

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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EVOLVING THE CONCEPT OF TEACHING INTELLIGENCE

S. AROCKIYASAMY
RESEARCH SCHOLAR
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
CHENNAI

ABSTRACT

A research on one factor theory, two factor theories, multi-factor theories, group factor theory and structure of intelligence theory is made. During content analysis of the above five concepts, the component related to teaching intelligence is filtered out and formed as a continuing to be prospective components of the new concept of teaching intelligence. They have come to understand the most important theories of intelligence and teaching in these chapters. To shape these theories the content analysis was put to use. The two types of analysis-qualitative analysis and categories of relational analysis was combined together to shape these theories. Content analysis are teaching aptitude, teaching competency, teaching effectiveness, teaching efficacy, teaching efficiency, they come to a conclusion on the topic of 'teaching intelligence'.

KEYWORDS

teaching aptitude, teaching competency, teaching effectiveness, teaching efficacy, teaching efficiency.

INTRODUCTION

“No one has yet realized the wealth of sympathy the kindness and generality hidden in the soul of a child. The effort of every true education should be to unlock that treasure”.

Emma Goldman, Percival, (2007).

Education implies not only the attainment of knowledge but development of character as well. So, we say education is an art. This art should be given importance from the primary stage of learning. Parent plays the role of a teacher for a certain period of time, for a child from the time of going to the school. Teacher plays a vital role in giving education and in the intellectual growth of a child. In order to transfer what the teacher have, they need to undertake the important skills of teaching and identify them.

A teacher is not a perfect learned person but learns from daily life experiences also. He / She must act intelligently in learning. This learning makes him / her perfect. Hence, there are many aspects which make education valued. Though many aspects are there main research is on how the intelligence involves in giving the education in the least possible manner.

This, thesis gives some valuable suggestions of a few psychologist's theory's regarding intelligence. With their ideas evaluating the aspects of teaching both merits and demerits of thesis brings out. Its goal is to make individual perfect; every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

Education is the broadest since of the terms is meant to aid the human being in him / her pursuit of wholeness implies the harmonious development of all the potentialities god has given to a human person.

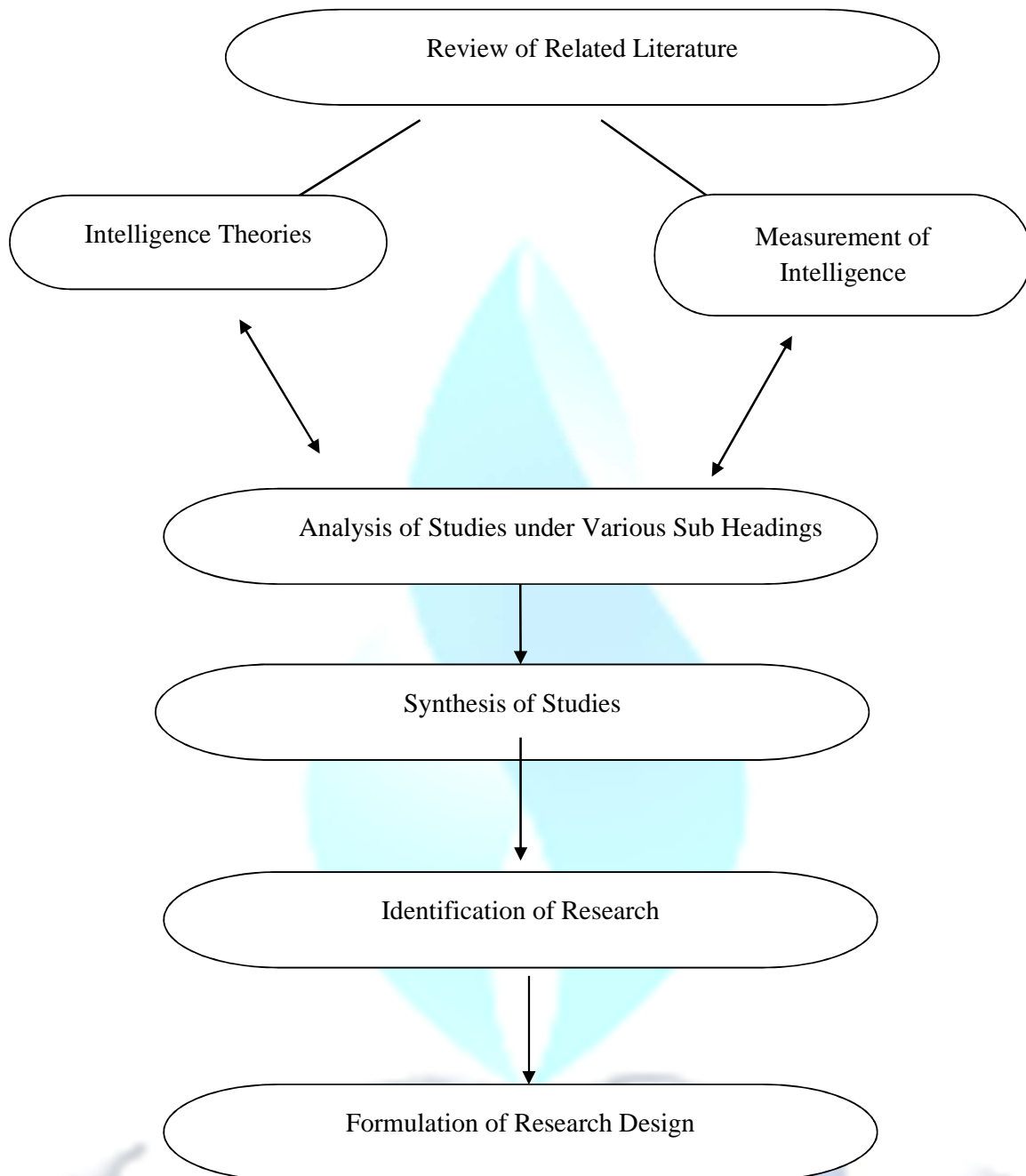
SCHEME FOR REVIEW OF RELATED LITERATURE

The researcher attempts to scan the review of related literature under the following sub headings.

- ❖ Related studies on intelligence theory's
- ❖ Related studies on intelligences measurement
- ❖ Synthesis of review
- ❖ Identification of research gap
- ❖ Formulation of research design

The flow chart on review of literature is given in

CHART 1



NEED AND SIGNIFICANCE OF THE STUDY

According to the concept of the research teaching is not so easy. In order to make the teaching alive and active teachers need contain talents. Teaching competency, teaching efficiency, teaching efficacy, teaching effectiveness, teaching aptitude are some of the important talents needed for the teachers. Intelligence helps to make grow these talents. Therefore, one factor theory, two factor theory, multifactor theory, group factor theory, structure of intellect, multiple intelligence theory, triarchic theory and take the components within it. By this the teacher can perform his duty well. Hence this topic “Evolving the Concept of Teaching Intelligence” the research person tries to explain how intelligence helps the teacher.

STATEMENT OF THE PROBLEM

Our country is one among the many developing countries. No doubt that education plays a major role in this developmental process. For, it’s see that education remains as a fundamental factor in all the departments of growth and development. Hence education is one of the most important factors; it is our duty to analyze how do the teaching and intelligence theory play their role respectively. On the other hand, this analysis is to find out what method a teacher can handle to make the teaching successful and how the intelligence theory helps to do it does. A research person forms an intelligence theory by reading the various theories of intelligence, the method of teaching handled, administration, the relationship with the students and the depth of the subject. Thus, the title of this researcher, “Evolve the Concept of Teaching Intelligence”.

OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- ❖ To analyze the concept of teaching competency
- ❖ To analyze the concept of teaching aptitude
- ❖ To analyze the concept of teaching efficiency
- ❖ To analyses the concept of teaching efficacy
- ❖ To analyze the concept of teaching effectiveness
- ❖ To analyze the content intelligence theories
- ❖ To evolve a concept known as teaching intelligence

RESEARCH METHODOLOGY

According to Kothari & Gaurav Gang (2014), it seems appropriate at this juncture to explain the difference between research methods, and research methodology. Research methodology may be understood as all those methods/techniques that are used for conduction of research. Research methods or techniques, thus refer to the methods the researchers use in performing research operations. In other words, all those methods which are used by the researcher during the course of studying his research problem are termed as research methods. Since the object of research, particularly the applied research, it to arrive at a solution for a given problem, the available the data and the unknown aspects of the problem have to be related to each other to make a solution possible.

Research methodology is a way to systematically solve the research problem. It may be understood as an education studying how research done scientifically. In a study the various steps that are generally adopted by a researcher in studying his / her research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods / techniques but also the methodology. Keeping this in view, research methods can be put into the following three groups,

- ❖ In the first group include those methods which are concerned with the collection of data. These methods will be used where the analysis available is not sufficient to arrive at the required solution.
- ❖ The second group consists of those statistical techniques which are used for establishing relationship between the data and the unknowns.
- ❖ The third group consists of those methods which are used to evaluate the accuracy of the results obtained.

MEANING OF THE RESEARCH

According to Kothari & Gaurav Gang (2014), research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. Dictionary definition of research is a careful investigation or inquiry especially through search for new facts in any branch of knowledge. Some people consider research as a movement from the known to the unknown. It is actually a voyage of discovery. The all possess the vital instinct of inquisitiveness. When the unknown confronts, more and more our inquisitiveness make it probe and attain understanding of the unknown. This inquisitiveness is the mother of all knowledge and the method, which one employs for obtaining the knowledge of whatever the unknown, can be termed as research.

DEFINITIONS OF RESEARCH

Following are definition of research taken from Sharma, (2010)

Rusk "Research is a point of view, an attitude of inquiry or a frame of mind." It asks questions which have hitherto not been asked. It seeks to answer them by following a fairly definite procedure. It is not a mere theorizing. It is an attempt to elicit facts and to face them once they have been assembled.

George Mouly "Educational research is the systematic and scholarly application of the scientific method interpreted in it broader sense, to the solution of educational problems; conversely, any systematic study designed to promote the development of education as a science can be considered educational research." Webster's New International Dictionary. "Research is a careful inquiry or examination in seeking facts or principles; a diligent investigation to ascertain something." Clifford Woody. "Research is not merely a search for truth, but a prolonged, intensive, purposeful search. In the last analysis, research constitutes a method for the discovery of truth which is really a method of critical thinking. It comprises defining and redefining problems; formulating hypotheses or suggested solutions; collecting, organizing and evaluating data; making deduction and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypotheses."

Best, "Research is considered to be the more formal systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions."

James Harvey Robinson, "Research is a diligent search which enjoys the high flavor or primitive hunting."

Redman and Mory, "Research is a systematized effort to gain new knowledge"

TYPES OF THE RESEARCH

The basic types of research are as follows

- ❖ Descriptive Research
- ❖ Applied Research
- ❖ Quantitative Research
- ❖ Conceptual Research
- ❖ Content Analysis

Since this research pertains to content analysis, it is discussed in following selections.

CONTENT ANALYSIS

Content analysis is a research technique for the systematic, objective and quantitative description of the content analysis of research data procured through interviews, questionnaires, schedules and other linguistic expressions, written or oral. This content analysis is a slight modification of the formulated in a famed communication researches. Familiarity with teaching intelligence concepts and theory aids in categorizing research data. Important the content analyses are, "Determines presence of certain words or concepts with in texts or sets of texts"

HISTORY OF CONTENT ANALYSIS

According to Pandya (2010), historically content analysis was a time consuming process as analysis was done manually, or slow mainframe computers were used to analyze punch cards continuing data punched in by human coders. Single students were done by employing thousands of such cards. Human error and time constraints made this method unviable for large texts. However, despite it impracticality, content analysis was an often used research method by the 1940s. Although initially limited to studies that examined texts for the rate of recurrence of the identified terms, (word counts) by the mid- 1950's researchers had started considering the need for more refined methods of analysis, focusing on concepts rather than simply words and on semantic relationships rather than just presence (de Sola Pool 1959). While both traditions continue today, content analysis now is also utilized to explore mental models and their linguistic, affective, cognitive, social, cultural and historical significance.

Palmquist (1990), conducted a study of two composition classes, in which he conducted interviews of students and teachers and analyzed these in addition to analyzing journals, classroom discussions and lectures and out –of – class interaction sheets. In order to conduct a content analysis, the text was coded or broken

downs into manageable categories on a variety of levels – word, word sense, phrase, sentence or theme – and then examined using conceptual analysis or relation analysis methods.

MEANING OF CONTENT ANALYSIS

As given in Pandya (2010), in the 1930s, Lindesmith developed a methodology to refute existing hypotheses, which became known as content analysis technique and gained popularity in the 1960s when Glaser referred to it as the "The Constant Comparative Method of Qualitative Analysis". Later, Glaser and Strauss (1967) referred to their adaptation of it as "Grounded Theory".

The method of content analysis enables the researcher to include large amounts of textual and systematically identify its properties. Content analysis today is a widely used research analysis aimed at determining the presences of certain words or concept within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writers, the audience and even the culture and time of which these are a part.

Following are the meaning of content analysis. According to,

Berelson (1967), "A research technique for the objective, systematic, and quantitative description of manifest content of communications"

Holsti, (1969), "Any technique for making inferences by objectively and systematically identifying specified characteristics of messages"

Weber, (1990), "A research technique that uses a set of procedures to make valid inferences from text"

Neuendorf, (2002), "A summarizing, quantitative analysis of messages relying on scientific method and not limited to type of variables measured context of messages".

Reitz (2004), "Close analysis of explicit and implicit messages of a text through classification and evaluation of key concepts, symbols, and themes to determine meaning and explain its effect it on the audience"

Krippendorf (2004), "Systematic reading of texts and symbolic matter not necessarily from an author or user's perspective"

TYPES OF CONTENT ANALYSIS

As described by Pandya (2010), there are two types of content analysis is quantitative and qualitative content analysis.

❖ QUANTITATIVE CONTENT ANALYSIS

Quantitative content analysis is widely used in mass communication as a way to counter manifest textual elements. It is deductive, intended to test hypothesis or answer questions generated from theories or prior empirical literature. It necessitates that the data are selected using random sampling or other probabilistic approaches to ensure the validity of statistical significance. It produces quantitative data that can be analyzed using statistical techniques.

❖ QUALITATIVE CONTENT ANALYSIS

The qualitative content analysis method was developed predominantly qualitative in anthropology qualitative education and psychology with the purpose of exploring the meaning underlying of the message. It is largely inductive, grounding the examination of topics and themes as well as the inferences drawn from them in the data. This process uses inductive reasoning by which themes and categories emerge, from the data through the technique of constant comparison with the help of careful examination. It may also include deductive reasoning. It involves a process intended to identify categories or themes from raw data based on valid inference and interpretation. In some researches, qualitative content analysis attempts to generate theory. Qualitative content analysis usually involves purposive sampling of selected texts, which can respond to the research question being investigated. This approach usually generates description or typology along with expression from subjects reflecting how they view the social world to enable the investigators and the readers to understand the perspectives of the producers of the text in a better manner. Qualitative content analysis focuses on the distinctive themes that demonstrate the variety of meaning of the phenomenon rather than the statistical significance of the occurrence of specific texts or concepts.

CATEGORIES OF CONTENT ANALYSIS

There are two major categories of content analysis, namely, Conceptual analysis and relational analysis. They are described in detail in the following paragraphs,

❖ CONCEPTUAL ANALYSIS

Conceptual analysis is aimed at establishing the existence and rate of occurrence of concepts in a text. Conventionally, content analysis has been conducting the conceptual analysis method. In conceptual analysis, a concept is chosen for examination and the frequency of its occurrences within the text is recorded. The words in the content could be positive words used to describe an argument, as opposed to the number of negative words used to describe a current status or opposing argument. The researcher then quantifies these words only and does not examine how they are related, which is a function of relational analysis. The terms used in the text could be implicit as well as explicit. Hence, it is important to define implicit terms precisely before beginning the counting process. (Cited in Pandya (2010)

STEPS FOR CONDUCTING CONCEPTUAL ANALYSIS

The following are steps for conducting content analysis,

- ❖ Deciding the level of analysis
- ❖ Deciding how many concepts to code
- ❖ Deciding whether to code for existence or frequency of a concept
- ❖ Deciding on how you will distinguish among concepts
- ❖ Deciding what to do with "relevant" information
- ❖ Coding the text
- ❖ Analyzing your results

RELATIONAL ANALYSIS

Relational analysis is also being termed as semantic your results. Relational analysis builds on conceptual analysis by examine the relationships among concepts in a text. In relational analysis, it is essential to first decide which concept types will be explored in the analysis. There have been studies with as few as one as many as five hundred concept categories. Obviously too large a number of categories may make your results incomprehensible and too few can lead to unreliable and potentially invalid inferences. Therefore, it is imperative to allow the context and necessities of your research to direct your coding procedures. The focus of relational analysis is to identify semantic, or meaningful, relationships. (Cited in Pandya, 2010)

STEPS FOR CONDUCTING RELATIONAL ANALYSIS

The following strategies can be followed to code a text or set of texts during relational analysis

- ❖ Identifying the question
- ❖ Choosing a samples for analysis
- ❖ Determining the type of analysis
- ❖ Reducing the text to categories and code for words or patterns
- ❖ Exploring the relationships between concepts in termed of the magnitude and direction of the relationship
- ❖ Coding the relationships
- ❖ Performing statistical analysis
- ❖ Mapping out the representations

RELIABILITY OF CONTENT ANALYSIS

The issues of reliability are similar those addressed in other research methods. The reliability of a content analysis refers to it for,

- ❖ Stability (also known as inter-rater reliability) or the consistency of the coders in re-coding the same data in the same way over a period of time.
- ❖ Reproducibility or the tendency for a group of coders to classify categories membership in the same way.
- ❖ Accuracy or extent which the classification of a text corresponds to a standard or norm statistically. When human coders are used in content analysis, reliability translates to intercoder reliability or "the amount of agreement or correspondence among two or more coders"

The overarching problem of content analysis research is that the inferential procedures determine the nature of conclusions. The question arises as to the level of implication allowable the conclusions follow from the data or are they explainable due to some other phenomenon. For occurrence-specific studies, for example, can the second occurrence of a word carry equal weight as the eighty fifth? The generalisability of one's conclusions depends on how one determines concept categories, as well as on how reliable those categories. (Cited in Pandya, 2010)

VALIDITY OF CONTENT ANALYSIS

According to Pandya (2010), in order to ensure the validity of the findings of the study, it is essential that the research uses multiple sources of information. Ideally, the researcher should try to build in some sort of validation procedure into the design. In qualitative research, validation could involve triangulation, which lends credibility to the findings by incorporating multiple sources of data, methods investigators or theories.

The Steps of Conducting (Validity) Content Analysis are as follows,

- ❖ Identify the universe of the content to be analyzed. This could include newspapers, books, textbooks, reference books, magazines, letters, radio scripts, audio, video and radio tapes, comics, films, songs and so on.
- ❖ Procure the sample to be analyzed.
- ❖ Code the data. Specify the unit of analysis. There are five major units of analysis including, Single word or symbol (used when the aim is to find out which person is preferred in a particular communication). Theme (used when the aim is to analyze prevailing values in a culture, effects of a communication). Character (used when the aim is to study a historical character while analyzing stories, drama and biographies). Sentence or paragraph. An item such as an entire article.
- ❖ The selection of the unit of analysis depends on the purpose of the study. The researcher can devise his own categories or use an existing set described in a prior study. In order to identify and to,

Objectives of the study,

Functionality of the categories,

Manageability of the system of categories

- ❖ Report writing

STEPS IN CONTENT ANALYSIS

According to Sharma (2010), the main idea of the procedure of analysis is there by, to preserve the advantages of quantitative content analysis as developed within communication teaching intelligence and transfer and further develop them to qualitative in for portable steps of content analysis.

- ❖ Mentioning of facts
- ❖ Formation of tables
- ❖ Formation of the outline of study
- ❖ Formation of classes
- ❖ Deciding the method of study
- ❖ Formation of definitions
- ❖ Use the adopted method

MENTIONING OF FACTS

The first step in the process of content analysis is the mention of important facts. Only those facts should be mentioned which are useful in the solution of the problem. Irrelevant facts should not be mentioned since it hinders the function of analysis and also adversely affects its objectivity. Analysis based upon relevant facts makes it easy to prepare tables.

FORMATION OF TABLES

In order to make content analysis simple and scientific several types are used in it. These tables are prepared before their actual use, since during the course of analysis it facilitates noting of facts in proper places. Besides, the use of tables makes it improbable to miss any fact concerned with the analysis. The tables again make it easy to classify facts.

FORMATION OF THE OUTLINE OF STUDY

After the preparation of table, an outline of the study is prepared. For this purpose the concerned variables are noted down in a list. After it, on the basis of different variables and coding of facts, the researcher gets help from the information extended by the respondents.

FORMATION OF CLASSES

This is the next step after preparation of the list of variables since classes or categories are fixed on the basis of variables. The classes should be sufficient in number so that different facts may be classified in different categories. Each variable should be placed in a different class. A class should not include two or more variables.

DECIDING THE METHOD OF STUDY

The decision concerning the proper method of study is very important in any social research. It requires a deep insight in the subject. The same method should be consistently adhered to in the entire course of research.

FORMULATION OF DEFINITIONS

All the variables and categories to be used in a study should be clearly defined. This improves the objectivity and exactness of a study. Besides, the definitions help in determination of the validity of study. Again, the definitions make the function of analysis easy and simple.

USE OF THE ADOPTED METHOD

The last step in the process of content analysis is the actual use of the adopted method. This should be done according to the nature of study. Minor modifications may be whenever required.

QUALITIES OF THE CONTENT ANALYSIS

Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. A summative content analysis involves counting and comparisons, usually of keywords or content, followed by the interpretation of the underlying context. The authors delineate analytic procedures specific to each approach and techniques addressing trustworthiness with hypothetical examples drawn from the area of end-of-life care. (cited in businessdictionary.com 2014)

THE GOALS OF CONTENT ANALYSIS

The following are the goals of content analysis,

- ❖ To reduce large amounts for unstructured content analysis.
- ❖ To described characteristics of the content analysis.
- ❖ To identify important aspects of the content analysis.
- ❖ To present important aspects of the content clearly and effectively
- ❖ To support of some argument.
- ❖ To examine trends and relationships in the text and multimedia produced or used in the fields context to provide an insight into it.
- ❖ To identify the intentions, focus or communication trends of an individual, group or institution.
- ❖ To describe attitudinal and behavioral responses to communication. (cited in eric, (2014).

THE STRENGTHS OF CONTENT ANALYSIS

According to Pandya, (2010), following are the strengths content analysis,

- ❖ It directly analyses communication through texts or transcripts thereby focusing on the central aspects of social interaction.
- ❖ It allows for both quantitative and qualitative approach.
- ❖ It offers valuable historical and cultural insights over time through analysis of texts.
- ❖ It permits closeness to texts, which can alternate between explicit categories and relationships and also statistically analyses the coded from of the text.
- ❖ It can be used to interpret texts for purpose such as the development of expert systems since knowledge and rules can both be coded in terms of explicit statements about the relationships among concepts.
- ❖ It is an unobtrusive means of analyzing interactions.
- ❖ It provides insight into complex models of human, behavior, thought and language use.

When done well, is considered as a relatively "exact" research method based on hard facts, as opposed to discourse analysis.

LIMITATIONS OF THE CONTENT ANALYSIS

According to Pandya (2010), some of the limitations of content analysis, both theoretical and procedural are as follows:

- ❖ It can be extremely time consuming.
- ❖ It is subject to increased error, particularly when relational analysis is used to attain a higher level of interpretation.
- ❖ It is often devoid of theoretical base, or attempts to liberally to draw meaningful inferences about the relationships and impacts implied in a study.
- ❖ It is inherently reductive, particularly when dealing with complex texts.
- ❖ It tends too often to simply consist of word counts.
- ❖ It often disregards the context that produced the text, as well as the state of things after the text is produced.
- ❖ It can be difficult to automate or computerize.

USES OF CONTENT ANALYSIS

Content analysis can be used in a large number of fields, ranging from marketing and media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, education, as well as other fields of inquiry. It can be applied to examine any piece of writing or occurrence of recorded communication. It also reflects a close relationship with social and psycholinguistics, and is playing an integral role in the development of artificial intelligence. The following are some of the possibilities for the uses of content analysis:

- ❖ To describe and make inferences about characteristics of a communication.
- ❖ To describe trends in communication content with the aim of understanding the historical perspective and its influence on the current content.
- ❖ To reveal international differences in the content of communication.
- ❖ To detect the existence of techniques of propaganda in the content of communication.
- ❖ To identify the intentions, focus or communication trends of an individual, group or institution.
- ❖ To describe attitudinal and behavioral responses to communications.
- ❖ To determine psychological or emotional state of persons or groups.
- ❖ To examine trends and patterns in documents.
- ❖ To describe the development of literature in a specific field.
- ❖ To make inferences the antecedents of a communication.
- ❖ To make inference about the effects of a communication. To determine stylistic features of authors and to determine authorship. One technique for determining authorship is to compile a list of probable authors, examine their previous writings and correlate the frequency of nouns or function words to help develop a case for probability of each person's authorship of the data of interest.
- ❖ To compare the media or levels of communication, the nature of audiences for these and the manner of the treatment of the media to the same topic.
- ❖ To provide an empirical basis for monitoring shifts in public opinion.
- ❖ To conduct an audit of communication content via- a- via the explicit or implicit objectives of the communication.
- ❖ To understand the "readability" of communication materials.
- ❖ To identify the intensions and other characteristics of communicators. (Cited in Pandya, (2010)

RESULTS AND DISCUSSION

Following this area "Evolving the Concept of Teaching Intelligence" results and discussion as,

CONTENT ANALYSIS OF TEACHING APTITUDE

An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental. Aptitude is not developed knowledge, understanding, learned or acquired abilities skills or attitude. The innate nature of aptitude is in contrast to achievement, which represents knowledge or ability that is gained through learning. (cited in Shamim and Ashok, (1986).

Following are the components of teaching aptitude as given by Shamim and Ashok given as,

❖ CO – OPERATIVE NATURE

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. In cooperative situations, there is a positive interdependence among teachers and students and goal attainments. The students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ CONSIDERATIVENESS

The items of this area are attributed to the general and particular attention, patience, toleration, consideration etc. of the teacher which is to be devoted for the all round development of the personality of the pupils and to remove the obstructions in the way of all round development of the pupils.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **WIDE INTEREST AND SCHOLARLY TASTE**

The teacher is also an active participant in co – curricular activities of the students and is always a student in the acquisition of knowledge. The items of this sub – test are framed to measure the wide interest and the scholarly taste of the teacher.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **FAIR-MINDEDNESS AND IMPARTIALITY**

Fairness and impartiality are the most essential traits of a teacher's personality. The items of this sub – test are framed to measure the same.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **MORAL CHARACTER AND DISCIPLINE**

Teachers moral character and discipline is very important factor for teaching efficiency since teacher's high moral character and discipline brings harmony in thinking feeling and doing as such the items of this sub – test are framed accordingly.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **OPTIMISTIC ATTITUDE**

Optimistic attitude is an important aspect of efficient teaching or making teaching successful. The item of this sub – test are framed to judge the degree of optimistic attitude in a teacher. Always look on the bright side of life.

In group factor theory reasoning ability is mentioned. Optimistic attitude correlations with reasoning ability hence optimistic attitude be taken for the concept of teaching intelligence.

❖ **MOTIVATIONAL ASPECT**

Motivation is an essential aspect of successful teaching. The items of this sub – test are framed to judge as to what degree of motivational aspect a teacher has.

In all intelligences theory is mentioned. Motivation is correlated. Hence motivation is taken for the concept of teaching intelligence.

❖ **DYNAMIC PERSONALITY**

Dynamism in personality refers to teacher adjustment with his students and classroom atmosphere which is very essential for a right goal on right times.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

CONTENT ANALYSIS OF TEACHING COMPETENCY

Teacher competence is a comprehensive term which includes teacher's personalities, presage, process, and product variables while teaching competence is restricted to the teaching behavior during classroom teaching. Some of them are components follows given.

All following are the components of teaching competency in collected from Srinivasan, (2010), given as,

The possessions of the teacher such as knowledge, skill, altitude, personality configuration, and the like are referred to as competencies; they lend the character dimension to teaching.

❖ **PLANNING**

The planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easily and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson.

In multiple intelligences theory intrapersonal is mentioned. Planning and intrapersonal are correlated. Hence planning and preparation is taken for the concept of teaching intelligence.

❖ **MOTIVATION**

Motivation is a process rather than a product. As a process, we do not observe motivation directly but rather we infer it from actions (choice of tasks, effort, and persistence) and verbalizations, I really want to work on this.

In all intelligences theory is mentioned. Motivation is correlated. Hence motivation is taken for the concept of teaching intelligence.

❖ **SET INDUCTION**

Do not strut teaching directly. Complete the formality. Write the date on top – left corner, name of subject on the top and middle and standard on right corner of the board. Do not tell the title of the unit. One of the skills in to micro teaching. Skill of the introducing and lesson.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **COMMUNICATION**

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur.

In group factor theory verbal ability is mentioned. In structure of intellect semantic is given. By these two intelligence theories communicate is taken for the concept of teaching intelligence.

❖ **INSTRUCTIONAL**

The instructional approaches that are struttled sequenced and led by teachers. They are presentation of academic content to students by teachers. Such as in a lecture of demonstration, in other words, teachers are "direct" the instructional process or instruction is being "directed" at students.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **CLASSROOM CLIMATE**

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. The study classroom environment has been widespread across nearly all sub specializations of educational psychology. Researchers are interested in relationships between environment constructs and multiple outcomes, including learning, engagement, motivation, social relationships, and group dynamics. Early researchers recognized that behavior is a function of people's personal characteristics and their environment.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **TEACHING LEARNING MATERIALS**

Teaching materials is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Identify the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **CLASSROOM MANAGEMENT**

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

In all intelligences theory communication is mentioned. Communication is correlated. Hence communication is taken for the concept of teaching intelligence.

❖ **OPTIMISM**

Optimism is a form of positive thinking that includes the belief that you are responsible for your own happiness, and that more good things than bad will continue to happen to you. Optimists believe that bad or negative events are rare occurrences, and that it is not their fault when something bad happens, but is due to something external.

In structure of intellect theory optimism is mentioned. Optimism is correlated. Hence planning and preparation is taken for the concept of teaching intelligence.

❖ **EVALUATION**

Educational evaluation is the process of characterizing and appraising some aspects of an educational process. There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate.

In structure of intellect theory evaluation is mentioned. Evaluation is correlated. Hence evaluation is taken for the concept of teaching intelligence.

❖ **ASSIGNMENTS**

The acts of assigning. Something such as a task that is assigned. A position or post of duty to which one is assigned. The transfer of a claim, right, interest or property from one to another.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

CONTENT ANALYSIS OF TEACHING EFFECTIVENESS

Teacher effectiveness is not a new concept to us. It has been listening that some teachers are the most effective ones. This means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, and knowledge of subject matter, teacher characteristics and their interpersonal relations. Also these teachers excel in their other personality characteristics. They are said to be the best teachers. Some of them are components follows given.

All following are the components of teaching effectiveness in collected from Umme Kulsum, (2000), given as,

❖ **PREPARATION AND PLANNING FOR TEACHING**

This area includes statements pertaining to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source material.

In multiple intelligences theory intrapersonal is mentioned. Planning and preparation intrapersonal are correlated. Hence planning and preparation is taken for the concept of teaching intelligence.

❖ **CLASSROOM MANAGEMENT**

This area includes statements pertaining to the ability of the teacher to successfully communicated, motivate the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.

Classroom management is defined as the process of sending our conveying messages to the research. In all theory classroom management is meaning. By these intelligence theories communicate is taken for the concept of teaching intelligence.

❖ **KNOWLEDGE OF SUBJECT MATTER; ITS DELIVERY AND PRESENTATION INCLUDING**

This area includes statement on the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/ she is dealing within the classroom situations. Delivery of course contents and its presentation including summary constitute essential aspect of the teaching- learning process.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **TEACHER CHARACTERISTICS**

This area includes students pertaining of the personality make-up and its behavioral manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse a perceptive mass and seeking active participation of pupils constitute essential demand characteristics of effective teacher.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **INTERPERSONAL RELATIONS**

The ability of the teacher to adopt himself / herself to maintain cordial relations with his/ her colleagues, pupils, their parents and other persons in the community with whom he/ she is to interact as part and parcel of his/ her profession form the basis to have statements pertaining to this area.

In multiple intelligences theory intrapersonal is mentioned. Intrapersonal relations are correlated. Hence intrapersonal relations are taken for the concept of teaching intelligence.

CONTENT ANALYSIS OF TEACHING EFFICACY

Teacher efficacy is a simple idea with significant implications. A teacher's efficacy is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.

All definition of the components by teaching efficacy have learn taken from Murgan, (2014), given as,

"Teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs".

❖ **CLASSROOM MANAGEMENT**

Classroom management is an assigned task of the teacher who should play his/her role to organize students, space, time and material, and monitor students learning activities that the teaching – learning is taking place.

Classroom management refers to the methods or system used to organize classroom activities, instruction, physical structure and other features to make effective use of time, to create a conducive and productive environment, and to minimize behavioral problems and disruption to maximize effective teaching and learner learning.

Classroom management is defined as the process of sending our conveying messages to the research.

In all theory classroom management is meaning. By these intelligence theories communicate is taken for the concept of teaching intelligence.

❖ **STUDENT'S ENGAGEMENT**

Student's engagement means that the opportunity given to the students by the teacher for their desirable participation in teaching – learning process such as asking questions, answering, showing teaching learning material and explaining figures. It leads desirable outcomes of the students.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

❖ **INSTRUCTIONAL STRATEGY**

Instructional strategy is a technique of instruction which includes the process of motivating students, help them to focus attention, organize information understanding and remembering, explain with the help of simple examples, asking questions without hurting, monitor and assess learning of students.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

CONTENT ANALYSIS OF TEACHING EFFICIENCY

Education economics or the economics of education is the study of economic issues relating to education, including the demand for education and the financing and provision of education. From early works on the relationship between schooling and labor market outcomes for individuals, the field of the economics of education has grown rapidly to cover virtually all areas with linkages to education.

All following are the components of teaching efficiency in collected from iobservation.com, (2015), given as,

❖ **PLANNING AND PREPARATION**

This area includes statements pertaining to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source material.

In multiple intelligences theory intrapersonal is mentioned. Planning and preparation intrapersonal are correlated. Hence planning and preparation is taken for the concept of teaching intelligence.

❖ CLASSROOM ENVIRONMENT

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. The study classroom environment has been widespread across nearly all sub specializations of educational psychology. Researchers are interested in relationships between environment constructs and multiple outcomes, including learning, engagement, motivation, social relationships, and group dynamics. Early researchers recognized that behavior is a function of people's personal characteristics and their environment.

❖ INSTRUCTION

Attitudes are developed right from childhood through the process of conditioning, imitation and instruction.

This component does not seem to fit with the component of intelligence and hence this component has not taken.

FINDINGS

Following the topic findings given as,

TEACHING INTELLIGENCE

Various challenges in education have been tackled are being tackled to improve enrolment and quality of education. Enhancing the number of institutions, furnishing infrastructure, providing noon meal, supplying books, bags, atlas and gadgets laptops to students, giving various scholarships, refresher programs for teachers and much more are in place to enhance the quality of education. Even by doing all these does teaching of every teacher is equal in quality? Does every teacher produce students with equal quality? Certainly, it is not.

Teacher differs in degrees of variability in teaching among themselves and with respects to outcome of students. Every teacher is not equally effective with their students. One could remember Dr. Sarvapalli Radhakrishnan, former, President of India as a teacher par excellence. One could also remember a mediocre teacher as well. Within these two extreme ends every teacher differs in their teaching in degrees which may follows Normal Probability Curve.

Each and every class is unique to a teacher. He / She have to prepare a plan of action to teach. This has to be meticulously executed during the classroom transaction. This usually starts with motivation, introduction of the concept, explanation with examples, illustrations, demonstrations, formative evaluation, summing up and summative evaluation. Many times the classroom transaction may not go as pre scripted. Classroom is not an industrial process where products are obtained with notebook precision. Many unexpected / unwanted situations may crop up.

Some students may understand and some may not, some students may pose critical questions and some pose irrelevant questions, some students may try to gossip with others, some students are actively participating and some feel sleepy / boring, some students may praise a teacher who was criticized by other / others and there could be multitude of responses from the students. A teacher has to negotiate the art of concept formation in the minds of students by understanding all these types of responses. He / she has to solve the teaching learning problems which may arise on here and now basis where 'Here' represents place of transacting the lesson and 'Now' represents time of transaction.

As Jackson (1962) reports, "the elementary teacher may change the focus of his concern as many as 1000 times daily" (cited by Alavandar, 2001). The focus upon solving teaching learning problems that may arise during classroom transaction may be looked upon as a kind of intelligence, which may be called as, 'Teaching Intelligence'. Teaching intelligence is not teaching the intelligence; rather it is a kind of intelligence for better teaching.

Teaching Intelligence, a word mentioned passing reference by Peter Maingay (cited by Alavandar, 2001), did not gather momentum so far, In this post-doctoral research, the investigator wants to identify the components that would make teacher intelligence and would like to elaborate upon it.

If by some means the teaching quality of the teacher is increased, then student learning will also be improved. If teaching quality increases, the overall quality of education will also be improved. The main objective of the proposed research is to improve the degree of teaching by constructing a newer concept known as Teaching Intelligence. (Cited in Srinivasan & Alavandar, 2014).

DEFINITION OF TEACHING INTELLIGENCE

As described by S. Arockiyasamy, (2014), from the extraction of common elements from the definitions, a definition of teaching intelligence can be given as follows. Teaching intelligence is a type of intelligence. It is an ability of the teacher to solve classroom problems that may arise during classroom transaction apart from the content knowledge that he / she posses, capacity of the teacher to adapt himself / herself and also make student to adapt classroom setting.

Following are the teaching intelligence components selected as,

- ❖ Optimistic Attitude
- ❖ Planning
- ❖ Motivation
- ❖ Communication
- ❖ Classroom Management
- ❖ Optimism
- ❖ Evaluation
- ❖ Preparation and Planning for Teaching
- ❖ Interpersonal Relations

RECOMMENDATIONS

Following are the recommendations,

- ❖ The researcher wishes to prove a few facts.
- ❖ Teachers should be well aware of the subjects.
- ❖ Preparation should be done before and after teaching.
- ❖ Teaching faculty should take an active part in seminars.
- ❖ Teaching should attend many workshops possible.
- ❖ Teachers should understand the capacity of each and every student.
- ❖ The growth of students should be the top priority of teachers.

CONCLUSION

They can conclude by informing that this chapter helps teaching effectively, teaching aptitude, teaching competency, teaching efficacy, teaching efficiency.

The components of teaching effectiveness will be dealt with in a very special manner, by evaluating the education necessity of each child this is the intelligence theory.

DELIMITATIONS OF THE STUDY

This study is confined itself to "Evolve the Concept of Teaching Intelligence".

SCOPE OF THE FURTHER RESEARCH

In this message of analysis, teaching intelligence tool along with the review, they come to a new path. The teacher's quality of teaching will be trough out.

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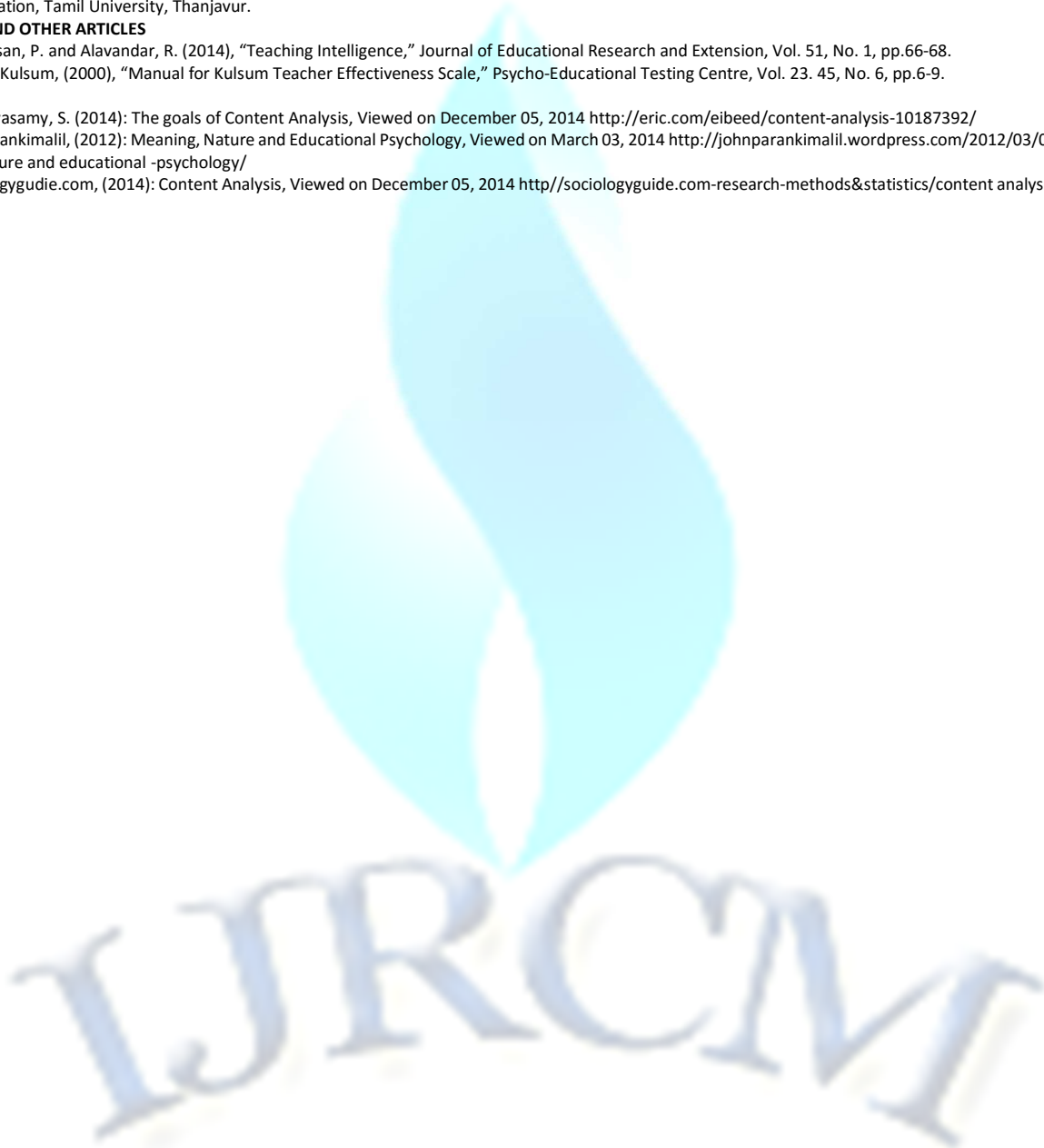
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