Chapter II

CORRELATES OF SUCCESS IN TEACHER EDUCATION COURSE
AND IN TEACHING : A REVIEW

The literature dealing with factors associated with success in teacher education course and success in teaching is quite large. Some Indian educationists, education committees and commissions have pointed out certain significant qualities of a potentially successful teacher. These are presented first in brief. Then a review of research studies in the field is presented.

1. Views of Educationists

The crucial importance of teacher, in any system of education, is universally recognised by the educationists all over the world. They have expressed their views on many occasions regarding the issue in terms of qualities that a successful teacher should possess. Following are the views expressed by some of the educationists of India.

Humayun Kabir stresses that ablest men and women of each generation who are likely to devote themselves to teaching should be recruited for the teaching profession.
K.G. Saiyidain says that all efforts should be made to secure to the teaching profession persons who are keen, intelligent, having high sense of duty and integrity.\textsuperscript{2}

K.L. Srimali advises the teacher training colleges to select candidates who are of high calibre and received well-rounded education.\textsuperscript{3}

V.K.R.V. Rao feels that a good teacher should possess high academic qualifications, dedicate himself to his profession, take keen interest in teaching his pupils and derive real pleasure out of his job.\textsuperscript{4}

S.S. Dikshit has strongly advocated that people with necessary academic qualifications and a sufficient measure of professional competence and the requisite personality traits - the right attitudes, beliefs, ideals and interests should be secured to the teaching profession.\textsuperscript{5}

A.C. Dewegowda has suggested that the candidates seeking admission to the colleges of education be admitted on the basis of marks obtained in a comprehensive admission test which would comprise of:
1. General intelligence test,
ii. Aptitude test (teacher),
iii. Interest inventory,
iv. Personality test, and
v. Language test. 6

2. Views of Education Committees and Commissions

As gleaned from the Secondary Education Commission Report, the requisite qualities of a successful teacher are:

i. Aptitude,
ii. Spirit of devotion for the job,
iii. Sincerity,
iv. Sympathetic attitude,
v. Hard working, and
vi. Integrity. 7

The International Study Team on Teachers and Curricula in Secondary Schools suggested the following criteria to make a good initial selection of candidates for training by the colleges of education:

i. Personal qualities required for the work of teaching including sound mental health,
ii. Interest in the teaching profession,
iii. Academic background,
iv. Verbal facility,
v. Special talent,
vi. Physical fitness, and
vii. Experience of social service.

The Indian Education Commission, 1964-66, has recognised the following qualities for success in teaching:

i. Talented,
ii. Love for pupils,
iii. Interest in academic work,
iv. Desire for social service, and
v. Study of school subjects at the graduate level and high attainment in them.

According to the Working Group for the Study of the Admission Procedures in Secondary Colleges of Education, the basic traits of a potentially successful teacher are:

i. Ability to speak,
ii. Interpersonal relationship,
iii. Love for children,
iv. Will to learn etc. etc.
Further the working group suggested that the following specific qualities are to be assessed at the time of admission:

a. Subject matter competency,
b. Intelligence,
c. Aptitude,
d. Language ability including communication,
e. Personality,
f. Resourcefulness and manners,
g. Co-curricular activities, and
h. Poise and confidence.

It is to be noted here that the views of educationists and recommendations of education committees and commissions are gradually becoming more and more specific about factors of teaching effectiveness.

3. Review of Research Studies

Many attempts to investigate various types of variables in relation to success in teacher education course and in teaching have been made. These studies have followed at least three different approaches. Some are simple correlation studies, few have followed the approach of comparing the characteristics of two or more
groups of student teachers or teachers classified according to some variable like teaching effectiveness. Other studies are multiple correlational. Again in this group of studies some have attempted to develop batteries of tests for selecting candidates to teacher education course.

Simple Correlation Studies

Dosajh (1956), in his study, involved teacher trainees of the Government Training College, Jullundur, during the years 1951-52, 1952-53, 1953-54 and 1954-55 with the objective of investigating the relationship of imagination and maturity with success in teaching. He administered the Rorschach Ink Blot Test and the Horn-Hellersberg Test to assess imagination and maturity. The study revealed positive and significant relationship of imagination and maturity with success in teaching.

Mehrotra (1958) made a study of 'Validity of a Battery of Selection Tests for Admission to the B.Ed. Course at the Central Institute of Education, Delhi'. The study pertains to only those students, who appeared at the B.Ed. examinations of 1956 and 1957 and who had been admitted on the basis of their performance at the selection programme. The number of cases available for the study
was 78 and 70 for 1956 and 1957 respectively. Further the enquiry was limited to finding out how successfully the battery predicted success in B.Ed. examination. The battery consisted of:

i. Intelligence test,
ii. Aptitude test,
iii. General knowledge test,
iv. Sensitivity test, and
v. Test of expression.

The predictive powers of these tests were studied in terms of four criteria:

i. the marks obtained in the theory papers,
ii. the marks obtained in practical skill in teaching,
iii. the marks obtained in the sessional practical work, and
iv. total marks obtained in the B.Ed. examination.

The study revealed the following:

i. Intelligence test scores correlated best (though not highly) with the theory marks but was not found to be a reliable predictor of the practice teaching marks;
ii. Aptitude test had some predictive value only for the aggregate marks and had the lowest and most insignificant value as a predictor of marks in practice teaching;

iii. General knowledge test correlated significantly with theory marks and aggregate marks; however it was not found to be a reliable predictor of scores in practice teaching and sessional work;

iv. Sensitivity and expression tests were found 'not at all useful' in predicting any of the four criteria; and

v. The total marks in all the tests had very substantial relationship with the marks in theory, in sessional work and the aggregate marks in the B.Ed. examination, but were not reliable predictors of practice teaching marks.¹²

Sindhu (1964) attempted to find out the relationship between personality variables and teaching effectiveness of student teachers at Agra University.

The study revealed that the effect of adjustment and temperamental qualities on the efficiency of student teachers is negligible as compared to that of intelligence, interest and attitude.¹³
Tarpey (1965) in her investigation on a sample of 128 students in four different colleges – three in Ireland and one in England attempted to find out the predictive powers of a personality questionnaire (Cattell’s 16 P.F.), intelligence test (AH), teacher attitude inventory (MTAI) and interest inventory (Kuder Preference Record-Vocational) in terms of teaching mark. The study revealed the following main results:

i. There was no significant correlation between intelligence test scores and the teaching mark in all the colleges.

ii. Significant correlation between personality factors – A, H, G, M, I, N and Q3 and the teaching mark was found in only one college.

iii. Positive correlation was found between the teacher attitude inventory and the teaching mark of all the four colleges, a correlation which was significant for two.

iv. The concept of interest is of little prognostic value in the selection of students for training as teachers.14

Patil (1967) attempted to investigate the relationship between the academic achievement in the basic degree class and in the B.Ed. Class. 254 men students, who had undergone B.Ed. training in three colleges of education
affiliated to the Karnatak University, constituted the sample. 124 students had secured second class and 130 students third class in their basic degree examination. Marks obtained by these 254 students in B.Ed. theory and practical examinations were collected and studied. The analysis revealed that performance in the first degree examination is a poor predictor of teaching ability of the B.Ed. student while it can predict to a greater extent his performance in theory examination.

Walberg (1967) in his study on a sample of 280 students in their last year of elementary teacher training at Illinois Teachers College in Chicago tried to investigate the predictive powers of measures of academic background, scholastic aptitude and professional knowledge in terms of rated teaching effectiveness. The study among other things revealed that rated teaching effectiveness is not correlated with the measures of scholastic aptitude, achievement and N.T.E. scores.

Patil (1968) conducted a study with a view to investigate the relationship between performance in teacher training course and convergent and divergent thinking abilities (CTA and DTA) as defined by Guilford. 66 men students undergoing teacher training in the University
College of Education, Dharwar, Karnataka State constituted the sample. Teaching competency of the Ss was calculated on the basis of marks obtained by them in the first ten lessons (five in each subject). The performance of the Ss in the B.Ed. theory was calculated on the basis of marks obtained by them in the first and second quarterly examinations. The convergent and divergent thinking abilities of Ss were assessed by administering the CTA and DTA tests.

The analysis of the data, among other things, revealed the following:

1. There is positive and significant relationship between B.Ed. theory performance and convergent and divergent thinking abilities.

11. There is positive but insignificant relationship between teaching competency and convergent and divergent thinking abilities.

Aaron (1968) attempted to find out the relationship between n-Achievement, n-Affiliation, n-Power and ability in teaching and knowledge of theory of education. 40 student teachers undergoing teacher training at the Karnataka University were selected for the study. Scores obtained by each S in the TAT type project test served as indices
of motivation scores. Indices of tasks connected with teaching were obtained from Ss' performance in teaching (marks obtained in ten practice teaching lessons) and that of theoretical knowledge from the marks secured in the first semester theory examination.

The analysis of the data revealed that there is significant relationship between performance in theory test and the three types of motivation, whereas the relationship between performance in teaching and three types of motivation is insignificant. ¹⁸

Debnath (1971) attempted to investigate the predictive powers of the variables-age, experience, academic achievement and training in terms of teaching efficiency. To assess the effectiveness of teaching the investigator developed an evaluation sheet based on the suggestions made by 101 headmasters and staff-members of colleges of education. Necessary data were collected of 67 teachers. The analysis of the data revealed that age, experience, academic achievement and professional training were found to be the significant determinants of teaching efficiency. ¹⁹

Sharma (1974) designed the present study to investigate the relationship between 16 personality factors
(R.B. Cattell's 16 P.F. Test) and teaching effectiveness (obtained on the basis of a 7-point rating scale prepared by Dr. R.C. Deva). Necessary data were collected of 173 B.Ed. students of D.S. College and S.V. College, Aligarh. The analysis of the data revealed the following main findings:

i. Six factors out of 16 are positively correlated with teaching effectiveness. They are B, L, Q₁, Q₂, F and M.

ii. Intelligence (B) comes out to be a very important factor for teaching effectiveness \((r=0.28)\).

iii. A correlation of 0.56 was obtained between the total personality of the teacher and teaching effectiveness. This high value of \(r\) indicates the importance of the total personality of the teacher in effective teaching.²⁰

Patil (1978) attempted to find out the relationship of personality factors with instructional success as rated by teacher educators. In this regard he administered the Cattell's 16 P.F. Questionnaire to 70 teacher trainees studying in two colleges of education affiliated to Karnatak University, Dharwad.
The study revealed that the personality factors - intelligence, emotional stability, surgency, conscientiousness, radicalism, and self concept control are related positively with instructional success.\textsuperscript{21}

\textbf{Causal Comparative Studies}

Start (1966) in this study attempted to investigate the relationship between the personality measures (16 P.F.) and teaching ability as rated by the head teacher of 35 members of staff of a mixed secondary modern school in Lancashire. The study mainly revealed that the best teachers differed from the rest on factors A\textsuperscript{-}, B\textsuperscript{+}, E\textsuperscript{+}, I\textsuperscript{-}, M\textsuperscript{+}, Q\textsubscript{1}\textsuperscript{-}, and Q\textsubscript{3}\textsuperscript{-}.\textsuperscript{22}

Davis and Satterly (1969) in their study attempted to compare the personality characteristics of two groups of student teachers of 'high' and 'low' teaching ability on two occasions. The 16 P.F. Questionnaire was administered to 149 female students of Homerton College, Cambridge at the time of entry and 26 months later, prior to Final Teaching Practice.

The study revealed that four factors - conscientiousness (G), tough mindedness (I), confidence (O), and relaxed behaviour (Q\textsubscript{4}) significantly differentiated between
Kaul (1972) involved 124 'popular' teachers and 100 'not popular' teachers as rated by the VIII, IX and X standard students of 20 boys' high and higher secondary schools of the Haryana State. The major objective of the study was to sort out the differentiating personality traits of 'popular' and 'not popular' teachers. 16 P.F. (Cattell and Eber) questionnaire was used for the assessment of personality traits.

The study among other things revealed that the popular teachers distinguished themselves as more outgoing, intelligent, emotionally more stable, sober, conscientious, venturesome, tough minded, shrewd, placid, controlled and relaxed.

Mehta (1972) attempted to identify the factor patterns of teaching ability of pupil-teachers. Measures of personality, values, scholastic aptitude, graduation marks, age and experience were taken as independent variables and the attainment of marks in theory and practice teaching as dependent variables. The sample consisted of 489 pupil-teachers in the training colleges of Akola, Amracti,
Bhandara, Chanda, Nagpur and Wardha. Cattell's 16 P.F.Test, the Differential Aptitude Tests Battery and the Allport-Vernon-Lindzey's study of values were used to measure the variables.

The study revealed many findings. The following are some of them:

i. Success in theory was not found to be directly proportional to success in practice teaching.

ii. The high achievers were found to be more conscientious, venturesome, tender-minded and experimenting, whereas the low achievers were more outgoing and imaginative.

Chhaya (1974) undertook the study to investigate certain psychological characteristics of an effective teacher compared with those of an ineffective teacher. The characteristics considered for the purpose were:

i. personality adjustment,

ii. attitude towards teaching,

iii. interest in teaching,

iv. emotional stability,

v. extraversion-introversion, and

vi. authoritarianism.
80 effective and 100 ineffective teachers selected at random from 20 out of 99 higher secondary schools of Kanpur district constituted the sample. The teachers were categorised as effective or ineffective based on the High School Board examination results for three years, principals' ratings and students' ratings.

The Saxena's Personality Adjustment Inventory, Attitude Towards Teaching Scale developed by the investigator, the sub-test III of the test developed by Shah, Maudsley Personality Inventory and the Raina's F-Scale were used to assess personality adjustment, attitude towards teaching, interest in teaching, emotional stability and extraversion-introversion and authoritarianism respectively of the subjects.

The major findings of the study were as follows:

1. effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers;

2. effective teachers did not show significantly more interest in teaching than ineffective teachers;

3. effective teachers were significantly more emotionally stable than ineffective teachers;
iv. effective teachers were not more extrovert than ineffective teachers;

v. ineffective teachers were more authoritarian than effective teachers.

Gupta (1976) conducted the study mainly to investigate the relationship between personality and teacher effectiveness. The sample consisted of 300 male trained high school teachers having five to ten years of teaching experience. The effectiveness was measured by using a teacher's rating scale, a pupil's rating scale, a teacher attitude inventory and the Jai Prakash's Teaching Aptitude Test. The teacher's personality was measured by using the Cattell's 16 P.F. Questionnaire.

Some of the major findings of the study were as follows:

1. In comparison to low effective teachers, the high effective teachers were more warmhearted (A+), intelligent (B+), emotionally stable (C+), assertive (E+), surgent (F+), adventurous (H+), and self-controlled (Q3+); and they were less suspicious (L-), imaginative (M-), apprehensive and guilt prone (O-), experimenting and radical (Q4-), and self-sufficient (Q2-).
ii. In comparison to average effective teachers, high effective teachers were significantly more intelligent (B+), emotionally stable (C+), assertive (E+), conscientious (G+), adventurous (H+), tender minded (I+), and had higher self-concept control (Q_3+), and they were also less suspicious (I^-), less experimenting and radical (Q^-), less self-sufficient (Q_2^-), and less tense and frustrated (Q_4^-).

iii. The average effective teachers, in comparison to low effective teachers, were more outgoing (A+), surgen and happy-go-lucky (F+), controlled and socially precise (Q_3+), and less imaginative and more practical (M^-).^{27}

Gupta (1977) undertook a study keeping in view the major objectives:

i. to locate successful and less successful teachers;

ii. to find out the personality traits (Cattell's factors) of successful teachers and differentiating them from less successful teachers;

iii. to compare the academic achievement of successful and less successful teachers;

iv. to compare the attitude of successful and less successful teachers towards teaching; and
to find out the home, health, social emotional, professional and total adjustment differences between the successful and less successful teachers.

400 teachers - 200 male and 200 female - working in high/higher secondary schools selected from 67 schools of the four districts in Punjab constituted the sample for the study.

The 16 P.P. Questionnaire, the Bell's Adjustment Inventory, The Minnesota Teacher Attitude Scale and a tool to measure teaching success prepared by the investigator were used to collect the data. Percentage of marks obtained by the subjects in the first degree examinations provided the academic achievement scores.

The major findings of the study are as follows:

i. Success in teaching was significantly related to:

a. personality factors A, B, C, F, G, H, I, L, N, O, Q3 and Q4;

b. adjustment with various fields of life like home, health, social, emotional and total adjustment; and

c. professional attitude.
ii. Academic achievement is not significantly related to success in teaching.

Ramappa Setty (1979) in his study attempted to compare the personality factors (16 P.F.) of effective and poor teachers. The sample consisted of 31 secondary school teachers - 15 'effective' and 16 'poor' working in different high/higher secondary schools in Dharwad city. Identification of 'effective' and 'poor' teachers was done by the teacher educators of the college of education, Dharwad who had come in close contact with them during B.Ed. course and later.

Following are some of the major findings of the study:

1. Effective and poor teachers differ significantly in respect of 'Super Ego Strength', stronger super ego strength being associated with effective teachers;

ii. Effective and poor teachers differ significantly in respect of 'Trusting Vs Suspiciousness', trusting being associated with effective teachers;

iii. Effective and poor teachers differ significantly in respect of 'Placid Vs Apprehensive', placidity being associated with effective teachers;
iv. Effective and poor teachers differ significantly in respect of 'Conservatism Vs Radicalism', conservatism being associated with effective teachers; and

v. Effective and poor teachers differ significantly in respect of 'Self Concept Control', self concept control being associated with effective teachers.

Multiple Prediction Studies

Verma (1962) conducted a study to measure the relationship between some factors such as intelligence, personality adjustment, socio-economic status, academic achievement and attitude towards teaching on one hand and the teaching ability on the other with a view to improve the method of selection and guidance of prospective teachers. The tools used for the study were - teacher rating scale, Minnesota teacher attitude inventory, group test of general ability, personality inventory, academic achievement record and a questionnaire.

The study revealed the following:

i. The average coefficient of correlation between teaching ability and intelligence of the sample was found to be 0.64;

ii. Relationship between teaching ability and attitude towards teaching was 0.78;
iii. Relationship between teaching ability and personality was 0.55;

iv. Relationship between teaching ability and academic achievement was 0.55;

v. Relationship between teaching ability and socio-economic-status was 0.25; and

vi. Relationship between teaching ability and means of combined correlations was 0.775°

Warburton, Butcher and Forrest (1963) attempted to investigate the predictive powers of measures of abilities, personality, interests, values and general culture and biographical details in terms of three main criteria - final teaching mark, final theory mark, and award of the Graduate Certificate in Education. One hundred teachers in training in the Department of Education, University of Manchester, constituted the sample.

The study revealed that:

i. Degree class was the best single predictor of theory mark and of final award;

ii. A personality questionnaire (Cattell's 16 P.F.) was the best single predictor of teaching mark. However the correlations
between conscientiousness, sensitivity and self-control and the final teaching mark were found to be significant;

iii. The successful student tended, apart from academic qualifications, to have a high level of general culture, high conscientiousness (16 P.F., factor G), to have tender minded attitudes to education, and to participate fairly in social activities.31

Kishore Girraj (1964) attempted to investigate the extent to which B.Ed. selection test used in Aligarh Muslim University were able to predict the success of student teachers at the university examination in theory and practice of teaching. The selection tests used are: (i) General English test, (ii) Intelligence test, (iii) Tests in the two teaching subjects, and (iv) Previous academic records. 92, 75 and 69 student-teachers undergoing B.Ed. course in the years 1961-62, 1962-63 and 1963-64 respectively were involved in the study. Correlations of the marks of student-teachers on selection tests with the criteria — final theory marks and final teaching marks were computed.

Following are the major findings of the study:

1. The General English test correlated better with theory examination marks.
The correlation values for the three years were found to be .590 (n=92), .592 (n=75), and .583 (n=69).

ii. The coefficients of correlation of the intelligence test with practice teaching marks were found to be .409, .386 and .284 for the three years.

iii. The academic record scores correlated least both with theory and practice teaching marks (theory - .361, .325 and .282; practice - teaching - .235, .213 and .037).

iv. The overall predictive value of admission tests was not very satisfactory.

Mathis and Park (1965) attempted to investigate the predictive powers of fourteen quantitative measures in terms of student teaching success. The fourteen quantitative measures were obtained from the cumulative personal records of 252 students who had just completed their student teaching experiences at Northwestern University. The criterion employed for judging success in student teaching consisted of a composite of three ratings - one by the university supervisor and two by the cooperating teacher obtained at various times during the student-teaching experience.
The study revealed statistically significant correlations, but no correlations of high enough level to suggest the possibility of single predictive relationship. However, multiple correlation analysis indicated the potency of four variables as possible predictors of success in student teaching. They were - student teaching grade, participation in extracurricular activities, grade in speech courses and pre-student teaching interview.

Deva (1966) attempted to investigate predictive powers of the measures - intelligence, social adjustment, personality adjustment, socio-economic status and academic achievement in terms of success in student teaching assessed by a rating scale. 546 student teachers of six teacher training institutions in western Uttar Pradesh preparing for the B.T. examination of Agra University constituted the sample. The tools used in this investigation included Jalota Group Test of General Mental Ability, the Washington Social Adjustment Inventory, the Saxena's Vyaktitva Prakash Prashnavali and the Kuppuswamy's Socio-Economic Status Scale. Weighted aggregate of divisions obtained at the high school, intermediate and first degree examinations was taken to represent academic achievement. The investigation indicated the following main results:
i. All the correlations between predictor and criterion scores were found to be significant at .01 level;

ii. The correlations between different predictor variables, except those between the two personality measures, were not significant;

iii. A multiple correlation coefficient of .565 between the predictors and the criterion of teaching success was obtained; and

iv. Personality seemed to be the most important and intelligence the least important in predicting success in student teaching.34

Morman et al. (1967) attempted to investigate the predictive power of the TAV test battery of college academic achievement of 100 subjects selected at random from 300 female elementary teacher trainees. Three sub-tests of TAV selection system each yielding three scores were used. They were - Preferences (Pref), Proverbs and Sayings (P/s), and Adjective Check List (ACL). A partial description of T-person includes cooperativeness, social service mindedness, and friendliness; A-person is characterised by insulation being asocial and thoughtful; and V-person is competitive, status minded and domineering.
The study, among other things, revealed that personality dynamics as measured have little relationship with academic achievement grades received by students who are formally engaged in a training programme.

Cortis (1968) in his study on a sample of 259 students in three constituent colleges of education of the University of Manchester School of Education attempted to investigate the predictive powers of cognitive, creativity and personality measures, and biographical details in terms of final examination grades in educational theory, practical teaching, academic subjects and basic English. The study revealed apparent dichotomy between the professional and academic criteria of success. Correlates of success in practice teaching included previous teaching experience, lower verbal fluency and naturalistic and tender-minded attitudes to education. Correlates of academic success included high verbal ability, sound entrance qualifications and idealistic and tough-minded attitudes to education. In the case of educational theory, radical attitudes to life and education together with sensitivity are related to success.

Pattin (1974) in his study attempted to investigate the relationships between perceptual factors and success.
in teacher education course. The perceptual factors considered for the purpose were: (i) Self Perception (SP), (ii) Student Perception (StP), (iii) Teaching Profession Perception (TPP), (iv) Instructional Goal Perception (IGP) and (v) Instructional Role Perception (IRP). Scales for the assessment of the perceptual factors were constructed and standardised by the investigator himself. The criteria used as measures of success in teacher education course were: (i) Assessment of Year's Work (AYW), (ii) Final Theory Marks (FTM), (iii) Final Teaching Marks (FTeM) and (iv) Final Total Marks (FToM). 200 student teachers undergoing B.Ed. course in the year 1972-73 in different colleges of education affiliated to Karnatak University, Dharwar constituted the sample of the study.

The analysis of data revealed the following main conclusions:

i. Self, student, teaching profession, instructional goal and instructional role perceptions of student teachers are associated with their success in teacher education.

ii. Prediction of success in teacher education course based on self, student, teaching profession and instructional goal perceptions of the student teacher is possible.
Grewal's study (1976) had, among other things, the following as the hypotheses:

1. The predictors—intellectual and personality factors correlate significantly with the criterion measures of teacher effectiveness viz. measures of attitude, interest, pupils' ratings of teachers and colleagues' ratings of teachers.

2. The joint effect of predictors on the four criterion measures taken one at a time is higher than any of the individual correlations.

The sample constituted of 520 trained graduate teachers. The Bell's Adjustment Inventory, the Bernreuter's Personality Inventory, the Raven's Standard Progressive Matrices and the Jalota and Tandon Group Test of Mental Ability were used to assess adjustment, personality and intellectual factors.

The study among other things revealed the following:

1. The hypothesis that the predictors correlate significantly with the criterion measures of teacher effectiveness was partly confirmed in a trivariate analysis.

2. Main predictors of teacher effectiveness were home, health, social, emotional and total adjustments, dominance and verbal and non-verbal intelligence.
Batteries of Selection Tests

Shah (1962) constructed and standardised an aptitude test for secondary school teachers. The battery of tests was formed with five sub-tests - (i) mental ability, (ii) attitude towards children, (iii) adaptability, (iv) professional information, and (v) interest in the profession. It was administered to a sample of 530 graduates and postgraduates (student teachers) of six training colleges from Baroda, Ahmedabad, Porbandar, Bombay and Poona. The predictive validity was tested against the part I and part II examination marks of the subjects. The study revealed that:

i. the validity coefficients were around 
\[ .502 \pm .026, \]

ii. the predictive efficiency of the tests was sixteen per cent.\(^{39}\)

Sherry (1964) developed a battery of psychological tests to predict teaching efficiency. The battery included self-prepared tools - (a) intelligence test, (b) interest inventory, (c) personality inventory, and (d) attitude scale. The criterion measures used were - supervisors' ratings, final teaching examination marks and final theory examination marks. The sample consisted
of the pupil teachers of the department of education and the seven training colleges affiliated to the Agra University in Agra region. The study among other things revealed that:

i. Intelligence was the most important factor for teaching success;

ii. The next important factor was the emotional quality of the teacher and attitude occupied a more important place than interest; and

iii. Measures of intelligence, interest, personality and attitude could be combined to form a battery to predict rated success in teaching.

Bhattacharya and Shah (1966) developed an instrument for selection of primary and secondary school teachers. The final test consisted of 50 items to evaluate the attitude of teachers and 30 items to test the resourcefulness of teachers in a classroom situation. It was administered to 1000 primary and secondary school teacher trainees in Gujarat State. To judge external validity, the coefficient of correlation between the test scores and principal's ratings on a five-point scale was calculated. It was found to be .63. The predictive validity coefficient established by correlating internal practical examination marks and test scores was .72.
Pandey (1968) constructed and standardised a teaching aptitude test for the selection of students for training institutions in Uttar Pradesh and also in other states having Hindi as the medium of instruction. The test included the following eight sub-tests:

i. professional knowledge,
ii. vocabulary,
iii. inferential reasoning,
iv. number series,
v. numerical reasoning,
vi. logical selection,
vii. general information, and
viii. reading comprehension.

It was administered to a representative sample of 1190 trainees of the normal schools of Uttar Pradesh. The test was validated against supervisors' ratings and final examination marks. The findings of the study are:

i. Predictive validity coefficients with supervisors' ratings and final examination marks were found to be .49 and .62 respectively;

ii. For judging teaching aptitude, the factors considered essential were — general education, reasoning, numerical skill and reading comprehension.
Sharma (1969) constructed and standardised an aptitude test in Hindi for measuring teaching aptitude of elementary school teachers. It included five subtests:

1. mental ability,
2. attitude towards children,
3. adaptability,
4. professional information, and
5. interest in the profession.

380 male and 120 female trainees selected at random from different training institutions constituted the sample. The predictive validity coefficients of the teaching aptitude test with internal assessment and with ratings by a board of instructors were found to be .36 and .42 respectively.

Upadhyaya (1976) has constructed and standardised an aptitude test in Gujarati for secondary school teachers. 1409 student teachers selected from eighteen colleges of education constituted the sample for test standardisation.

The coefficient of stability of the test was found to be 0.77. The coefficients of correlation between the ratings of the principals of the colleges of education and the test scores ranged from 0.32 to 0.48.
The views of educationists, education committees and commissions and research studies reviewed in this chapter indicate that the following factors are related to success in teacher education course and in teaching:

1. Age,
2. Experience,
3. Socio-economic status,
4. Attitude towards children,
5. Interest in the profession,
6. Verbal ability,
7. Professional knowledge,
8. Adaptability,
9. Participation in extra-curricular activities,
10. Intelligence,
11. Scholastic aptitude,
12. Mental ability,
13. Inferential reasoning,
14. Numerical reasoning,
15. Logical selection,
16. Divergent thinking ability,
17. Convergent thinking ability,
18. Self perception,
19. Student perception,
20. Teaching profession perception,
21. Instructional goal perception,
22. Instructional role perception,
23. Academic achievement,
24. Social adjustment,
25. Conscientiousness,
26. Toughmindedness,
27. Confidence/placid,
28. Relaxed behaviour,  
29. Practical,  
30. Outgoing,  
31. Venturesome,  
32. Shrewd,  
33. Controlled,  
34. Intelligent,  
35. Assertive,  
36. Trusting,  
37. Experimenting,  
38. Emotionally stable,  
39. Sober, and  
40. Resourceful.
Footnotes


11. N.L. Doseja, "Imagination and Maturity as Factors Indicative of Success in Teaching."

12. R.N. Mehrotra, "Validity of a Battery of Selection Tests for Admission to the B.Ed. Course at the Central Institute of Education, Delhi."


15. V.D. Patil, "Prognostic Value of the Performance in Degree Examination in Predicting Success in Teacher Training Course," *Journal of the College of Education* (Karnatak University, Dharwar), 5, 2, August 1967, pp. 41-44.


