

**Name of the Scholar:** Ravneet Kaur

**Name of the Supervisor:** Prof. Jasim Ahmad

**Department:** Department of Teacher Training and Non-Formal Education (IASE)

**Title of the study:** Intellective and Non-Intellective Factors Associated with Certain Biological Factors Among Prospective Teachers

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### **Finding**

**Keywords:** *Blood Groups, Prospective Teachers, Critical Thinking Ability, Problem Solving Ability, Teachers' Self Esteem, Teaching Aptitude*

This study has been carried out to rule out association of ABO groups with the intellective and non-intellective factors and professionalism among prospective teachers. The study was conducted on a sample of 350 prospective teachers of NCR (National Capital Region) Delhi. The results of one way ANOVA and t-test showed that there is a statistically significant difference in the problem-solving ability, critical thinking ability, and teachers' self-esteem of prospective teachers belonging to different blood group, which were significant even at 0.05 level or 0.01 level of significance. However, there is no significant difference found in teaching aptitude of prospective teachers. Further, the study reveals that there is no significant difference in mean scores of male prospective teachers and female prospective in terms of their intellective and non-intellective factors.

The researcher adopted qualitative approach wherein an observation schedule and semi-structured interviews were employed in the study. It was found that prospective teachers with blood group 'A' facilitated content knowledge with conceptual clarity using relevant examples, were pleasantly toned and were audible voice, showed enthusiasm and willingness in participation, had clear speech and pronunciation and gave positive reinforcement. Prospective teachers with blood group 'AB' consistently exhibited affectionate and sympathetic attitude towards students, always took initiative in participating and organising community activities and encouraged their students as well. They also displayed respect, cooperation and collaboration with peer prospective teachers and staff members. They appreciated other student teachers for their endeavors and usually used imaginative and innovative technique in teaching and learning, planning for designing learning experiences. For professional development, they updated their subject knowledge through self-study & participation in academic /professional activities e.g. seminars, debates, educational, fairs, symposiums etc., Furthermore, they

provided conducive learning environment, showed involvement in school developmental activities, engaged in innovation and research, assessed students understanding, adopted learning strategies and activities, had knowledge and understanding of the content and classroom management skills. They even maintained healthy relationship with local community, they are active and alert, imaginative, resourceful, shows patience and sensitivity. Prospective teachers with blood group 'B' exhibited classroom management skills, involved members of the community for organizing different activities and programmes in the school. Prospective teachers with blood group 'O' always exhibited good communication skills, enthusiasm, regularity and punctuality. They were active and alert, cheerful and stimulating, motivated, confident and open-minded and had classroom management skills.

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