European Journal of Business & Social Sciences
Available at https://ejbss.org/

ISSN: 2235-767X
Volume 07 Issue 06
June 2019

"A Comparative Study of Level of Intelligence of Male Prospective Teachers and Female Prospective Teachers in Secondary Teacher Education Institutions of Kashmir Division in Relation to their Gender and Teaching Subject Streams (Science & Arts)"

Shabnum Qureshi [1] Dr. Tasleema Jan [2]

Faculty of Education, University of Kashmir

Abstract: *- The present study was conducted to study and compare level of intelligence of male and female prospective teachers in Secondary Teacher Education Institutions of Kashmir Division in relation to their gender and teaching subject streams (Science & Arts). The sample for the present study consisted of 300 prospective teachers . These prospective teachers were divided on the basis of gender (150 male & 150 female). The sample was further divided on the basis of their teaching subject streams, Arts and Science (male Science 75, female Science 75 , male Science 75, Female Arts 75)from different Secondary Teacher Education Institutions of Kashmir Division to collect requisite data for the present study , researchers used Culture Fair Test of Intelligence developed by R.B. Cattle. Culture Fair test of Intelligence consisted of 46 items divided into four sub-test series. For analysis and interpretation of data the investigators used Mean, S.D, & 't' test , to find out the mean difference in different components of level of intelligence of male and female prospective teachers in Secondary Teacher Education Institutions of Kashmir Division. The findings of the study revealed that there is significant difference between male prospective teachers and female prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence.*

Key words : level of intelligence, prospective teachers (male & female), subject streams

INTRODUCTION: - In compression to animals' human beings are bestowed with certain cognitive abilities which make him a cogent person. A person can reason, distinguish, recognize, alter and countenance a new situation. Unquestionably he is better than flora and fauna in all aspects of behavior. But human beings are not at all alike. There are wide individual differences. A teacher can easily find these differences among his students. Some learn quickly while others remain lingering too long. There are some who need only one demonstration for handling the tools properly while for others even the

ISSN: 2235-767X
Volume 07 Issue 06
June 2019

repeated individual guidance brings no fruitful result. What is that cause one individual to be more effective in his response to a particular situation than another. No, doubt, interest, attitude, desired knowledge and skill etc. count towards this achievement. But still there is something that contributes significantly towards this varying difference. In psychology it is termed 'intelligence'. Intelligence has now generally been understood as the capacity to integrate experience and to meet a new situation successfully by means of appropriate and adaptive responses of varied nature and of numerous types, it is also the capacity to learn new things.

Levels of Intelligence: -

1. Be Smart is the first level of intelligence.
2. Be Intelligent is the second level of intelligence.
3. Be Super Smart is the third level of intelligence.
4. Be Super Smart is the fourth level of intelligence.
5. Be a Genius is the fifth level of intelligence.
6. Be a Super Genius is the sixth level of intelligence.
7. Possessing Infinite Intelligence is the seventh level of intelligence

OBJECTIVES OF THE STUDY:

1. To study the level of intelligence of prospective teachers of Secondary Teacher Education Institute of Kashmir Division.
2. To compare male prospective teachers and female prospective teachers in Secondary Teacher Education Institute of Kashmir Division on level of intelligence.
3. To compare male Science prospective teachers and female Science prospective teachers in Secondary Teacher Education Institute of Kashmir Division on level of intelligence.
4. To compare male Arts prospective teachers and female Arts prospective teachers in Secondary Teacher Education Institute of Kashmir Division on level of intelligence.

HYPOTHESES:

ISSN: 2235-767X
Volume 07 Issue 06
June 2019

In the light of above mentioned objectives the following hypotheses were formulated for the proposed study:-

1. There is no significant difference between male prospective teachers and female prospective teachers in Secondary Teacher Education Institute of Kashmir Division on level of intelligence.
2. There is no significant difference between male Science prospective teachers and female Science prospective teachers in Secondary Teacher Education Institute of Kashmir Division on level of intelligence.
3. There is no significant difference between male Arts prospective teachers and female Arts prospective teachers in Secondary Teacher Education Institute of Kashmir Division on level of intelligence .

SAMPLE:- the sample for the present investigation consisted of 300 prospective teachers . these prospective teachers were divided on the basis of gender (150 male & 150 female). The sample was further divided on the basis of their teaching subject streams, Arts and Science (male Science 75, female Science 75 , male Science 75, Female Arts 75) from different Secondary Teacher Education Institutions of Kashmir Division.

TOOL USED

Culture Fair Test of Intelligence was used by the researchers to collect the required data for the present study to measure the level of intelligence of male and female prospective teachers of Kashmir Division. The test consists of four sub-tests. These four tests are:-

1. Test 1. Series
2. Test 2. Classification
3. Test 3. Matrices
4. Conditions (Topology)

European Journal of Business & Social Sciences
Available at https://ejbss.org/
ISSN: 2235-767X
Volume 07 Issue 06
June 2019

5. **STATISTICAL TECHNIQUES USED :-** in order to prove the hypotheses , the data was statistically analyzed through SPSS by applying Mean , S.D, 't' test.

ANALYASIS AND INTERPRETATION

Table 1: Showing the mean comparison between male prospective teachers and female prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence. (N=150 in each case)

Group	N	Mean	S.D	t-value	Level of significance
MPTKD	150	31.70		9.01	3.86 0.01
FPTKD	150	38.24	18.71		

MPTKD: male of Kashmir Division

FPTKD: female student-teachers of Kashmir Division

A perusal of the above table shows the mean comparison of male prospective teachers and female prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence. The calculated 't' value (3.86) exceeds the tabulated value (2.58) at 0.01 level of significance, which depicts that there is a significant difference between male prospective teachers and female prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence. The mean score favors female prospective teachers of Kashmir Division (38.24) as compared to male prospective teachers of Kashmir Division (31.70). Thus from the confirmation of the results revealed from the above table, the null hypothesis which reads as, "There is no significant difference between male prospective teachers and female prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence", stands rejected.

European Journal of Business & Social Sciences
Available at https://ejbss.org/
ISSN: 2235-767X
Volume 07 Issue 06
June 2019

Table 2 : - Showing the mean comparison of male science prospective teachers and female science prospective teachers of Kashmir Division of Secondary Teacher Education Institutions on different sub-tests of Culture Fair Test of Intelligence (N=75 in each case).

S.No.	Sub-tests	Group	N	Mean	SD	t Value	Level ofsignificance
1.	Test I. Series	MPSTKD	75	10.18	1.40	8.42	0.01
		FPSTKD	75	8.17	2.35		
2	Test II. Classification	MPSTKD	75	10.2	0.98	1.39 NS*	
		FPSTKD	75	9.81	1.34		
3	Test III. Matrices	MPSTKD	75	6.90	4.00	0.77 NS*	
		FPSTKD	75	7.41	4.14		
	Test IV. Conditions [Topology]	MPSTKD	75	2.66	2.31	2.00	0.05
		FPSTKD	75	2.16	3.07		

MPSTKD: male science prospective teacher Kashmir Division

FPSTKD: female science prospective teachers of Kashmir Division

NS* : Not Significant

Table 2 gives the details about means, S.D.'s and t- values of male science prospective teachers and female science prospective teachers of Kashmir Division on four items of Culture Fair Test of Intelligence, namely Test I. Series, Test 2. Classifications, Test 3. Matrices and Test 4. Conditions [Topology]. A quick view on the above table reveals that on two tests items out of four test items, the two groups differ significantly. The result of the test of significance showed in above table makes it clear that male science prospective teachers and female science prospective teachers in Secondary Teacher Education Institutions of Kashmir Division differ significantly on Test 1. Series (t-value 163-----8.42) and Test 4. Conditions [Topology] (t-value---2.00). The difference between the male science prospective teachers and female science prospective teachers of Kashmir Division are, however, insignificant in case of Test 2. Classifications, (t-value---1.39) and Test 3. Matrices (t-value--- 0.77). Thus from the confirmation of the results revealed from the table 2, the null

European Journal of Business & Social Sciences
Available at https://ejbss.org/
ISSN: 2235-767X
Volume 07 Issue 06
June 2019

hypothesis which reads as, "There is no significant difference between male science prospective teachers and female science prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence," stands rejected.

Table 3: - Showing the mean comparison of male arts prospective teachers and female arts prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence (N=75 in each case).

S.No.	Sub-test	Group	N	Mean	SD	t Value	Level of significance
1	Test I. Series	MAPTKD	75	8.37	2.53	10.25	0.01
		FAPTKD	75	5.19	1.28		
2	Test II. Classifications	MAPTKD	75	10.42	1.34	12.3	0.01
		FAPTKD	75	6.73	2.35		
3	Test III. Matrices	MAPTKD	75	7.57	4.14	4.21	0.01
		FAPTKD	75	5.38	2.12	4	
	Test IV. Conditions [Topology]	MAPTKD	75	3.78	3.07	3.90	0.01

MAPTKD: male arts prospective teacher of Kashmir Division

FAPTKD: female arts prospective teachers of Kashmir Division

Table 3 gives the details about means, S.D.'s and t- values of male arts propective teachers and female arts prospective teachers of Kashmir Division on four items of Culture Fair Test of Intelligence, namely Test 1. Series, Test 2. Classifications, Test3. Matrices and Test 4. Conditions [Topology]. A quick view on the above table reveals that on all the four items of Culture Fair Test of Intelligence, the two groups differ significantly. The result of the test of significance showed in table 3, makes it clear that male arts prospective teachers and female arts prospective teachers of Kashmir Division in Secondary Teacher Education Institutions differ significantly on Test 1. Series (t-value ---- 10.25), Test 2 Classifications, (t-value 12.3), Test 3 Matrices (t-value---4.21) and Test 4. Conditions [Topology] (t-value 3.90). Thus from the confirmation of the result revealed from table 3, the null hypothesis which reads as, "There is no significant difference between male arts prospective teachers and female arts

prospective teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence", stands rejected

REFERENCES

Agrawal, S.K. (1993). Study of Some Personality Traits of Teacher Trained in relation to Teaching Effectiveness and Achievement. Ph.D. (Edu.), Agra University. VI Survey of Research in Education.

Anastasi, A. (1995). Psychological Testing (sixth edition), Macmillan Publishing Company, New York, p 584

Anthony, B. (2012) Intellectual Development of Teacher Education students, Australian Journal of Edu. Pp. 22, March 2012.

Antony, L. F & Anne, J. L. (2012). Multiple Intelligence and Digital Learning Awareness of Prospective B. Ed. Teachers. journal of Distance Education, vol.: 11no.:3 Article.

Bar-On, R. (1966). A Cross Cultural Study of Emotional Intelligence Wellbeing and Quality of Life. The Asian Journal of Psychology and Education, 32 (1-2), 17-19.

Modern Community, Ph. D. Edu., fifth survey of Educational Research Vol. II.

Buch, M. B. (1988-92) Fifth Survey of Research in Education, New Delhi, NCERT, Vol. II, Pp. 1434-1499

Buch, M. B. (1992-97). Fifth Survey of Research in Education, New Delhi NCERT.

Budhi, S. M. & Sansanwal D. N. (1991). Achievement of B. Ed., Students, Effect of Treatment, Intelligence & Attitude towards Teaching Profession and their Interaction. Indian Education Review, Vol. 27 (4), 47-65.

Cattell, R. B. (1961) Measuring Intelligence with the Culture Fair Test. Scale 3. Personality and Ability Testing Champaign, Illinois, U. S. A

Chan W. D. (2008), Emotional Intelligence, Self-Efficacy and Coping Among Chinese Prospective and In-Service Teachers in Hong Kong. An International Journal of Experimental Educational Psychology

Danda Pani, S. (2001). A text book of Advanced Educational Psychology Second Edition Anmol Publication Pvt. Ltd.

Devi, N. S. (2005). A study of Assessment of Attitude Towards Teaching. Edutracks, vol. 4 (12), 29-30, VOL. 6, NO. 1, pp. 60-61.

Dhillon, K. C. (2014). Intelligence, Teaching Attitude, Achievement in Graduation and Performance in B.Ed. Course of Prospective Teachers. An International Peer Reviewed Scholarly Research Journal for Humanity Sciences and English Language. Vol-I/IV, ISSN: 2348-3088

Enoch, T. (2013). Seven Levels of Intelligence and Three Types Genius. Secrets of mind Reality. www. mindreality. com

Garret, Henry, E. (1966). Statistics in Psychology and Education. Bombay: Simons Ltd

Ghaonta. I & Kumar. P. (2014) Emotional Intelligence as Related to Gender, Stream and Social Intelligence. Journal of Educational Studies Trends and Practices. Vol. 4, No. 1, pp. 76-87

Good, C. V. (1973). Dictionary of Education. New York, McGraw- Hill Book Company, p. 49.

Gupta, M. (2014). Emotional Intelligence of Prospective Teachers in Relation to their Gender, Stream and Social category. Mandi, (H. P.)

Howard, G. (1991). Multiple intelligences, the Distance Learning. Resource Guide by Carla Lane.

Jackson & Christopher W. (2008). An Analysis of the Emotional Intelligence and Personality of Principals' Leading Professional Learning Communities. University of North Texas, Dissertation Abstracts International, Vol. 69, No. 8, p. 2963-A.