Chapter VII

SUMMARY AND CONCLUSION

The focal importance of teacher in the total educative process is universally recognised. Hence attempts are being made all over the world to reform teacher education. It must however be acknowledged that all other factors in teacher education - objectives, curricula, instructional materials, buildings, allied expenditure etc. - are of no avail unless right type of personnel are obtained for teacher education. Candidates with certain qualities and academic background may be more successful in teacher education course and teaching profession than those without these qualities and qualifications. Second, an increasing number of candidates is seeking admission into teacher education institutions. Selection to colleges of education could, therefore, be carefully made so as to admit only those who hold the highest promise of becoming successful teachers. It is in this context the present study is undertaken.

Problem

The present study was designed with a view to
develop a battery of tests for selecting candidates to teacher education course at the secondary education level.

The specific objectives of the study were:

i. To determine the specific factors for success in teacher education course;

ii. To construct tools to assess the specific factors;

iii. To fix criterion of success in teacher education course;

iv. To investigate the relationships of each of the factors with the criterion fixed;

v. To investigate the predictive validities of the factors taken together in terms of the criterion of success in teacher education course; and

vi. To determine the relative efficiency of the factors in predicting the criterion.

Scope of the Study

The present study was confined to the one year secondary teacher education course leading to the award of B.Ed. degree of the Karnataka University, Dharwad, Karnataka State.
Selection of Factors

Based on the review of related literature, opinions expressed by the selected teacher educators and headmasters, and self experience the following six factors were selected for inclusion in the test battery.

1. Interest in teaching profession,
2. Attitude towards pupils,
3. Verbal ability,
4. Abstract reasoning,
5. Conscientiousness, and
6. Confident/placid.

Tools

Interest in teaching profession inventory, attitude towards pupils' scale, verbal ability test, and abstract reasoning test were developed using the standard procedure.

The coefficients of consistency of the four tools were found to be:

1. Interest in teaching profession inventory:
   a. Split-half method - .6759 (n=416)
   b. Hoyt's method - .6447 (n=416)

2. Attitude towards pupils' scale:
a. Split-half method – .8066 (n=416)
b. Hoyt's method – .7692 (n=416)

3. Verbal ability test:
   a. Split-half method – .8022 (n=416)
   b. Hoyt's method – .7692 (n=416)

4. Abstract reasoning test:
   a. Split-half method – .9061 (n=416)
   b. Hoyt's method – .9129 (n=416)

The intrinsic validity coefficients of these tools were found to range from .8029 to .8221, .8770 to .8981, .8782 to .8957, and .9159 to .9555 respectively.

Five teacher educators who acted as judges found the tools relevant and comprehensive, and they were also satisfied with the administration procedure.

So far as the two personality factors - 'conscientiousness' and 'confidence' are concerned, the relevant portions of the Indian adaptation of Cattell's 16 P.F. Questionnaire were selected for their assessment.

Criterion
The marks obtained by teacher candidates at the
Reliability of the Criterion of Success in Teacher Education Course

The consistency coefficient of the criterion using split-half method turned out to be .77 (n=343). The correlation of the criterion with the grand total marks was found out to be .9391 (n=343).

Sample

343 student teachers who had opted Kannada as the medium of instruction for practice teaching, and were undergoing B.Ed. course during the academic year 1977-'78 in the seven colleges of education affiliated to the Karnataka University constituted the sample for the study.

Statistical Techniques Used

Correlation and regression analysis techniques were used for the statistical treatment of the data collected with reference to the sub-tests of the battery and criterion of success in teacher education course.
Findings

i. All the six factors - ITP, ATP, VA, AR, personality factor G, and personality factor O - emerge as significant correlates of the criterion - EToM.

ii. The study further reveals the potency of ITP, VA, AR, personality factor G, and personality factor O taken together in the prediction of EToM, where AR makes the highest contribution.

iii. The predictive validity of the battery with the criterion - EToM, is .5344 (n=343).

iv. The multiple regression equation predicting EToM(y') in raw score form is -

\[ y' = 243.4086 + .6563x_1 + 1.0508x_2 + 1.3469x_4 + 1.2050x_5 - 1.5519x_6 \]

v. The reliability of the battery composed of ITPS, VAT, ART, and P.F.-G and P.F.-O questionnaires was found to be .79 (n=374).

Discussion

The battery of tests developed in the present study for the selection of candidates to teacher education course at the secondary level is compared with similar batteries developed in India with reference to the following items:
The battery developed in the present study consists of five sub-tests: (i) Interest in teaching profession, (ii) Verbal ability, (iii) Abstract reasoning, (iv) Conscientiousness, and (v) Confidence; whereas Shah's battery consists of five sub-tests: (i) Mental ability, (ii) Attitude towards children, (iii) Adaptability, (iv) Professional information, and (v) Interest in the profession; and that of Upadhyaya* consists of five sub-tests: (i) Attitude towards children, (ii) Interest in the teaching profession, (iii) Mental ability, (iv) Professional information, and (v) Knowledge of subject-matter.

It may be pointed out in this context that the batteries developed by Shah and Upadhyaya do not include personality factors essential for success in teacher education course. Moreover the factors - adaptability and professional information included in Shah's battery and professional information included in Upadhyaya's battery, by and large, are the products of teacher education course.

The reliability coefficients (consistency) of the sub-tests constructed in the present study range from .6447 to .9129 (n=416), whereas those of sub-tests developed by Shah range from .325 to .752 (n=200).

* This information was obtained from Dr. H.G. Desai, Prof. and Head, Department of Education, Saurashtra University, Rajkot, Gujarat (India).
It is observed that consistency coefficients of the sub-tests developed in the present study are, by and large, higher than those of the sub-tests developed by Shah.

The reliability of Shah's battery ranges from .802 to .878 (n=530), and that of Upadhyaya's battery is .77 (n=100), whereas the reliability of the battery developed in the present study is .79 (n=374).

Predictive validity coefficients of the battery developed in the present study with the criterion ETOM is .5344 (n=343), and that of Shah's battery with Part I and Part II B.Ed. marks taken together is .502 (n=358); and of Upadhyaya's battery with the ratings of the principals of the colleges of education range from .32 to .48 (n=1400). The criterion of success in teacher education course selected in the present study is examined for reliability and found to be reliable, whereas Shah has not examined the reliability of the criterion selected for his study.

It could be noticed that the predictive validity of the test battery developed in the present study is larger than those of the test batteries developed by Shah and Upadhyaya.

* This information was obtained from Dr. H. G. Desai, Prof. and Head, Department of Education, Saurashtra University, Rajkot, Gujarat (India).
Shah's battery is meant for selection of candidates for B.Ed. course in the states of Gujarat and Maharashtra and the battery is in English; Upadhyaya's battery is for candidates of Saurashtra University jurisdiction and it is in Gujarati; whereas the present battery is for candidates of Karnatak University jurisdiction and it is in Kannada.

Conclusion

The battery developed is recommended for use as an admission test for selecting candidates to the Karnatak University B.Ed. course. As the battery is in regional language it could be used for candidates knowing Kannada.

Suggestions for Further Research

As the present study was being conducted a need for undertaking a few specific researches relating to the field was felt. They are listed below:

1. Development of standard tools for the assessment of personality factors - conscientiousness and confidence involving the Indian sample;

   ii. Cross validation of the findings of the present study;
iii. Validation of the battery for selecting candidates to elementary teacher education course;

iv. The norms for the battery and the minimum score (with reference to the test battery) for admission into B.Ed. course may be worked out. This could be taken up as a follow up of the present study; and

v. Development of standard achievement tests in pedagogical subjects.