CHAPTER I

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1.1 Factors leading to the choice of this problem

The investigator, while working on another research problem pertaining to the attitude of undergraduates and B.Ed. teacher-trainees towards teaching as a career, in partial fulfilment of the requirements for the degree of Master of Education of the Panjab University, Chandigarh in 1972, was struck by a casual observation that academic achievement (amount of general and professional education), intelligence and personality factors were very prominent in all the B.Ed. teacher-trainees but not in other undergraduates. This observation induced and initiated the researcher to undertake this piece of research.

1.2 Definition and Identification of Teaching Success

Successful teaching is teaching that brings about effective learning. 'What constitutes a successful teacher?' has been a very baffling question before the educationists, psychologists 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.

Teacher's intelligence, personality, attitude towards education and children, experience and academic achievement are more important in the process of successful teaching. A kind, sympathetic, insightful teacher is always successful in his profession, whereas harsh, dull and snob, no doubt, proves to be unsuccessful rather than attaining success in the vocation.

A.F. Dodge (1943), 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 contracts, (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.

Narly, C. (1939) 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 peoples' much enthusiasm in his activity, perfect morality, and good intelligence. He also
has to have a satisfactory professional and general education.

Teaching ability is subtle and complex. It is not a single fact that accounts for teaching success, rather it is a composite of abilities. Counsellors and educators admit that "success in teaching is a product of many factors - degree of intelligence, health, economic circumstances of the family, social environment, emotional stability, moral and vocational factors - specialized skill, knowledge and other factors."

Teaching to-day has been identified with guiding-learning activities of the pupils. The correct technique for this purpose is considered to be that which is adopted to the pupil's needs.

Harry, N. Rivlin (1939) wants the teacher to understand not only the child but himself also. He writes, "Teaching is largely a matter of inter-personal relationship and when there are inter-personal relationships, there are at least two persons involved and who must be understood. Understanding the dynamics of child-behaviour is important but the teacher should also understand the dynamics of his own behaviour. Many of the pupil's difficulties in learning or in adjustment at school have their origin not only in his own emotional life but also
in the emotional life of his teacher."

Fuller, Elizabeth H (1946) is of the view that "all educated persons, whether teachers or laymen, who have undergone the schooling experience, can describe the teachers by whom they were affected very much and remember those with a feeling of liking and admiration for them. An analysis of the personal characteristics of such teachers would show not any single pattern that accounts for success in teaching profession. There is no agreement among educators as to the essential qualities of successful teachers. It is generally conceded that there is no one clear pattern for a successful teacher."

Before judging teacher's success in his profession, it is essential to know the functions of a teacher. Teacher working in a school is assigned some responsibilities. He is there for achieving some objectives. Modern society demands that the teacher should endeavour for the development of certain abilities and attitudes in pupils. Therefore, the teacher - the agent of the society - who has been assigned this task, has his first obligation towards school children whom he meets in groups. The teacher must recognise the role of each child in the class if he is to prove successful in his profession.
In their book, "The Teacher and His Work" Gould, George and Yoakam, Gerald Alan (1947) write: "Regardless of the form of curriculum organisation that is employed in the school in which he is teaching, the teacher faces the necessity of organising instruction for the day to day classroom activities. Unless he does so, his instructional activities will be chaotic."

The identification of qualified and successful teachers constitutes one of the most important aspects of Education. Obtaining capable and successful teachers is an intrinsic interest and obligation of education. If competent teachers can be obtained, the likelihood of attaining desirable outcomes is substantial. On the other hand, the schools may have excellent material resources in the form of equipment buildings and text-books and curricula may be appropriately adapted to community requirements but if the teachers are not competent or successful in their profession, then the whole programme is likely to be ineffective and largely wasted.

F. Young (1939) holds that efficiency in teaching is determined by a number of measurable factors such as preparation and experience, but the perfect teacher "must also possess the other qualities which are too subtle for accurate measurement."
It means that success in teaching depends on a number of factors. The factors are subjective and objective as well. Subjective factors are related to the individual himself and objective factors conform to the world which the individual lives in.


2. **Objective Factors**: (i) Socio-economic status i.e. conditions at home. (ii) Family background. (iii) School's situation and environment. (iv) Number of students and size of the school. (v) Educational system.

All these different variables account for success in teaching or wastage. It is toward this direction, there is a need of further research.

1.3 **Correlates of Teaching Success**

The focal importance of the teacher is not new to educational thinking. But in spite of the recognition and identification accorded to successful
teaching, relatively little reliable information is available regarding its nature and the teacher characteristics, which contribute to it. A number of conditions share responsibility for this situation. It seems probable that, without losing sight of the important need for developing means of recognizing good teachers, the attention of research might first more properly and more profitably be directed towards the identification and estimation of some of the major patterns of teacher characteristics that contribute to his success in the profession.

The pre-requisites to success in teaching are described sometimes in terms of the qualities of the teacher, sometimes in terms of his behaviour and sometimes in terms of mental concomitants of action.

The concept of competent or successful teaching must, therefore, be considered to be relative to many factors or conditions.

Jerecke, W.H. (1952) says that teaching experience, some unnamed factors, possibly ability, as measured by the special scoring of the Bernreuter Inventory, and scholastic ability affect teaching success.

Hale, Peter P (1955) considers these four general
factors essential to success in teaching profession:
(I) General Mental Ability, (II) Interest, (III) Personality, and (IV) Space relations.

A competent teacher, according to Burr, Harding and Jacobs (1950) possesses the following attributes:
(I) A democratic social and professional outlook. 
(II) Sympathetic insight into growth and development. 
(III) Useful scholarship and experience. (IV) A workable understanding of the theories of learning. (V) Constructive resourcefulness in guiding, living and learning. 
(VI) Appropriate professional leadership and followership abilities. (VII) Adequate personal effectiveness in relation to others. (VIII) Dynamic Mental and Physical health. (IX) Suitable powers of communications. 
(X) Consistent application of reflective thinking to the solutions of problems. (XI) Responsible attitude towards teaching as a profession.

"This leads one to say that teaching is not one thing but many things" - affirms Barr, A.S. (1940).

"Teaching work is intensely human. It is an art. So it should be taken up only by those", says Burr, Harding and Jacobs (1950), "who have qualities of a good teacher and real love for the profession."
According to M. Percival Symonds (1950), 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 satisfies deep needs and who finds teaching and the pupils in school more interesting than the subject-matter.

Some of the important studies in this connection are cited here in the following lines:

M.V. Seagoe (1945) in order to determine which commonly used standardized tests have the greatest predictive value for teaching success, administered intelligence and 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, modification of the Schedule 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
Hum-wads Worth and Bell, and approached significance for the Bernreuter and the Thurstone's intelligence tests. Among teaching prognosis tests, the Morris Trait Index correlated significantly with teaching success, and the Coxe Orlean's tests approached significance.

T.K. Menon and Parish (1950) tried to determine the correlation between perservation and teaching ability and found that it was negative.

David G. Ryans (1949) studied the extent of association of certain professional and personal data with judged effectiveness of teacher behaviour. Among the several conclusions the following are worthy to be noted: (I) Some communities attract better (in terms of the criterion employed) teachers than others; (II) No relationship was found between the effectiveness of teachers and the kind of neighbourhoods from which their pupils are drawn; (III) Degree of college training was not significantly correlated with teaching effectiveness; (IV) There is a curvilinear relationship between the amount of teaching experience and effectiveness; and (V) No significant difference appears between the teaching effectiveness of married and single teachers.

David G. Ryans, in Encyclopaedia of Educational...
Research (1960) has given a comprehensive list of variables more frequently investigated and for which measurement has been attempted. The list comprises of the following variables:

(I) Scores on tests of verbal and other cognitive abilities.
(II) Scores on tests of knowledge and understanding of general and special subject-matter. (III) Scores on tests of professional information. (IV) Course marks representing academic achievement. (V) Course marks for ratings representing performance in student teaching. (VI) Amount of general and professional education. (VII) Scores derived from inventories and from projective devices developed to measure various personality traits and emotional and social adjustment. (VIII) Scores on attitude scales and inventories developed to measure teacher student relationship. (IX) Scores derived from rating scales developed to measure relationship with colleagues. (X) Scores of attitude scales developed to measure attitudes towards teaching profession. (XI) Expression of interest in participation and preference to various sorts of activities. (XII) Factors influencing choice of teaching as a career. (XIII) Speech and voice characteristics. (XIV) Age. (XV) Experience. (XVI) Sex. (XVII) Marital Status. (XVIII) Socio-economic status. (XIX) Background of the family, and (XX) Social Participation.
1.3.1 Factors responsible of teaching success, selected for this study:

In the problem under investigation the number of variables to be tested was limited to (1) Teaching success (2) Self-concept. (3) Intelligence. (4) Experience and (5) Academic Achievement (amount of general and professional education).

Teaching success is a criterion variable while the other four variables are factors responsible of success in teaching. The purpose of the study is to assess teaching success with the help of Teacher Rating Scales. The criterion employed in this regard is the combined ratings by the heads, colleagues and the pupils. The teachers getting scores above the mean of the sample are termed as successful teachers whereas the others, as unsuccessful teachers.

1.3.2 Self-Concept:

Self concept is a variable in personality or it is the projection of one's personality. But personality of the teacher plays a dominant role in attaining success in teaching. Teachers possessing good and attractive personalities are most popular among students. They succeed in their profession earlier than others who lack such personalities. Teachers having
attractive personalities are the favourite teachers of their students while the others are disliked by them. Thus, self-concept, a dominant factor of personality, provides a philip to a teacher to attain success in his vocation.

To measure self-concept is to assess personality of the person. An individual's self-concept undergoes a change by the challenge offered by the circumstances of life, and the way others respond to him. The changed self-concept projects the personality of the person in a different way. This leads the researcher to say that self-concept acts as a variable in personality and is measured by (1) Personality Word List (P.W.L. - an improved and modified form of Adjective Check List Method), (II) adjective rating scales and (III) Q-techniques.

A person's ideal, perceived and social self may be very similar to one another or very different. Smith (1959) suggests that closer the resemblance between our ideal and perceived selves, the more confident we are likely to feel. As it is the confidence in oneself that influences our actions in life, so self-concept is responsible to make a person succeed in his profession.

It is the self-concept entirely which is responsible for high, average and low achievement and success in the
profession. Therefore, for educational, vocational, personal and guidance point of view, the study of self-concept is essential to any educator.

Recently self-concept has been considered one of the important factors (by all modern psychologists and educational experts) in educational success. In fact the involvement of self governs the action and reaction of the individual. The person who thinks high of him can be said to have achieved higher as shown by recent studies.

1.3.3 Intelligence

The most important of these factors is intelligence. The evidence from various studies by Freeman, Crawford, Burt and Edison Bond (1955) shows that intelligence as measured by intelligence tests is closely related to one's scholastic achievement. Intelligence is what is measured by intelligence tests, and rating scales measure teachers' success in the profession and achievement tests measure what the teachers as well as students have achieved academically.

Freeman (1942) points out the relationship between intelligence and achievement at elementary school level ranging from .40 to .60.
Cranford and Burnham (1946) studied correlations between class achievement and intelligence to be .60 to .65.

Burt (1947) found correlations between Binet Intelligence Test and different school subjects ranging from .15 to .63.

Edison Bond found intelligence related to all other school subjects to be .46 to .79.

These results indicate that intelligence is closely associated with general scholastic success.

These studies inspired the researcher to study the relationship of intelligence and teaching success. The knowledge of intelligence would give the teacher an estimate of the mental level at which the pupils may be expected to follow him and accordingly he can provide instructions to attain success in his work.

Intelligence helps the teacher to choose a particular curriculum for his pupils at the higher secondary level and thus much of the failure and wastage can be controlled and ultimately there will be success in teaching for the teachers. Therefore, intelligence seems to be closely related with success in teaching profession. In this context it is apt to say that the more intelligent a teacher, the better success he will attain in his profession.
1.3.4 Teaching Experience

Teaching experience is an accumulation or fund of knowledge or information or skill that the teachers have attained after putting up themselves in this profession for a number of years.

When something happens to a person or he does something that is experience. It can aptly be said that experience is a stuff out of which life is made. Experience is a product of continuous and cumulative interaction of an individual with the world around.

Experience is either personal knowledge gained by one's own actions, or it is the knowledge acquired by what one has seen, read, heard of, in others. Where either of these sources is not available, a man cannot have any sort of experience.

In general, experienced teachers seem to be more effective in teaching than those having no teaching experience. The findings of this study are not in conformity with this assumption as experience has insignificant correlation of .05 with teaching success, though it is positive but it is in favour of the unsuccessful teachers.

Granville, B. Johnson (1956-57) proved in one of his studies, on teacher effectiveness, that the number of
years of experience when age was held constant appeared to have little to do with teaching efficiency. He established correlation of .03 between experience and teaching effectiveness. It was of no significance, though it was positive in nature.

The findings of the study by Adaval (1957) appeared to be contrary to what has been discussed above. His study showed that teachers with experience surpassed the teacher-trainees in teaching. He found the significant correlation between experience and teacher effectiveness.

1.3.5 Academic Achievement

Academic achievement of teachers is not the growth of the child; nor is it the advancement of the child in education. Here the term 'academic achievement' of teachers signifies the amount of general and professional education of the teachers. The certificates, the degrees and diplomas what the teachers have got constitute their academic achievement or academic qualifications.

It is the fund of knowledge that the teachers have obtained through various institutions - schools, colleges, Boards and Universities - in the form of certificates, degrees and diplomas in several disciplines.

Academic achievement of teachers must have a bearing on their success in the profession. It is
generally said that the higher the qualifications of the teacher, the more successful he will be in his profession. Adaval (1957) found that Indian teachers, with advanced degrees, showed knowledge superior to those teachers with lower degrees. The findings of this present study do not agree to it because the coefficient of correlation between teaching success and academic achievement of teachers is insignificant at both the levels. Though it is positive and very small yet it is of no value at all because more qualified teachers are found among the unsuccessful whereas less qualified teachers have been declared successful by the findings of this study. This helps the researcher to say that higher academic achievement of teachers has failed to promote success in teaching profession.

1.4 Measurement of Success in Teaching:

Success in teaching is a complex affair. No single factor is wholly responsible for attaining success in teaching profession. Many factors like Intelligence, personality, academic achievement, experience, interest, professional outlook, problem-solving ability, constructive resourcefulness, social relations, dynamic mental and physical health, etc. contribute to success in teaching. Therefore, teaching is such a complexity that cannot be wholly described by any single numerical index.

However, various methods have been employed to measure success in teaching. None of them has been proved
completely reliable and valid tool of measuring teacher's competency as they measure only a small segment of it.

Barr (1958) has enumerated the following three different measures which can be used for assessing teacher's success:

(i) Observational devices - that centre round teacher-behaviour.
(ii) Interviews and questionnaires - that secure verbal statements and personal views from teachers.
(iii) Tests - that secure controlled paper-pencil responses from teachers.

Observation requires the definition of the trait to be inferred from the observed behaviour. Rating scale is the commonest device used by observers. This assesses not only behaviour but knowledge, qualities and attitudes also.

In the use of second device, one faces difficulty in getting accurate information from teachers, either orally or in writing. Teachers are all the more reluctant to provide accurate information, in a face to face situation, about anything important pertaining to them.

The third device is of extracting controlled paper-pencil responses from teachers through tests but these
tests constitute only a small segment of teacher's competency.

Three basic approaches employed by Barr (1940) in measuring teaching ability are: (i) The measurement of pupil change. (ii) The measurement of Teacher's qualities. (iii) The Measurement of dynamic teacher performance.

Emphasizing the importance of measurement in the modern world, Ross (1947) has remarked, "In fact, if all our measuring devices were suddenly destroyed, the contemporary civilization world collapse like a house of cards".

In this study rating scales have been used to measure teaching success of teachers.

1.5 Criteria of Success in Teaching:

'What should be the criteria of teaching success?' is a controversial issue. Various educationists at different times have expressed their ideas on the criteria of teaching success. In his research studies Borg R., Walter (1963) employed three criteria of teacher effectiveness. These three criteria were student ratings, peer ratings and supervisor ratings. These were correlated with the instructor's interests and personality characteristics. The findings revealed that these three types of raters placed emphasis on different personality traits and interests, and showed no real agreement among the three rating groups.
G. David Ryan (1960) is of the view: "that we cannot really identify good and poor teachers with any assurance because we do not know how the standards that we set up are related to teaching success; that we cannot test the validity of the measures we devise, because we have no adequate criteria of teaching effectiveness."

He further states that the ultimate basis of judging teaching effectiveness is teacher's behaviour which in turn is determined by the functions of a teacher. Teacher's responsibilities are broad-based having their wings in the areas of curricular, extra-curricular and community functions. For judging whether the teacher is or is not doing these things, one can have two approaches, firstly, that of observing the teacher and secondly, by observing the product of teacher's efforts i.e. pupils. Rating is used for the first approach and pupils' change is the criterion in the second approach. The second one is considered to be the better approach though more intriguing and does not lend to objectivity and empirical control. Change in pupil's behaviour depends on several factors, such as the ability of the student, his motivation and the methods of presenting the material used by the teacher. The home, social environments and community also have their contribution. Separation from them is not possible. Ratings can also be done by self, students,
colleagues, heads, supervisors and some outsiders like the parents of students and others.

Ressners (1952) in 'The Report of the Committee on the Criteria of Teacher Effectiveness' defined effectiveness by remarking, "Effectiveness is a degree to which an agent produces effects. The question immediately arises 'which effects and on what?' And as soon as the objects of the effect are specified, the next question comes, on what dimensions of these objects are the relevant effects to be observed."

Further he clarified that usually three categories of effect in terms of the object affected were: (a) pupils, (b) school operations, and (c) the school community. Effects on pupils had long been accepted as relevant criterion of teaching success. But he maintained that effects on school operations and community have not had similar currency as criterion of teaching success.

W.B. Tudhope (1942) studied the teacher training college final teaching marks as a criterion of future success in the teaching profession. The correlation between the original marks 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 marks lower than the first ones.
M.E. Haggerty (1932) defends the thesis that attempts to prognosticate teaching success by one procedure have failed because teaching success is conditioned by the teacher-pupil relationship 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 yet 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:

1.5.1 Pupil Achievement:

"What achievement of the pupils?" 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' in the studies which have employed pupil achievement as a criterion between pupil gains as measured by achievement and independent evaluations of teachers. Betts (1933) obtained a correlation of .41 between scores earned by teachers on an objective test and pupil achievement test scores.
Barr et al. (1946) obtained uniformly low coefficients of correlation between a group of ten measures of teaching ability and pupil-achievement.

Rostker (1945) obtained a correlation of .58 between the intelligence of the teacher, as measured by the American Council of Psychological Examination, and pupil gain.

Rolfe (1945) found a positive correlation of .38 between certain measured social attitudes and pupil gains.

1.5.2 Appraisal of the Personality, Scholarship and Intelligence of the pupils

Gardner Murphy (1937), while discussing the problem writes, "Even more ambitious would be the possibility of appraising the knowledge, skill, and personality of those whom the teacher has taught, so as to see whether the pupils show benefits of the superior teachers' work." The suggestion, though excellent, yet is not practicable here at this stage. Firstly, there are no valid tools in India to measure all the traits and secondly, it involves a lot of time.

1.5.3 Pupil Rating 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 criterion of teaching success.

One serious objection against this method is that the pupils may not be able to give their unbiased opinion about certain teachers.

1.5.4 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 et al. (1937) conducted a study at the University of Toronto where they extensively employed the judgement of experts. They obtained reliability coefficients of .888 and .929 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 judgements.
Reviewing the number of attempts that have been made in this direction, the researcher is led to conclude that a valid and reliable criterion of teaching success has not so far been established because the factors conditioning success in teaching are not definitely known. It is, therefore, evident that there is no uniform agreement about the criteria of teaching success.

David G. Ryans (1960) lamented the lack of uniform agreement upon the question of criteria of teaching success and remarked that the literature pertaining to the investigations of the relationship between various hypothesized criteria and teaching success was extensive but consisted a deplorable degree of reports of researches which suffered particularly from inadequate consideration of control and lack of replication and which, therefore, yielded questionable results.

He further added that the basic problem in the study of criteria of teaching success, could be stated as that of determining, in what way and to what extent various data descriptive of teachers were either antecedents or concomitants of some specified criterion of teaching competence. Thus it was very necessary that to measure teaching success with a degree of accuracy, we had to agree to the criterion to be employed for estimating teaching success and to make that estimation as reliable
and valid as possible, to define in most unambiguous terms, the characteristics under study and to obtain reliable and valid estimate of them, and to employ a research design that will adequately serve the purpose of determining the relationship between criteria and teaching success.

The evaluation of teaching success had been the subject of intensive but multi-phased attack since Book's original study in 1905.

Arvil S. Barr et al. (1952) wrote "The amount of reported research relative to the measurement of teacher efficiency seemed to be on the increase. There was much more awareness of criteria, than a decade ago .... the research continued for a single generalized pattern of qualities or behaviour, that characterizes good teachers."

The criteria of teaching success are many fold such as pupil growth, ratings by parents, colleagues, students, supervisors, contribution to the development of school programmes, criteria of contribution to the development of school programme and rating by parents are quite intangible and complex. Therefore, they do not lend themselves to objective measurement and precision, and require long range planning and evaluation.

So keeping in view the limited resources at the disposal of the investigator and the findings of the
related research studies which support rating by pupils, colleagues and supervisors as to be dependable measure of evaluating teaching success, *combined ratings*: by heads, colleagues and pupils were taken to be the tentative criterion of teaching success suitable for this research study.

The individual and combined scores of these three ratings are scores of teaching success and they have been correlated with intelligence, experience, self-concept and academic achievement of the teachers to see how these factors influence success in the vocation.

1.6 Definition and Statement of the Problem:

The problem under investigation has been specifically stated, "Success in Teaching in Relation to Self-Concept, Intelligence, Experience, and Academic Achievement of Teachers".

1.7 Objectives of the Study:

On the basis of the reflection derived from observations of the related studies on this topic, the following objectives were formed for verification and testing:

I. To visualize how the factors like self-concept, intelligence, experience and academic qualifications of the teachers contribute to their success in the profession.
II. To study the inter-correlations between all these factors, taken two at a time.

III. To establish sex differences in relation to success in teaching.

IV. To study the differences, if any, between the Government school teachers and private school teachers in relation to teaching success.

V. To suggest some measures, if warranted by the findings, for the development of successful teaching.

1.8 Delimitation of the Study

In order to make the problem amenable to scientific research, the area of investigation and sources of information need to be chartered and its boundaries fixed. The considerations imposed, while delimiting the present study, are given on the proceeding pages.

There are different kinds of teachers working in primary schools, middle schools, high schools, higher secondary schools, colleges, training institutes and university departments in our country. It is quite impossible under such circumstances, to probe deep into the matter in all such institutions in the matter of
collecting data all over the country or even at state level.

To get effective conclusions, the investigator delimited his study on to the Government run as well as privately managed, aided and recognised, high and higher secondary schools of Chandigarh, and still further to the teachers teaching IX, X and XI class students only. The problem is delimited to a representative sample of 200 graduate and post-graduate trained teachers working in purely boys, exclusively girls and co-educational high and higher secondary schools of the Union Territory of Chandigarh.

The delimitation is also evident from further details of the tools of research, procedure and analysis of the investigation. The investigator has employed only five tools of research, that is, two rating scales: first, 'Teacher Rating Scale for the use of head/colleagues and second, 'Teacher Rating Scale for the use of pupils'; one verbal intelligence test: Modified Army Alpha Examination Form 9' for teachers themselves; one personality test: Dr. (Mrs) P. Deo's P.W.L. test to know the self-concept of the teachers; and one questionnaire type 'Academic Qualifications and Experience Scale' for teachers to know their experience in teaching, family background and academic achievement, that is, amount of general and professional
education of teachers. Attempts have been made to measure the validity and reliability of teachers rating scales regarding their competency. Identities of the judges, teachers and students, involved in this research study, have not been disclosed at any stage.

The criteria of teaching success are many-fold, as discussed under caption 1.5, but the investigator has employed 'combined teacher ratings' by heads, colleagues and pupils as the tentative criterion of teaching success suitable for this investigation. Out of the numerous variables responsible for success in teaching, the problem has been confined to the following correlates or factors:

I. Self-concept.
II. Intelligence.
III. Experience.
IV. Academic achievement (amount of general and professional education of teachers).

In the words of Good and Skates (1954), "Therefore, as a matter of intellectual honesty and for accuracy of interpretation and reporting any limitation in sources and procedures must be pointed out frankly but not apologetically."

1.9 Significance of the Problem as a Contribution to Education

No research is worth the name if it has no practical
utility. The present problem will be of intense practical value because of its novelty, timeliness, relevance and utility in the field of research. The investigator is of the view that this study will make addition to the body of knowledge and the results obtained may be of great practical value for the teachers, headmasters, students, parents, government and the society. This study will help them in tracing teachers who are successful in their profession. Success in teaching is of vital importance because of its great social, educational, cultural, psychological and professional importance.

The present research is a humble attempt to study the problem in a scientific way. The need is imperative to study the effect of self-concept, intelligence, experience and academic achievement of teachers on their success in teaching profession because it is believed that the findings of this research study will throw a flood of light on the modern educational problems. It is quite possible that such an investigation might suggest lines along which educational activities should be conducted so as to achieve their legitimate purpose successfully. The study will also guide the teachers properly to recognise their attributes responsible for attaining success in their vocation.

This will also help the teachers to know of their
drawbacks, thwarting their success in the profession and
good qualities, promoting success in the profession. They
will get an idea of the degree of discrepancy in their own
'ideal', 'perceived' and 'social' selves. Such a knowledge
is valuable for teachers as it will enhance confidence
in some of them for the success in the profession and
others will also follow them to make desirable adaptations.
Besides, such a knowledge will help the teachers make up
their deficiencies. Thus, to some extent, the whole
educational set up will be improved and all, in education, will
be benefitted by the study of this research problem.

1.10 Definition of Technical and Vague Terms:

There is no such technical terms that need elaboration,
except a few words like 'Teaching', 'Self-concept',
'Intelligence', 'Experience' and 'Academic Achievement'.
However, these are defined and explained briefly, one by
one, in the proceeding pages.

1.10.1 What is teaching?

Teaching is an activity - a unique professional,
rational and humane activity in which one creatively and
imaginatively uses himself and his knowledge to promote
the learning and welfare of others.

Teaching can be defined as an activity with four
phases: curriculum planning phase, an instructing phase,
a measuring phase and an evaluating phase.

I. Curriculum phase

Sensibly to create a curriculum for teaching, one must have both some understanding of the goals of education and a clear formulation of more specific objectives. One must also select subject matter appropriate to achieve these goals.

II. Instructing Phase

Actual instruction involves creating, using, and modifying instructional strategies and tactics to help children learn.

III. Measuring Phase

To measure learning outcomes, one must select or create appropriate measurement devices and then organize and analyse the data.

IV. Evaluating Phase

To make an evaluation of the whole teaching episode, or some select part of it, one must stand back with measurement data in hand and make rational and humane judgements. These include judgements about the appropriateness of objectives and subject-matter, the effectiveness of the actual instruction, and validity and
reliability of measuring devices used to test learning.

These fuller considerations of curriculum planning, instructing, measuring, and evaluating allow the researcher to define 'teaching' a four-phased act that includes: (a) Helping to formulate the goals of education, selecting content, and stating objectives (b) Creating intentions regarding instructional strategies and tactics; instructing, getting, interpreting and acting on situational feedback about instruction. (c) Selecting and creating measurement devices measuring learning, organizing and analyzing measurement data, and (d) Evaluating the appropriateness of objectives, the effectiveness of instruction, and the reliability and validity of the devices used to measure learning.

1.10.2 Self concept and its relationship with teaching success:

The self concept is what the individual thinks as his 'real self', the part that is "really me"; the "perceived self", the "ideal-self" and the "social-self". The real-self is what we actually are; the perceived-self is what we think we are, the ideal-self is what we would like to be and social self is what we are in relation to others around us. Self-concept develops with this behaviour right from early days.

Hall and Lindsey (1957) pointed out that the concept
of the self in present day psychology seems to have two different meanings. First, it is used frequently to refer to a person's attitude towards his feelings about and his perceptions and evaluation of himself as an object. This is known as 'self as object' definition. The second meaning is 'self as process' or 'self as does' definition and deals with an active group of psychological processes that govern behaviour and adjustment.

The term 'self' is used, in psychology in three ways: (a) for the immediately felt acting self, (b) for the idea of the self entertained by the individual, (c) for the organising of the personality or structural self, as inferred from the behaviour by an observer, either a friend or a psychologist.

When one says, "I feel sad" or "I am reading", he is referring to his acting self or self as feeling. McDougal (1923) finds its origin in sense of conation when he says, "The core of personal identity, the foundation of our belief in our reality and continuity, is the experience of purposive striving".

Cattell (1930) has also shown by Psychogalvanic records and introspective protocols that awareness of the self as distinct from the objective world is greatest in
conation and least in distraction, quiescence, and emotional feeling. Both the second and third meanings are conceptual and can be inferred from behaviour.

Cattel (1950) makes further distinction between the two when he says that contemplated self is as it exists in one mind, that is, of the person who is contemplating, while the other is structure itself which several minds are contemplating.

Self-concept is a variable in personality. It is the projection of one's personality. But personality of the teacher plays an important role in attaining success in the profession. Teachers possessing good and attractive personalities are most popular among their students. They succeed in their professions earlier than others who are devoid of such personalities. The former are the favourites of the pupils while the latter are not so. Good personality, thus provides a basic requirement to a teacher to succeed in his profession.

1.10.3 Intelligence and its relationship with Teaching Success:

Intelligence has been defined in three different ways by the psychologists. First group places the emphasis on adjustment or adaptation. They say that Intelligence is a capacity to adjust to the new and novel
situations with which this life is full of. Second group states that Intelligence is ability to learn. The more readily one is able to learn, the more intelligent one is. Third group is of the view that Intelligence is a capacity or ability to think in abstract terms i.e. it calls for the use of concepts, symbols, signs etc.

As to what constitutes intelligence has been a highly debated topic. Without going into controversy and having the aforesaid definitions in view, suffice it to say that intelligence may be viewed as the capacity to learn and to behave appropriately and effectively in new situations. It also includes the ability to perform higher mental activities - reasoning, abstract thinking and problem solving.

According to Terman (1937), "the essential characteristics of Intelligence are: ability to judge well, to comprehend well and reason well. Another psychologist states that "Intelligence is the aggregate of global capacity of the individual to act purposefully to think rationally and to deal effectively with the environment."

There is one thing common in all these definitions and that is - Intelligence. It is a capacity to do a thing and it is not actuality. It is not knowledge but
capacity to acquire knowledge. It is not thought but capacity to think. It is native and inherited capacity. It can be measured by Intelligence Tests.

Success in teaching is directly related to the intelligence of the teacher. The higher the score of intelligence, the more successful is the teacher in his profession. Intelligence is one of the major correlates of successful teaching. It affects over all activities of the teacher.

McDougall (1923) admits that success in vocation is a product of many factors, and degree of intelligence is one of them. It cannot be separated from any of them.

The present study too contributes to this view that intelligence leads to success in the profession because the mean intelligence score of successful teachers is much greater than that of the unsuccessful teachers. Besides, there is positive correlation between teaching success and intelligence. Hence intelligence is a factor that leads the teachers to success in the profession.

1.10.4 Experience and its relationship with Teaching Success

The word experience is one of those words that are commonly used. When a use of this word is made, it does not occur to the users that the difference in its possible interpretation may be important. It is often possible to afford to use an important concept like that
of 'experience in day to day discourses without precisely defining it. The simplest reason is that the exact definition is not required by the contexts in which it occurs.

The word experience is used in many concepts. The basic concept of experience which implies or is implied in methods of thinking and communication needs to be analysed. Some different senses of the word are to be distinguished in order to understand the implications of this concept for education.

John Herman Randall and Justus Bucher (1950) mention the following senses in which the word 'experience' is oftenly interpreted.

(i) **Experience as something accumulated:**

In this sense experience is an accumulation or fund of knowledge of information or skill. It is in this sense that the statement 'experience is the best teacher' is made. The investigator too has employed experience in this very sense in the prosecution of this study.

(ii) **Experience as consciousness**

In this sense merely 'to be conscious' is 'to experience'. One speaks of what falls 'within' one's experience or 'outside it'. It includes not merely sensing but any mental activity as well.
(iii) **Experience as the Quality of Sensation:** Experience in this sense means 'a psychological reaction' which may or may not be 'immediate or instantaneous character'. Experience here is something qualitative.

(iv) **Experience as Deliberate Observation**

In this sense experience is a systematic and conscious exercise of techniques of observation.

(v) **Experience as the world of fact**

In this sense experience is something that exists before we do or do not do something that our conscious activity creates.

(vi) **Experience as a Relation or Interaction:**

Interpretation of experience synthesises the various meanings of the word enumerated in the preceding lines. Experience is neither purely subjective nor purely objective, but it is rather a relation between the living organism and its environment. Experience is a process of interaction between these two constituents. The experiencing mind is not simply a mind but an active, selective and inquiring mind, on the other hand, experience is not simply the world of fact, but it is the world investigated or actively exploited. In this sense one speaks of scientific experience, artistic experience, educative experience and so on.
The interpretation of experience as an interaction is conducive to greater insight and understanding. Dewey's (1948) definition of experience as well as that of education is based on this interpretation. He defines experience as a product, one must always say a by-product, of continuous and cumulative interaction of an organic self with the world. When Dewey defines the business of education as 'an emancipation and enlargement of experience', he means experience as an interaction.

'Experience' in a broad sense of the term may be defined as 'when something happens to us or we do something that is experience'. In this sense 'experience is the stuff out of which life is made'. Life is, remarks Dewey, the continuous chain of experience. 'Whatever forces may govern human life, if they are to be recognized by man, must betray themselves in human experience. Experience is both process and end. The holy function that one experience can perform is to lead into another experience and the only fulfilment we can speak of is the reaching of a certain experience end.'

So while defining experience, the researcher must be on guard, in the first place, against identifying experience with consciousness. He must not confine immediate experience with sensation nor he may think of it as a panorama passing before a reviewer.
Experience is personal knowledge gained by one's own actions, or the knowledge acquired by what one has seen, read, heard of, in others. Where either of these sources is lacking a man cannot be practically wise.

Dewey's (1918) review of experience affects the role of the teacher also. The teacher will have a less dominant role in traditional education because traditional education imposes the knowledge, methods and rules of conduct upon the young. It does not follow that the knowledge and skill of the mature person has no directive value for the experience of the immature. On the contrary, basing education upon personal experience may mean more multiplied and more intimate contacts between the mature and the immature.

Experience makes a man perfect, similarly teaching experience makes a man perfect teacher. Perfect teacher is one who, basing his education and knowledge on experience, is successful in his profession and knows fully the art of teaching in the real sense of the word. Therefore, experience is regarded as one of the major factors of successful teaching. But the findings of this study are contrary to it. Herein the mean experience score of successful teachers is 11.78 whereas that of the unsuccessful teachers is 13.05. From this we can interpret that experience has little effect on teaching success because the
teachers having less teaching experience were proved successful and those having more teaching experience were declared unsuccessful by the findings of this investigation.

1.10.5 Academic Achievement and its relationship with teaching success:

The sum total of the various degrees and diplomas in several disciplines that one has received, through schools and colleges, from Education Boards or Universities is termed as Academic Achievement or 'Academic Qualifications'. It is the amount of general as well as professional education. In general meaning, academic qualification is the amount or fund of education received through academy where the word 'academy' originally stood for the place imparting education. In this context, the amount of education - a degree, diploma or certificate - received from any education-imparting place - school, college, board or university - is called Academic Achievement or Academic Qualification. It may be primary, middle, matric, higher secondary, graduate, post-graduate, doctorate, post-doctorate or any professional degree. At each stage the education obtained is academic achievement or academic qualification.

It was not possible for the researcher to include such a wide range of academic qualifications in this study. He had delimited his study to include those teachers, in the representative sample, whose minimum qualifications were
It is assumed that teachers with higher academic qualifications are more successful than those having lower academic qualifications, because the higher the education, the greater is the mental horizon of the teachers to tackle all sorts of academic problems of the students, and the brighter are the chances for them to be successful in their vocation. Thus, it is presumed, academic qualifications, lead the teachers to success in teaching. But this study does not agree to it because here the mean score of the successful teachers is 15.89 and that of unsuccessful teachers is 16.38. This shows that the teachers possessing lower education were found successful and the others having higher education were declared unsuccessful by the results of this study.