



A STUDY ON INTELLIGENCE AND TEACHING COMPETENCE AMONG STUDENT TEACHERS IN TIRUVALLUR DISTRICT:

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ABSTRACT

This study examined the relationship between Intelligence and Teaching competence of B.Ed Trainees in Thiruvallur District. This study adopted Survey method of research. Participants were 220 B.Ed trainees randomly selected from six B.Ed colleges in and around Tiruvallur Districts. The research Instruments used for data collection was Intelligence Questionnaire developed by Raven and Teaching Competence Rating scale developed by J. Charles tested at 0.05 and 0.01 level of the findings indicated that there is a positive relationship between intelligence and Teaching competence of B.Ed Trainees in Thiruvallur District.

Keywords: Intelligence, Teaching Competence, Rating Scale, Environment, Thinking.

INTRODUCTION:

Intelligence is the general mental adaptability for new problems and new situations of life. It is the power within a person to analyze what to do and act accordingly. It also emphasizes the ability to learn, that is one's intelligence is educable. It also emphasizes on effective use of concept and symbols in dealing with situations. Intelligence is an inherited capacity of an individual. Intelligence is the capacities to acquire and apply knowledge. Intelligence is the general ability. Intelligence is assumed to be basically a matter of relationships. Many psychologists observe the positive relationships between different types of performance.

According to **Colvin** "An individual possesses intelligence in so far as he has learned or can learn to adjust himself to an environment".

Freeman states "An individual is intelligent in proportion as he is able to carry on abstract thinking".

Gates observes, "Intelligence is a composite organization of abilities to learn, to grasp broad and stable facts especially abstract facts with alertness accuracy, to exercise mental control and to display flexibility ingenuity in seeking the solutions to problems".

Rex Knight notes, "Intelligence is the ability to discover the relevant qualities and relations of the objects or ideas that are before us and to evoke relevant ideas; in other words it is capacity of relational thinking, directed to the attainment of some end".

TEACHING COMPETENCE:

The teacher has a major role in the educational development. **Gandhiji** remarked that "no country can make any progress without good teachers" The quality and standard of education depends on the quality and standard of teachers.

Cooker (1976) defined "competence is seen as the ability

to cope with a certain class of problems encountered on the job. A teacher who can deal with problems in certain area is said to be competent in that area a fully competent teacher is one who can cope successfully with any "propositional problem." Competency in teaching stems from the capacity to reach out differing children and to create a rich and multidimensional environment for them (**Joyce and Well 1985**).

STATEMENT OF THE PROBLEM

The problem for the present study is titled as, A study on Intelligence and Teaching competence among student teachers in Thiruvallur District.

OBJECTIVES OF THE STUDY

The following objectives are set in the present study;

- 1) To assess the level of intelligence of B. Ed. teacher trainees.
- 2) To find out the level of teaching competence of B.Ed teacher trainees.
- 3) To find out whether there is significant difference between overall scores on intelligence of B. Ed teacher trainees with respect to:

Gender

Educational Qualification

Optional Subject

Types of Management of Colleges

Medium of Instruction

Location of the College

Parental Occupation

Parental Qualification

Parental Educational Qualification:

- 4) To find out whether there is significant association

between intelligence and teaching competence of B.Ed., teacher trainees.

5) To find out the relation between intelligence and teaching competence of B.Ed., teacher trainees.

HYPOTHESES

1) The B.Ed., teacher trainees have above average level of intelligence.

2) The B.Ed., teacher trainees are competent in teaching.

3) There is no significant difference between the overall scores on intelligence of the B. Ed teacher trainees with respect to

- Gender
- Educational Qualification
- Optional Subject
- Types of Management of Colleges
- Medium of Instruction
- Location of the Colleges
- Parental Occupation
- Parental Educational Qualification.

5) There is no significant association between intelligence and teaching competence of B.Ed., teacher trainees.

6) There is no significant relation between intelligence and teaching competence of B.Ed., teacher trainees.

Research design:

Methodology:

The study was conducted through normative survey method of research and it is most suitable for the project study.

Sample:

A stratified random sampling technique was adopted for the selection of sample 220 B.Ed teacher trainees were taken for the study.

Table:

<i>Gender</i>	<i>Male</i>	<i>104</i>
	<i>Female</i>	<i>116</i>
<i>Location</i>	<i>Urban</i>	<i>141</i>
	<i>Rural</i>	<i>79</i>

Research Tools:

To verify the hypothesis formulated in the study, the following tools have been used.

- a) Standard progressive matrices developed and standardized by Raven.
- b) Teaching competence Rating scale (TCOS) Developed and standardized by J. Charles.

Statistical Techniques:

Suitable descriptive and interential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following stactical techniques were used.

- Percentile
- Differential (Mean, Standard deviation, t-test, and anova)
- Correlation
- (correlation co_efficient and - square)

MAJOR FINDINGS

- ❖ The B.Ed., teacher trainees have above average level of intelligence.
- ❖ The B.Ed., teacher trainees are competent in teaching.
- ❖ No significant difference is found between male and female B.Ed., teacher trainees in intelligence.
- ❖ No significant difference is found in intelligence between the U.G. and P.G. qualified B.Ed., teacher trainees.
- ❖ No significant difference is found in intelligence between the English and Tamil medium B.Ed., teacher trainees.
- ❖ No significant difference is found in intelligence between the Urban and Rural B.Ed., college teacher trainees.
- ❖ No significant difference is found in intelligence of different optional subject B.Ed., teacher trainees.
- ❖ Significant difference is found in intelligence among the B.Ed., teacher trainees studying in different types of management of colleges (Government vs aided, Aided vs Self-Finance).
- ❖ Parents' Occupation do not influence the intelligence of B.Ed., teacher trainees.
- ❖ Parental Educational Qualification do not influence the intelligence of B.Ed., teacher trainees.
- ❖ Gender does not influence the teaching competence of B.Ed., teacher trainees.
- ❖ Educational qualifications of B.Ed., teacher trainees do not have bearing on the teaching competence.
- ❖ Medium of instructions in B.Ed., colleges influences the teaching competence of B.Ed., teacher trainees.
- ❖ No significant difference is found between urban and rural colleges B.Ed., teacher

trainees teaching competence.

- ❖ No significant difference is found between the different optional subjects B.Ed., teacher trainees teaching competence.
- ❖ Significant difference is found in teaching competence of B.Ed., teacher trainees studying in different types of management of colleges (Government vs aided, aided vs self-finance).
- ❖ Parental Occupations do not influence the teaching competence of B.Ed., teacher trainees.
- ❖ Parental Educational Qualifications (Mothers') significantly influence the teaching competence of B.Ed., teacher trainees (Mothers' school level vs college level education).
- ❖ Significant positive correlation is found between intelligence and teaching competence of B.Ed., teacher trainees.
- ❖ Significant association is found between intelligence and teaching competence of B.Ed., teacher trainees.
- ❖ The B.Ed., teacher trainees have above average level of intelligence.
- ❖ The B.Ed., teacher trainees are competent in teaching.
- ❖ No significant difference is found between male and female B.Ed., teacher trainees in intelligence.
- ❖ No significant difference is found in intelligence between the U.G. and P.G. qualified B.Ed., teacher trainees.
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- ❖ No significant difference is found in intelligence of different optional subject B.Ed., teacher trainees.
- ❖ Significant difference is found in intelligence among the B.Ed., teacher trainees studying in different types of management of colleges (Government vs aided, Aided vs Self-Finance).
- ❖ Parents' Occupation do not influence the intelligence of B.Ed., teacher trainees.
- ❖ Parental Educational Qualification do not influence the intelligence of B.Ed., teacher trainees.
- ❖ Gender does not influence the teaching

competence of B.Ed., teacher trainees.

- ❖ Educational qualifications of B.Ed., teacher trainees do not have bearing on the teaching competence.
- ❖ Medium of instructions in B.Ed., colleges influences the teaching competence of B.Ed., teacher trainees.
- ❖ No significant difference is found between urban and rural colleges B.Ed., teacher trainees teaching competence.
- ❖ No significant difference is found between the different optional subjects B.Ed., teacher trainees teaching competence.
- ❖ Significant difference is found in teaching competence of B.Ed., teacher trainees studying in different types of management of colleges (Government vs aided, aided vs self-finance).
- ❖ Parental Occupations do not influence the teaching competence of B.Ed., teacher trainees.
- ❖ Parental Educational Qualifications (Mothers') significantly influence the teaching competence of B.Ed., teacher trainees (Mothers' school level vs college level education).
- ❖ Significant positive correlation is found between intelligence and teaching competence of B.Ed., teacher trainees.
- ❖ Significant association is found between intelligence and teaching competence of B.Ed., teacher trainees.

Table 4.1

The level of intelligence of B.Ed., teacher trainees

<i>Groups</i>	<i>Number of Students (N = 220)</i>	<i>Percentage %</i>
<i>Average</i>	<i>63</i>	<i>28.6</i>
<i>Above average</i>	<i>139</i>	<i>63.2</i>
<i>Superior</i>	<i>18</i>	<i>8.2</i>

It is observed from the above table (4.01) that the intelligence of B.Ed teacher trainees is above average. Hence, hypothesis is accepted.

Figure 4.1

The level of Intelligence of B.Ed., teacher trainees

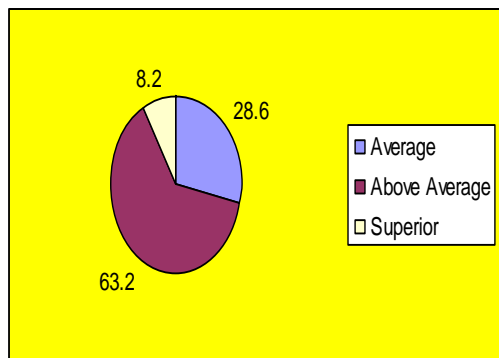


Table 4.2

The level of teaching competence of B.Ed., teacher trainees

Classification	Score	Number of Students (n = 220)	Percentage %
Low Competent	Below 90	57	25.9
Competent	90 to 160	86	39.1
More Competent	Above 160	77	35.0

It is observed from table (4.2) that B.Ed teacher trainees are competent in teaching. Hence the hypothesis is accepted.

Figure 4.2

The level of teaching competence of B.Ed., teacher trainees

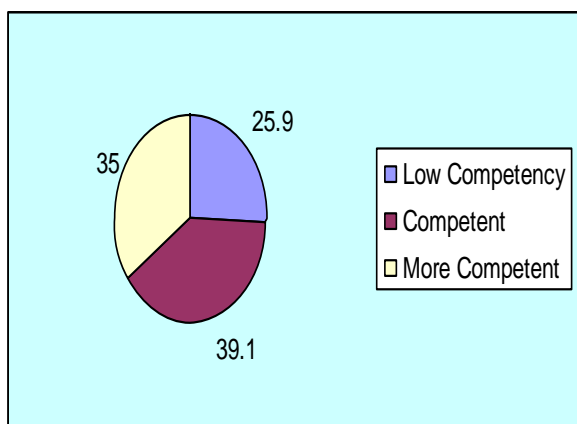


Table 4.3

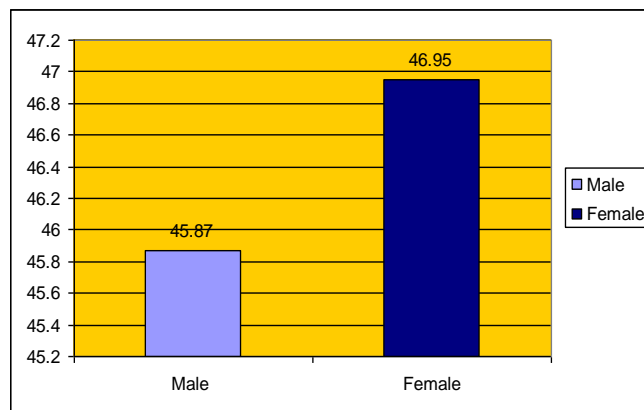
Significant difference between the mean scores of Intelligence of B.Ed teacher trainees with respect to gender

Variables	Gender				t - value	L S
	Male		Female			
	Mean	SD	Mean	SD		
OVERALL INTELLIGENCE SCORE	45.87	7.41	46.95	6.35	1.17	NS

As the calculated value (1.17) is less than the table value (1.96), it is concluded that there is no significance difference between mean scores of intelligence of B.Ed teacher trainees hence, the hypothesis is accepted.

Figure 4.3

Significant difference between the mean scores of Intelligence of B.Ed., teacher trainees with respect to gender



5.5. EDUCATIONAL IMPLICATION

- 1) Necessary facilities and opportunities need to be provided to teacher trainees to acquire and develop the essential competences that are required in teaching profession.
- 2) Selection of teacher trainees should be made on certain criteria like testing their oral expressions and presence of mind, testing the depth knowledge of the subject and interpersonal relationships.
- 3) Entry behaviour of teacher trainees needs to assess and necessary supportive programme need to be organized to develop competences required for the teaching profession.

CONCLUSION

The quality of the teacher is determined by many factors and intelligence is the most vital factor among them. The present study indicates the close relationship between

intelligence and teaching competence. Further it is also ensured in this present study that there is positive correlation between intelligence and teaching competence. The significant aspect, the types of management of college greatly influences not only the intelligence of the teacher trainees but also their teaching competence. However quality in education is possible only by preparing competent teacher.

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