7.0 INTRODUCTION

In the introduction part of this thesis, role of a secondary school teacher and expectations made upon him have been discussed in relation to present position in the field of education.

A teacher's aptitude is his capacity to become an excellent teacher. Characteristics of a teacher are there, but still in dormancy. These dormant characteristics are highly unfolded in the process called training. Teacher trainees with right type of aptitude could take a full advantage of the teacher training programme in making themselves better teachers. Hence research on teaching aptitude is a very fruitful area. Looking to the reality, there is a need of good, valid instrument for measuring teaching aptitude of secondary school teachers aspiring to be secondary school teachers in future.
In order to build a valid test of teaching aptitude, it was first necessary to define very closely the term 'teaching aptitude' that was proposed to be measured. This has been done by reviewing a few tests constructed by some experts in the field in foreign countries and in India. Moreover, the theory and findings of some researches also helped the investigator to come to a definite conclusion. This work has been initiated with 21 traits contributing to successful teaching in secondary schools. Ranking, like-minded nature of some traits and immeasurable (by verbal test) nature of some traits have brought this number down to 11 out of 21 traits to find place in the test. The test under report has thus covered eleven teacher traits as shown hereunder:

**Teacher Traits**

(i) Interest in Profession

(ii) **Attitude** towards Children

(iii) Adaptability

(iv) Mental Ability

(v) Skill in Teaching

(vi) **Attitude** towards Community

(vii) Teacher-Pupil Relationship

(viii) Professional Information
(ix) Ability to maintain Discipline
(x) Health
(xi) Interest in Reading.

These teacher traits have again been grouped and the test has accordingly been divided into five sub-tests, viz. Sub-test I for Attitude Towards Profession, Sub-test II for Professional Information, Sub-test III for Interest in Profession, Sub-test IV for Adaptability and Sub-test V (in three sections) for Mental Ability.

Selection of test items which is considered to be the crux of the process of standardization, was made by carefully applying the statistical methods. This was done with a view to obtaining the internal consistency of the test. To add to its utility value, the test has been standardized by strictly following the principles and procedure for the same. The process of standardization has been fully described elsewhere in this thesis. Reliability of the test has been established by various methods with an objective of overcoming the limitations of any one particular method. Validity has also been established by following the general principles of test validation, particularly teaching aptitude tests. Predictive validity has been reported elsewhere in this thesis.
In short, the test has been standardized on a sufficiently large and adequate representative sample. Sex and percentile norms, Standard Scores, T-scores and percentile rank have been established to help the user to interpret the test scores.

To point out to the teachers and research workers, the investigator has also attempted to study a few related problems of teaching profession. This clearly indicates that the test could be used with ease for further researches in the field of teaching aptitude which may prove to be an eye opener for school-managers. From this brief discussion, the intention is to bring out the fact, that the test is well standardized and could be used with precision.

During the scientific process of standardization, the following observations are made.

7.1 SEX DIFFERENCES

There is significant difference between the mean performance of male and female trainees. The mean score of female trainees being higher than that of male trainees. This difference did prove to be significant when tested. Hence it could be concluded that there are sex differences with regard to teaching aptitude of secondary school teachers.
7.2 AREA DIFFERENCES

There is no significant difference between the mean performance of urban and rural trainees. This difference did prove to be not significant when tested with the help of t-ratio. Hence it could be concluded that there is no area difference with regard to teaching aptitude of secondary school teachers.

7.3 DIFFICULTY AND SUITABILITY OF THE TEST

Items having the discriminating index at 0.20 or more have been selected for the test. Therefore, the test is neither difficult nor easy. Difficulty value of the individual test items ranges between 20 to 80 percent. The justification of sampling and the study of the Kurtosis also reveal that the test was quite suitable for the group chosen. The test items are normally distributed in the population tested.

7.4 RELIABILITY

Reliability of the test has been studied by Test-retest method, Split-half Method and Kuder-Richardson Method. Reliability co-efficient as found out by these methods are 0.74, 0.80 and 0.90 respectively. All these reliability coefficients are very high. Comparison of the
reliability of the present test with some other tests of teaching aptitude also showed that this test is highly reliable, so as to use with precision.

7.5 VALIDITY

Establishing the validity of the test is the crux of the process of standardization. Therefore, the test was validated with care and caution, using external criteria. The predictive validity of the test has been established by correlating the scores on, with the University marks in B. Ed. examination (Part I and Part II). The validity coefficients are 0.78 and 0.70 respectively. The coefficient leads the investigator to believe that the test has good predictive validity. It could be said that the test is highly valid.

7.6 TEACHING APTITUDE AND SEX

There were five studies conducted to study the main effect of Sex on teaching aptitude. One of them, was based on the entire sample (i.e. 504) of the test construction. It was found that Sex is an effective variable on teaching aptitude. The mean difference between male and female was significant and it was in the favour of female trainees. Hence it can be concluded that the female possess higher teaching aptitude.
7.6.1 In the remaining four studies, Sex was included as one of the independent variables. The results of these studies are as follows:

7.6.2 In the study about Sex, Vocational Aspiration and SES, Sex has been taken up as one of the independent variables. The study was a factorial one based on the entire sample of 504. The main effect of Sex was highly significant at .01 level. The mean difference was in favour of female. The sex variable functions without being affected by other two independent variables on teaching aptitude.

7.6.3 In the study about Sex, Vocational Aspiration and Leadership, Sex has been taken up as one of the independent variables. The study was a factorial one based on the entire sample of 504 trainees. The main effect of Sex was significant at .01 level. The mean difference was in favour of female. It is interacting with Leadership only.

7.6.4 In the study about Sex, Vocational Aspiration and Emotional Stability, Sex has been taken up as one of the independent variables. The study was a factorial one based on the entire sample of 504. The main effect of Sex is highly significant at .01 level. The mean difference is in favour of female. In the present study Sex does not interact with the other two variables.
7.6.5 In the study about Sex, Vocational Aspiration and Radicalism V/s Conservatism, Sex has been taken up as one of the independent variables. The study was a factorial one based on the entire sample of 504 trainees. The main effect of Sex is highly significant at .01 level. The mean difference is in favour of female. In the present study Sex does not interacted with the other two variables.

7.6.6 From abovementioned five studies conducted on the entire sample, it can be safely concluded that Sex is a highly effective variable on teaching aptitude. In almost all studies it was found that mean differences were in favour of female. Hence it is concluded that female are possess higher teaching aptitude than male.

7.7 Teaching Aptitude and Vocational Aspiration

There were four studies conducted to study the main effect of Vocational Aspiration on Teaching Aptitude. All the four studies were based on the entire sample of 504 trainees. Besides main effect of Vocational Aspiration, its interaction effects with others also were studied. The results are as follows :.
7.7.1 In the study about Vocational Aspiration, Sex and SES, Vocational Aspiration was taken up as one of the independent variables. The study was a factorial one and based on the entire sample of 504. The main effect of Vocational Aspiration is highly significant at .01 level of significance. The mean difference on Teaching Aptitude scores is in favour of trainees with high level of Vocational Aspiration. Vocational Aspiration variable interacts with SES while functioning on Teaching Aptitude.

7.7.2 In the study about Vocational Aspiration, Sex and Leadership, Vocational Aspiration, has been taken up as one of the independent variables. The study is a factorial one and based on the entire sample of 504 trainees. The main effect of Vocational Aspiration is highly significant at .01 level of significance. The mean difference on Teaching Aptitude scores is in favour of those trainees who belonging to high Vocational Aspiration. It is not interacting with the other two independent variables.

7.7.3 In the study about Vocational Aspiration, Sex and Emotional Stability, Vocational Aspiration was taken up as one of the independent variables. The study is a factorial one based on entire sample of 504. The main effect of Vocational Aspiration is highly significant at .01, level of significance. The mean difference on Teach
-hing Aptitude scores is in favour of trainees belonging to high Vocational Aspiration. In the present study, Vocational Aspiration variable functions independently without being interacted.

7.7.4 In the study about Vocational Aspiration, Sex and Personality trait: Radicalism Vs Conservatism, Vocational Aspiration was taken as one of the independent variables. The study is a factorial one based on entire sample of 504. The main effect of Vocational Aspiration is highly significant at .01 level of significance. The mean difference on Teaching Aptitude scores is in favour of student teachers belonging to high Vocational Aspiration. In the present study Vocational Aspiration variable functions independently without being interacted.

7.7.5 From the abovementioned studies conducted on entire sample; in almost all studies, it was found univocally that Vocational Aspiration variable is one of the effective variable on Teaching Aptitude. The trainees belonging to high Vocational Aspiration group are superior to their counterparts on Teaching Aptitude. The present variable functions independently on Teaching Aptitude.

7.8 Teaching Aptitude and SES

In the present study SES has been taken up as one
of three independent variables namely Sex, Vocational Aspiration and SES. The study is a factorial one based on entire sample of 504. The main effect of this trait is highly significant at .01 level of significance. The mean difference on Teaching Aptitude scores is in favour of trainees having high level of SES. The trainees having high SES, are found superior to their counterparts on Teaching Aptitude.

7.9 Teaching Aptitude and Leadership

In the present study personality trait : Leadership has taken up as one of three independent variables namely, Sex, Vocational Aspiration and Leadership. The study is a factorial one based on an entire sample of 504. The main effect of Leadership trait of personality is highly significant at .05 level of significance. The main difference on Teaching Aptitude scores is in favour of trainees having high Leadership trait. Leadership and Vocational Aspiration variables interact with each other on Teaching Aptitude. Hence it could be concluded that Leadership trait of personality
7.10 TEACHING APTITUDE AND EMOTIONAL STABILITY

In the present study, Emotional Stability has been taken up as one of the three independent variables namely Sex, Vocational Aspiration and the Personality trait—emotional stability. The study is a factorial one based on entire sample of 504. The main effect of this trait of personality is significant at .01 level of significance. The mean difference on Teaching Aptitude scores is in favour of trainees having high level emotional stability. It is functioning on Teaching Aptitude without being interacted with other two variables. The trainees having high emotional stability are found superior to their counterparts on Teaching Aptitude.

7.11 TEACHING APTITUDE AND RADICALISM VS CONSERVATISM

In the present study, Radicalism Vs Conservatism has taken up as one of the three independent variables namely Sex, Vocational Aspiration and Personality trait as Radicalism Vs Conservatism. The study is a factorial one based on entire sample of 504. The main effect of this trait is highly significant at .01 level of significance. The mean difference on Teaching Aptitude scores is in favour of trainees having Radicalism trait. It is functioning on Teaching Aptitude without being interacted with other two variables. The trainees having this trait
of personality are found superior to their counterparts on Teaching Aptitude.

7.12 SUGGESTIONS FOR FURTHER STUDY

A research is hardly ever complete in itself. There is always a scope for doing some further studies on it. A number of points, doubts and difficulties that were faced by the investigator during the long process of investigation has enabled him to suggest some problems for further research in this area. They are as under:

(i) Relationship between teaching aptitude and training performance.
(ii) Relationship between teaching aptitude and classroom ethos.
(iii) Teaching aptitude and management of instructions.
(iv) Relationship between teacher aptitude, teacher moral and teacher personality.
(v) Relationship between teaching aptitude and teacher behaviour.
(vi) A comparative study of the teaching aptitude of Primary School Teachers and Secondary School Teachers.
(vii) A comparative study of the teaching aptitude of teachers in Gujarat and any other State of India towards the teaching profession.
(viii) A study of teaching aptitude of primary school teachers of Gujarat State in the context of some Psycho-Socio Variables.