



Reasoning Ability of Prospective Teachers

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Abstract:

An important role of teachers is to interpret and translate complex concepts to the level appropriate to the learning experiences of the target students. It is essential that they must first develop a personal understanding of the subject matters that they are expected to impart to their students. When teachers do not fully understand the content of subject well they will not be able teach it well.

Keywords: Ability, Reasoning, Reasoning ability, Teacher

1. Introduction

Instructional model developed by the prominent educator Benjamin Bloom. It categorizes thinking skills from the concrete to the abstract;

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Deductive Reasoning Cognition: The biological/neurological processes of the brain that facilitate thought. The mental operations involved in thinking.

Creative thinking: A novel way of seeing or doing things that is characterized by four components:

Fluency (generating many ideas)

Flexibility (the ability to shift perspective)

Originality (thinking of something new)

Elaboration (building on other ideas)

Critical thinking: (Also called "logical" thinking and "analytical" thinking.) The process of determining the authenticity, accuracy, or value of something.

Inductive Reasoning

Infusion: Integrating thinking skills instruction into the regular curriculum; infused programs are commonly contrasted to separate programs, which teach thinking skills as a curriculum in it.

Meta cognition: The process of planning, assessing, and monitoring one's own thinking.

Problem Solving

Transfer: The ability to apply thinking skills taught separately to any subject.

2. Reasoning Ability

Simple Definition of reasoning is the process of thinking about something in a logical way in order to form a conclusion or judgment. : The ability of the mind to think and understand things in a logical way.

Reasoning is what we do when we take information that we are given, compare it to what we already know, and then come up with a conclusion. While much of our ability to reason is innate, these skills can be taught and improved upon. Reasoning skills often happen subconsciously and within seconds. However, sometimes we need to think things through to reach a conclusion when we are presented with a tough question or situation.

Reasoning skills are essential to day-to-day life: we use them to make choices among possible options, to distinguish between positive and negative situations, to decide how to approach a problem and resolve it, and much more. For example, say you get invited to a family function, but you also have an important school assignment to finish. This requires reasoning, since you must consider the two choices, trying to balance family with schooling. Also, we are often presented with situations that force us to make moral decisions between right and wrong. Your friends may ask you to do something that you know you probably shouldn't do, such as smoking or drinking. In this case, you must reason between the harmful effects and the moral choice.

3. Objectives of Study

1. To study the reasoning ability of prospective teachers of s. k. in relation to their sex.
2. To study the reasoning ability of prospective teachers of s. k. in relation to their area.
3. To study the reasoning ability of prospective teachers of s. k. in relation to their education.

4. Hypotheses

- Ho₁:** There will be no significant difference between the mean score of male and female prospective teachers in level of reasoning ability.
- Ho₂:** There will be no significant difference between the mean score of village and city prospective teachers in level of reasoning ability.
- Ho₃:** There will be no significant difference between the mean score of Graduate and Post graduate prospective teachers in level of reasoning ability.

5. Methodology of the study

5.1 Sample

The sample was selected from two education colleges of Sabarkantha. Among these college 50 prospective teachers were selected as sample. Among them 25 prospective teachers are from village area and 25 from city area.

Table 1: selection of sample

Variable		No of sample	Total
Sex	Male	25	50
	Female	25	
Area	Village	25	
	City	25	
Education	Graduate	25	
	Post Graduate	25	

5.2 Tool

Researcher designed questionnaire to check the level of reasoning ability. Questionnaire had questions with four options and prospective teachers have to answer by ticking correct option. 30 questions are

made related to the situations in which what they will do. Then prospective teachers were allotted with their marks obtain from the test. Highest marks of the test were 30.

5.3 Statistical calculation

To find out significant difference between two groups t-Value was calculated by using M.S-Excel. Mean, Median and Standard Deviation of each Group were calculated. Significance differences between the Means of two Groups were tested.

Table 2: Summary of data Analyses

Variables	N	Mean	S.D.	T value	Sig. level
Male	25	23.00	4.10	0.083	NS
Female	25	22.92	3.67		
Village	25	22.72	3.75	0.500	NS
City	25	23.20	4.02		
Graduate	25	22.92	3.67	0.291	NS
Post Graduate	25	23.2	4.02		

6. Findings

The findings of present study are as under,

1. There is no significant mean difference shown between the male and female prospective teachers. It indicates that sex does not affect on reasoning ability.
2. There is no significant mean difference shown between the village and city prospective teachers. It indicates that area does not affect on reasoning ability.
3. There is no significant mean difference shown between the graduate and post graduate prospective teachers. It indicates that education does not affect on reasoning ability.

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