2.0 INTRODUCTION

For recruitment to a job in any profession, the selection of suitable personnel by means of adequate tool and techniques is of a paramount importance. In view of the fact that individuals differ in their abilities and aptitudes, necessary standardized tests of abilities and aptitudes have a vital role to play in this direction. The teaching fraternity has an outstanding contribution to make in the development and prosperity of a nation. Hence an utmost care is required to be taken in the task of teaching profession for selecting suitable persons. Selecting right type of persons for the teaching profession necessitates the use of an aptitude for teaching. To be successful and effective in teaching a factor like an aptitude for teaching has got to reckoned. Selection of teachers on the basis of aptitude test will contribute to educational advancement and improvement. As such test is presently not available, it is felt necessary to construct
and standardize it. For this it is also necessary to
discuss the dimensions of teacher aptitude and factors
affecting it.

2.1 DEFINITIONS OF AN APTITUDE

The term 'aptitude' is generally used loosely
both by laymen and by vocational psychologists and counse­
llors. Its meaning varies from person to person and time
to time.

Unfortunately there is no definition of 'aptitude'
found acceptable in toto by all psychologists.

In the 'Dictionary of Education', aptitude is
described as;

"Pronounced innate capacity for or
ability in a given line of endeavour,
such as a particular art, school
subject or vocation."

In the same volume, capacity is defined as the
potentiality of a person for given function as conditioned
by the total pattern of causes, partly hereditary and
partly environmental.

Ability is defined as;

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1. C.V. Good, editor, Dictionary
   of Education, McGraw Hill Book
"the actual power present in an organism
to carry to completion any given act or
to make adjustments successfully."

According to H.C. Warren\textsuperscript{2} in the Dictionary of
Psychology, aptitude is "a condition or set or characteris­
tics, regarded as symptomatic of an individual's ability
to acquire with training some (usually specified) knowledge,
skill or set of responses such as the ability to speak a
language, to produce music etc."

It should be noted that nothing is said in this
definition as to whether the "Condition or set of characte­
ristics" is acquired or inborn. This is quite proper. Too
often it has been implied that the term 'aptitude' has a
reference to a person's native endowments only.

Bingham\textsuperscript{3} remarks :

"Tests of aptitude according to this
mistaken view, should be undertaken to dis­
close the natural bent, the strength of
different dispositions, tendencies and capa­
cities inherent in the individual's original
construction, without regard to modifications
in these capacities which have occured in the
course of experience."

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\textsuperscript{2} H.C. Warren, \textit{Dictionary of Psychology};
Houghton Mifflin, Boston, 1934.
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\textsuperscript{3} Bingham W.N., \textit{Aptitudes and Aptitude}
Testing, Harper and Brothers Publishers,
New York, 1942. P.17
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But this can not be done. Atleast it is not possible with means at our disposal today. Even if it were, the resulting information would not be what is needed in individual counselling. We want the facts about a person's aptitudes as they are at present- characteristics now indicative of his future potentialities.

The same author\(^4\) continues -

"When appraising aptitudes, we are on the alert for symptoms of 'ability to acquire' a genuine absorption in the work, as well as a satisfactory level of competence. Indeed, a person who can not develop a liking for an occupation alongwith proficiency in it, cannot properly be said to have an aptitude for it because he lacks the necessary drive."

Using Warren's definition as his starting point, Bingham\(^5\) in 1937 defined aptitude as:

"A condition symptomatic of a person's relative fitness, of which one essential aspect is his readiness to acquire proficiency, his potential ability and another is his readiness to develop an interest in exercising that ability."

It is clear, therefore, that Warren's emphasis on ability to acquire 'with training' some specified knowledge,

\(^4\) Ibid. Op. Cit. P. 18
\(^5\) Ibid. P. 18
skill or set of responses should be qualified by mentioning that the training need not necessarily be formal or overt; it may be self-imposed practice or even undirected experience.

With these interpretations, the definition of aptitude as given above corresponds to both technical and general usage.

Super points out that both Warren's and Bingham's definitions imply—

"that an aptitude is not necessarily an entity but rather a constellation of entities, the set of characteristics which enables one person to learn something which may even be different from that which enables another person to learn the same thing."

Seashore and Van Dusen, as quoted by Super have attempted to define the term more rigidly, saying:

"An aptitude is a measure of the probable rate of learning, which results in interest and satisfaction and is relatively specific and narrow."

Super favours the use of the word aptitude:


7. Ibid. PP. 59-60

8. Ibid. P. 58
To convey the idea of a discrete, unitary characteristic which is important, in varying degrees, in a variety, of occupations and activities. Super's point of view marks for precision in defining is not found in measures of aptitude.

A more general definition of aptitude has been proposed by Hahn and MacLean. They point out that,

"Aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills and to demonstrate achievements."

Aptitudes, thus may be briefly regarded as potentialities which can be trained into special skills.

Psychologists put special abilities as aptitude for laymen to understand. It is connected with abilities, skills and achievement towards not any definite vocation but towards a type of vocation. It can be developed by hard practice and its knowledge helps in predicting an individual's professional success.

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2.2 APTITUDE TESTING

An aptitude test is a test designed to discover what potentiality a given person has for learning some particular vocation or acquiring some particular skill.

In other words, aptitude test measures abilities and interests.

In Bingham's words, 10

"They ascertain what an individual actually does in certain standardised situations, and from these measurements the estimate of capacity for future accomplishment is an inference-a statistical probability, not a certainty. Moreover, tests cannot sample all the important aspects of behaviour, nor plumb the depths of vocational purpose. Even with full data at hand, an inquirer's questions regarding his aptitudes can rarely be answered precisely and with positive assurance."

The main function of standardised tests of aptitude is, therefore, to help in estimating the probabilities that a person would be likely to follow successfully in an occupation he is considering.

A test of aptitude samples certain abilities and characteristics of the individual as he is today. It helps

to find out what he can do now and how well he can do it. The responses he makes under specified conditions are ascertained specimens of his performance when motivated in prescribed ways. By such means, data are secured as to what the person actually does under the circumstances imposed by the test. His behaviour is measured. From these symptoms, any estimate of his future possibilities of accomplishment is an inference.

2.2.1 Types of Aptitude Tests

Aptitude tests may be divided into alternative groups from a number of different points of view. One of the most important of these alternatives relates to the specificity of the aptitude aimed at. On this basis, the tests may be divided into two parts:

(i) those designed to detect specific or particular aptitudes; and

(ii) those designed to detect general or average aptitudes.

There is hardly an aptitude test composed of a single test unit in use at the present time. Batteries are practically the universal form of aptitude test.
2.2.2 Need of Aptitude Testing

It has been found through researches that the aptitudes crystalise quite early in life, almost by the time the boy or girl reaches the age of 15+. During the school stage, therefore, it is possible to know the aptitudes of a boy or girl through his or her participation in various activities and through the aptitude tests which the psychologists and educational workers have evolved.

If a person's capacity could be measured or at least estimated before he begins a course of training much wasted effort could be spared. Many young men aspire to be engineers, doctors or professors but many of them fail miserably even during the early years of studies. The more accurately their capacity for such professions is known in advance of their taking up such studies, the better for all concerned. Some students do not have sufficient capacity to complete college work, if they could be spotted before college entrance and advised to follow another line, much time, money and effort would be saved.

Aptitudes are, thus, very important for a person's choice of vocation and his efficiency in the job. If a person chooses a vocation befitting his aptitudes, he proves successful in his job; and he gets chances of promotion. Success in the job in turn has a great influence on the individual's personality. If an individual proves
inefficient in his job, it has an adverse effect on his emotional life, and he is likely to be maladjusted. Thus, aptitudes play a very important part in the development of an individual's personality.

At all times, it is vital that each young citizen be adequately prepared to fit into the world of work. If the wrong youngsters aspire for a particular skilled trade, society is wasting its human assets. A wrong placement of an individual in any trade, causes a huge waste of time, money and labour to both the employees and the employers and ultimately to the society. Society needs to save or atleast reduce, his loss of human productivity and its attendant crushing of the human spirit. Through aptitude testing and thereby through right placement of person in different vocations much of this loss might be saved. The importance of aptitude testing, cannot, therefore, be questioned in any way. The need of aptitude testing is above discussion.

2.3 APTITUDE FOR TEACHING

After independence, India has been making all round rapid progress. Industrialization of the country has been taking place very fast. Day by day, and one after another a new industry is being started in different fields. As if to keep pace with the industrial and
economic development of the country, a much rapid progress in the field of education, at all stages—primary, secondary and higher secondary and university has been taking place.

This all round development brings with it new hopes for the teeming millions of young persons in the country. A field for working is expanding day by day and a choice of vocation for a young person is widening. Care should be taken, therefore, to see that they make a correct choice of vocation. A proper vocational guidance is needed and a proper selection also should be made to avoid the possible loss of human material that may result through wrong placement of the personnel.

There is a great need of making a correct selection of teachers. The persons with high aptitude for teaching should be spotted out through proper testing and advised to join the teaching profession. The service conditions in the profession should be so modified as to attract persons with real aptitude for teaching to join the profession. No person with aptitude for teaching should be tempted to join another profession simply because of better prospects.

Different persons in the society possess different types of aptitudes. For example, some possess markedly mechanical aptitude, some musical, some artistic, some
clerical and some an aptitude for teaching, or some other profession. Different types of tests to measure different types of aptitudes should, therefore, be constructed.

When we say a person possesses an aptitude for teaching, it is assumed that he has a good proportion of the traits required for becoming successful in teaching. The magnitude of these traits may differ from individual to individual or even the number of traits possessed by each individual may also differ. Some may possess more traits, some may possess less. A number of traits required for being successful in teaching compose as a whole the aptitude for teaching. Thus the high or low aptitude for teaching is in proportion to the number of traits possessed by a person. Not only that but it also depends upon the number of the traits possessed.

To estimate, then, the aptitude for teaching, the factors that contribute to the success in teaching should be measured through proper test. The aptitude for teaching in proportion to the number of such factors and also in proportion to their magnitude and importance in conditioning success in teaching.

The tool specially prepared to measure aptitude for teaching is termed as 'an aptitude test for teaching.' Mental testing is not so prevalent in this country. It is just in its infancy. Only a few mental tests have
so far been constructed. Most of the tests so far constructed are intelligence tests, achievement tests and diagnostic tests in school subjects. To help vocational guidance which is also in its infancy in this land, the need of aptitude tests in different fields is most badly required. Aptitude testing in teaching profession is a long felt need.

2.4 FACTORS INFLUENCING TEACHING APTITUDE

Some factors influencing teaching aptitude, which are discussed as under:

(1) Ability to maintain discipline

This factor is to reveal if a prospective teacher can handle the class effectively. This would also bring out the authoritarian or democratic attitude in him/her.

(2) Activeness

Activeness is to judge how far an aspirant teacher is respective to any situation, action or work that comes up before him/her.

(3) Adaptability

This factor is to see if an aspirant teacher is adaptable to all such ideas and situations which are not
contrary to the spirit and nature of his/her profession.

(4) **Attitude towards children**

Attitude towards children includes attitude of teacher towards the needs, nature, problems, behaviour (of his/her students or fellow teachers), in a group or as individual, inside the school or out of it. This goes to show how a teacher reacts to the children in various situations.

(5) **Attitude towards community**

This is to know a teacher's attitude towards society in general and towards his/her colleagues, students, principal, authorities, parents, friends, environment and so on in particular.

(6) **General Knowledge**

This is needed in a person aspiring to be a teacher for he shall often be required to talk on and even to guide in matters of general knowledge.

(7) **Health**

Good health is definitely necessary for having sound mind in a sound body. It is required to keep a teacher active and fresh both in teaching and in guidance.

(8) **Honesty**

This hardly needs any explanation. A prospective
teacher should be honest, not only in the matters of money, but more so in his/her words and deeds.

(9) **Impartiality**

This is to know if he/she is impartial enough to treat all his/her students equally as also to know the extent to which he/she would be objective in his/her teaching and in his/her treatment.

(10) **Initiative**

A real teacher cannot rest with doing the work assigned to him/her. He/she would be zealous, industrious and insightful to take the lead. He/she should not be only receptive to new ideas, but should take the initiative in discussions.

(11) **Interest in profession**

It is obvious that if one has interest in this profession, one would naturally have interest in reading because one cannot be upto the mark without having interest in reading. A person having interest in profession would take interest in matters related to education.

(12) **Interest in reading**

Reading is in fact the food for the teacher. It would keep him/her in touch with the latest trends in his/
her profession as also with general knowledge. If food is a must for the body, reading is a must for the mind.

(13) **Intelligence**

'Intelligence' is a term with a very wide connotation, comprising of a number of traits. The term here is used in limited sense of recognising with swiftness word analogy, number series and word relation.

(14) **Knowledge of subject matter**

It is to be noted that a secondary school teacher has to teach particular subject in the standard given by his/her head. This means he should have full command over the contents of the subject. Even otherwise, content is more important for thorough teaching with full command and confidence.

(15) **Personal appearance**

This factor indicates the physical outlook of the teacher.

(16) **Professional information**

This is related to the teacher's built in equipness beliefs and reaction on the methods of teaching, medium of instruction, evaluation techniques, curriculum, co-curricular activities, behaviour with children, school inspection, classroom interaction and school administration.
(17) **Sincerity**

This is to judge how far a prospective teacher is sincere in his/her work, views and temperament.

(18) **Skill in teaching**

Skill in teaching is the fact that a teacher possesses in teaching his/her subject. This is something more than the method of teaching. A skillful person would always lead his/her students to learn with three Es - Easiness, Effectiveness and Economy. He/she would teach without making his/her student feel that they are being taught.

(19) **Teacher-Pupil relationship**

It is to judge the extent to which a teacher is able to establish cordial relations with his/her students, and yet is able to keep a certain distance from his/her student.

(20) **Technical skill**

The knowledge of pedagogy does not make a good teacher. It is the implementation of the knowledge in that classroom makes a good teacher. So a teacher having a repertoire of various skills can make a good teacher. Hence technical skill of a teacher is a great asset that would make him/her an effective teacher.
(21) **Attitude towards social work**

Social work cannot be initiated by imitating other people. One must have a positive attitude towards the work. **By having positive attitude for social work in ample quota,** he would make a successful and efficient teacher. A teacher is always ready to go an extra miles for other people or society.

(22) **Emotional Stability**

A stable teacher is an asset to any society. Emotionally matured teachers are most wanted when a country passes through a transition period. The change in society creates upheavels of great consequence which affect the immature minds of the pupils. To mould such pupils to the desired goal is the work of an emotionally stable teacher. Hence, maturity and stability are the precursors of a good stable teacher.