CHAPTER I
INTRODUCTION

"What constitutes a successful teacher?" has been a very baffling question before the educationists and administrators. A number of attempts have been made to determine the personality traits of successful teachers with the help of personality inventories or personality tests and then studies have been conducted to see which personality traits correlate highly with teaching success. Some of the important studies in this connection are as follows:

T. K. Menon and Parikh (71) tried to determine the correlation between perseveration and teaching ability and found that it was negative. M. V. Seagoa (92), in order to determine which commonly used standardized tests have the greatest predictive value for teaching success administered intelligence & special abilities, achievement,
personality, attitudes and interests, and teaching prognosis tests. Teaching success was evaluated by means of the University of California Rating Scale for Practice Teaching, a modification of the Schutte Scale. Teaching success did not correlate significantly with intelligence, special abilities or achievement. There were likewise no significant correlations in the area of interests and attitudes. Correlations were significant in the area of personality tests: for the Humm-Wadsworth and Bell, and approached significance for the Bernreuter Fl.C and the Thurstone. Among teaching prognosis tests, the Morris Trait Index correlated significantly with success, and the Coxe-Orleans approached significance.

A. F. Dodge (39), while trying to determine the personality traits of the successful teacher, administered a personality inventory to 301 teachers. His findings were that the more successful teachers reported themselves to be (1) more at ease in social contacts, (2) more willing to assume responsibility, (3) less subject to fears and worries, (4) more sensitive to the opinions of others, (5) slower in making decisions than the less successful teachers.

W. B. Tudhope (99) studied the training college final teaching marks as a criterion of future success in the teaching profession. The correlation between the original mark and a comparable rating after at least 13 years of teaching was 81. In 62% of the cases the teaching
marks were the same, 15% showed improvement, 23% showed the second mark to be lower than the first.

A. L. Beeley (17) suggested a clinical technique for the selection of prospective teachers. The University of Utah borrow methods from clinical medicine. First all available data are assembled regarding health, intelligence, and grades. Then the Thurstone personality schedule and the Bell adjustment inventory are given, and each case is considered individually by a group made up of the Dean of the School of Education, the physicians and clinical psychologist, and the directors of teacher training.

M. Osobowsc Kreutz (63), on the basis of his own investigations and those of J. W. Dawid suggests that the traits essential for teaching are genuine sympathy for the individual pupil, the dynamic characteristics of "agitators", and ability to make use of suggestions.

Henry Bowers (23) associated the following 'traits of personality' with successful teaching for the men - 'Business-like Manner' and 'Logical Procedure'; for the women, 'Alertness and Colourfulness' came first with 'Business-like Manner' third, and 'Logical Procedure' seventh.

F. Young (105) holds that efficiency in teaching is determined by a number of measurable factors such as preparation and experience, but that the perfect teacher must "also possess the other qualities which are too subtle
for accurate measurement".

H. A. Beaumont (18) suggested another method for measuring the effectiveness of teaching introductory courses. The percentage of students in elementary psychology who enroll in advanced courses in psychology is used as the basis for judging the teaching effectiveness of different instructors.

Narly, C(74) is of the opinion that the main trait of the good teacher seems to be the desire for perfection. In this aspect the teacher has to have a keen understanding of people's much enthusiasm in his activity, perfect morality, and good intelligence. He also has to have a satisfactory professional and general culture.

Pars Ram (79), as an aid in ascertaining that factors determine teaching judgement, and in particular to discover how academic qualifications, professional information, age, and sex are related to the ability of a teacher to form judgements about teaching situations, administered Manry's professional test for teachers to 51 men and 28 women teachers at Lahore and in the Punjab. His conclusions are that women possess better judgement in teaching problems than men; that the teacher who is alert to his surroundings and current problems usually has sound judgement upon teaching problems, and that teaching experience affects teaching judgement favourably.
T. Nogami, and Sato, K (75) conducted a study in which 25 qualities of merit in teachers were rated into five classes by 2,238 boys and girls of middle, normal and higher schools. Of these qualities character and sympathy stood generally in the highest rank, and co-operation, school business, and personal appearance in the lowest. Faith, professional knowledge, commonsense and consciousness of one's position and duty in society stood higher, while strictness and fairness gradually fell lower in the students' estimation as their age increased. From the computation of correlation it was shown that age is much more important than sex or kind of school as a factor in determining the ranking of teachers' qualities as seen by their pupils.

G. David Ryans (87) studied the extent of association of certain professional and personal data with judged effectiveness of teacher behaviour. Among the several conclusions: (1) some communities attract better (in terms of the criteria employed) teachers than others; (2) no relationship was found between the effectiveness of teachers and the kind of neighbourhoods from which their pupils are drawn; (3) degree of college training was not significantly related to teaching effectiveness, (4) there is a curvilinear relationship between amount of teaching experience and effectiveness, (5) no significant differences appear between the teaching effectiveness of married and single teachers.

According to M. Percival Symonds (95), the
personality of the teacher is most important factor in education, but great variations in personality are found among successful teachers. The 'best' teaching personality cannot be described precisely, and certainly no tests exist for its determination. A desirable teacher is one for whom teaching satisfied deep needs and who finds teaching and the pupils in school more interesting than subject-matter.

E. M. Brandza (25) in his paper defines (1) the nature of teaching ability, and (2) the possibility of its examination in order to use it as a criterion in teacher selection. According to him teaching ability requires: (1) prestige and authority, (2) intelligence and ability to apply the programme established by the curriculum, (3) ability to stimulate the attention of children, (4) interest in children and school, (5) diligence, (6) critical ability, and (7) organizing power. The selection of teachers must be based upon two criteria (1) the capacity to master content and special ideas, and (2) the ability to teach them to other people.

C. P. Archer (3) recommends that selection for teaching should extend from public school through apprenticeship years and rest on a cumulative record of history, achievement, and ratings. A combination score of scholarships, intelligence, personality, and physical fitness gives the best predictive index. In the absence of better tools by which to measure personality, ratings, if properly made, give valuable information.
M. E. Haggerty (47) defends the thesis that attempts to prognosticate teaching success by any one procedure have failed, in the main, because teaching success is conditioned by the teacher-pupil relationships in intellect, in personality traits, etc., as well as by the subject taught. A teacher ineffective with a group of dullards may accomplish much with a group of talented pupils. A good high-school teacher may fail when called upon to instruct children in the kindergarten.

Though several studies have been conducted on the personality traits of successful teachers, no definite conclusion as to what these traits are, has been arrived at. The criteria so far used for the purpose can be broadly classified under the following headings:

I. Judgement of headmasters, inspectors, supervisors and colleagues. - The judgements may be obtained by sending the rating scales to them. The idea may also be formed from such data as increments in salaries, tenures or promotions etc.

Such judgements have so far been admitted to be the best available criteria of teaching success. Sandiford and others (89) conducted a study at the University of Tornoto where they extensively employed the judgement of experts. They obtained reliability coefficients of .888 and .929 respectively for the average ratings of two groups.
of experts and of .945 and .899 respectively for two groups of other judges. Correlations between the ratings were .748, and .707 respectively. But one serious objection levelled against this method - of rating by the experts is that the rating scales, in no way, decrease the subjectivity of the judgements.

2. The second criterion can be the pupil achievement. But "what achievement?" - that is a difficult question to answer. Various answers have been given which include items as information and knowledge, attitudes, appreciations, and skills. The difficulty is, how to measure them. The studies which have employed pupil achievement as a criterion between pupil gains as measured by achievement tests and independent evaluations of teachers. Betts (20) obtained a correlation of .41 between scores earned by the teachers on an objective test and achievement test scores. Barr and others (12) obtained uniformly low coefficients of correlation between a group of ten measures of teaching ability and pupil achievement. Lins (67) reports of correlation of .688 between pupil gain and rank of the teacher in his high-school graduating class, and Rostker (85) obtained a correlation of .58 between the intelligence of the teacher as measured by the American Council of Psychological Examination and pupil gain. La Duke (65) and Jayne (58), however, found negative relationships (-.32 to -.35) between
efficiency and liberalism in teaching objectives and methods
and pupil gain. Holfe (82) found a positive correlation
of .38 between certain measured social attitudes and pupil
gains.

3. The third criterion of teaching success is
appraising the personality, scholarships, and intelligence
of the pupils. Gardner Murphy, while discussing
the problem writes in one of his letters to the writer dated
May 26, 1953, "Even more ambitious would be the possibility
of appraising the knowledge, skill, and personality of those
whom he (teacher) has taught, so as to see whether the
pupil shows benefits of the superior teachers' work." The
suggestion, though excellent, yet is not practicable
here at this stage. First, there are no valid tools in
India to measure all the traits, and secondly it involves
a lot of time.

4. Pupil ratings of teachers:-

Pupils are asked to rate the teachers who teach
them, on a definite rating scale on the qualities which are
found to be essential for a good teacher. In order to get
their honest opinion, the rating is done anonymously by them.
The scores gained on these ratings are taken as criteria
of teaching success. One serious objection against this
method is that the pupils may not be able to give their

* Gardner Murphy - Director of Research, The Menninger
Foundation, Topeka, Kansas, U.S.A.
unbiased opinion about certain teachers.

Reviewing the number of attempts that have been made in this direction, one is led to conclude that a valid and reliable criterion of teaching success has not so far been found, the factors conditioning success in teaching are not definitely known. The writer while working on the Horn-Hellersberg test during the last four years for appraising the personality of B. T. students of the Government Training College for Teachers, Jullundur, was struck by a casual observation that two of the personality traits i.e. good imagination and high emotional maturity were very prominent in practically all the students who were looked upon as good prospective teachers. This observation initiated the writer to undertake this piece of research.