.

5.2.2 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.

5.2.3 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.

5.2.4 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 supported 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.

5.3 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.

5.4 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.

5.5 CONCLUSION

The strength of an educational system largely depends upon the quality of its teachers. A good teacher needs three qualities. Knowledge is the first, communication skill is the second, aptitude is the third (The Hindu, 2002 sept.3). Knowledge of the teacher reflects his general intelligence, communication skill demonstrates teaching competency of the teacher and the aptitude of the teacher relates with entities i.e. teaching competency and general intelligence. The present study tried to find aptitude of pupil teachers in relation to their teaching competency and intelligence. It was concluded that teaching aptitude of B.Ed pupil teachers differs among rural and urban in relation to their intelligence, while there was no difference with respect to their gender.

On the basis of analysis and interpretation of data, the following conclusions can be drawn. It may be concluded from the results that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed pupil teachers irrespective of their gender while no significant difference was found among both the groups with respect to their locality.

The findings of the study reveal that there is no significant difference among urban male and female B.Ed pupil teachers in their teaching aptitude. Also in case of rural area no significant difference in teaching aptitude was found between male and female B.Ed pupil teachers.
The findings of the study further revealed that teaching aptitude and intelligence were significantly co-related among urban male and female B.Ed pupil teachers but there was no significant relationship between teaching aptitude and intelligence between rural male and female B.Ed pupil teachers.

It was further found that there was no significant relationship between teaching aptitude and teaching competency irrespective of their locality and gender.