CHAPTER 2

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CHAPTER - II
THEORETICAL ASPECTS OF TEACHING APTITUDE

2.1 INTRODUCTION:
Teachers are considered to be "builders of nation". The future of the country and in fact the future of mankind depends on him. Similarly a teacher shapes the personality of the child. So we can say that a teacher has a unique opportunity and a vital role to play in contributing to the overall development of the child.

Students to a large extent try to imitate their teachers. So a teacher should try to present himself as an "Ideal example" to the students and bear some qualities.

Swami Vivekanand (1863-1902) describes the role of the teacher in teaching as,

"The true teacher is he who can immediately come down to the level of the student and transfer his soul to the students' soul and see through and understand through his mind. Such a teacher can really teach and none else." The teacher in the secondary school is a person of whom many things are expected. His obligations are not confined to the classroom but extend along many avenues to the promotion of the effective functioning of the school and the maintenance of harmonious relations and constructive understanding between the school and the community.

Selecting right types of persons for the teaching profession necessitates the use of an aptitude for teaching. To be successful and effective in teaching, a factor like an aptitude for teaching has got to be reckoned with selection of student - teachers on the basis of aptitude test which will contribute to educational advancement and improvement.

Psychological tests are among the most useful tools of educational research. Psychological test yield objective and standardized descriptions of behaviour which can be quantified by numerical scores. Aptitude tests are used to predict success in some occupation, academic or training course. These tests proved to be of great value for research in educational and vocational guidance. They can be used for predicting rate of learning in special fields of human activity and can avoid considerable wastage and stagnation.

2.2 PSYCHOLOGICAL TEST:
According to Mursell, J. L.¹

"A psychological test is a pattern of stimuli selected and organised to elicit responses which reveal certain psychological characteristics in the person who takes them."

According to Lee J. Cronbach²

"A test is a systematic procedure for comparing the behaviour of two or more persons."

Psychological tests are mainly used for different purposes such as:
1. Guidance and counselling
2. For making appointments; e.g. recruitment in banking, factories and government services
3. Selection for training; e.g. Police Training colleges, the Government Teacher's Training Colleges and other technical institutions.

(13)
4. Classification according to level of intelligence.
5. Prediction of future behaviour.
6. Diagnosis e.g. Clinical analysis deciding on remedial treatment/instruction.
7. For doing Research

**CLASSIFICATION OF PSYCHOLOGICAL TEST**

- Methods of testing
  - (a) Individual Tests
  - (b) Group Tests
- Medium of Instruction
  - (a) Verbal Test
  - (b) Non-Verbal Test
- Objectives of testing
  - (a) Intelligence Test
  - (b) Testing of mental abilities
  - (c) Interest Inventory
  - (d) Aptitude Test
  - (c) Personality Test

Fig. 2.1 Classification of Psychological Test

### 2.3 CONCEPT OF APTITUDE:

Success or achievement in a given field of knowledge or activity depends to a great extent upon aptitudes. That is why psychologists have studied the concept of aptitude.

In the Dictionary of Education, (C. V. Good) aptitude is defined as a "Pronounced innate capacity or ability in a given line of endeavour such as a particular art, school subject or vocation."

According to English and English, aptitude may be regarded as "The capacity to acquire proficiency with a given amount of training..." Here it has been emphasised that an aptitude refers to the capacity of an individual to be skilled in some work, receiving formal or informal training.

F. S. Freeman has defined "An aptitude as a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organised responses such as the ability to speak a language, to become a musician, to do mechanical work."

According to F. S. Freeman, skill means the ability to perform a given act with ease and precision. Proficiency has much the same meaning, except that it is more comprehensive for it includes not only skills and certain types of motor and manual activities, but also in other type of activities as shown by the extent of one's competence in language, book-keeping, history, economics, mathematics, etc. We may speak of one's degree of proficiency in any type of performance.

He further states, "When we speak of an individual's aptitude for a given type of activity we mean the capacity to acquire proficiency under appropriate conditions. That is his potentialities at present, as revealed by his performance on selected tests that have predictive value".

(14)
According to Super, D. E.¹⁸,

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

According to Seashore and Van Dusen⁹,

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

A more general definition of aptitude has been proposed by Hahn and Maclean¹⁰. They point out that,

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

Thus from the different definitions of aptitude, the most important factor in an aptitude is the capacity to acquire proficiency. On the other hand if an individual has no aptitude for a particular type of task, he will not be skilled or proficient in that task, in spite of training given to him. These aptitudes refer to an individual's inborn capacity to acquire proficiency in a given area of human endeavour.

If we examine the different definitions of aptitude, certain questions arise.

(4) Distributed normally or multifariously ?
(1) Innate or Acquired ?

(3) Unitary or Pluralistic ?
(2) Constants or Variable ?

Figure-2.2 : Questions arise for aptitude

The answer of first question is debatable. But the majority of the opinion is that aptitudes are innate. Nevertheless it is also realised that aptitudes are influenced by the environment in which the individual lives.

In other words though aptitudes are innate and mostly governed by hereditary factors, nevertheless environmental factors also play an important role. As a matter of fact in all psychological activities of an individual, the biological and cultural factors are involved.

The second question is related with the controversy over the constancy of the I. Q. It is generally believed that the I. Q. of a person is more or less constant. Likewise aptitudes are also regarded as constant. Variation occur within the framework of environmental factors.
According to Wrightstone et.al.:

"While the evidence is conflicting, the trend seems to be in the direction of assuming that aptitudes are somewhat variables and are affected within limits by educational and environmental influences. A tremendous amount of research is still needed to clarify this issue."

The answer of third question has been facilitated by the application that aptitudes are pluralistic and not unitary. Here we may note that when it is said that an aptitude is unitary, it implies that it is a single general characteristic. But when we say that aptitudes are pluralistic it means that an individual has a number of mental characteristics and they can be identified through the application of factor analysis.

T. L. Kelley (1928) was able to identify seven types of abilities which indicates pluralistic aptitudes. They were: Verbal, numerical, spatial, motor, musical, social and mechanical. These abilities are also included in the general intelligence of a person. Nevertheless they are indicative of an individual's aptitude in different types of activity.

L. L. Thurstone (1935) discovered through factor analysis the following factors: Verbal fluency, number, memory, spatial reasoning, deduction and induction. Thus, it is accepted that an individual may have more than one aptitude.

The answer of the fourth question according to Hull the bell-shaped distribution is so characteristic of all forms of human behaviour that it should be considered at least approximately true in the case of any aptitude unless there is definite evidence to the contrary. Most present day workers in the field will accept this point of view.

A detailed study of all the above discussed definitions enabled the present test-constructor to come to the conclusion that the definition given by Bingham be accepted for the purpose of the present test-construction. The test-constructor feels, she is justified in accepting Bingham's definition of an aptitude as it tries to give an eclectic solution of all the views expressed. The definition accepted may be below:

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

2.4 ASSUMPTION IMPLIED IN THE CONCEPT OF APTITUDE:

The concept of aptitude carries with it certain assumptions.

Assumptions for concept of aptitude

- Differences among individuals
- Trait differences
- Stability of differences

Fig. 2.3 Assumptions for concept of aptitude

(16)
Detailed discussion of these assumptions are given below:

1. **Differences among individuals**:

   As all human beings have a common biological nature, they have some characteristics in common. Due to differences in culture, some other characteristics are quite typical as a result of customs and patterns of training. Individual differences occur due to variation in heredity as well as environment. Individuals differ widely in any trait of personality, ability, achievement and interest.

   Another important result which has come from the investigation of individual differences is an indication as to the magnitude of the difference which may exist in a given trait between the best and the poorest individuals in a normal population. Hull writes we shall probably not be in great error if we conclude that among individuals ordinarily regarded as normal, in the average vocation the most gifted will be between three and four times as capable as the poorest.

2. **Trait Differences**:

   Psychologists recognize two sorts of individual differences: variation in a given trait from person to person, and variation among the traits within an individual. The first are called inter-individual differences and the second intra-individual differences or trait differences.

   Individuals are never found consistently high or consistently low in all traits. They show some degrees of variation in their rankings in different areas of aptitudes. There are usually wide inequalities among an individual's various talents, aptitudes, abilities and interests.

3. **Stability of differences**:

   The theory of aptitude indicates that a person's potentialities are fairly stable. Innate or acquired aptitudes which appear become crystalized in early childhood and after that they are relatively constant. There may be some changes in magnitude of aptitude of an individual but such changes occur within limits which can be ascertained in advance.

2.5 **APTITUDE TESTING**:

   The main function of standardised tests of aptitudes is to help in estimating the probabilities that the person would be able to follow successfully an occupation he is considering. A number of aptitude tests have been prepared. Generally the aptitude test makers have followed two methods.

   **First method**: In the first method a particular profession or occupation is studied and analysed with a view to making an aptitude test. Thus the analysis of an occupation enables the test maker to have a list of items which refers to the various aspects of abilities needed for an occupation. On the basis of this list the aptitude test for that occupation is prepared.

   Commenting on this type of aptitude test Warters states,

   "Such tests are small scale tasks that involve abilities which are the same as are similar to the ones required for the performance of the particular work or activity for which aptitude is being measured. This type of test is often useful for selecting workers. It is not very useful in student personnel work because effective use costs too much in both time and equipment."

   **Second method**: The second method employed by aptitude test makers takes into account the important factors necessary for success in an occupation. Thus efforts are made to measure the
important components of an occupation. In other words, independent tests are prepared for each important factor involved in a particular occupation.

Secondly, the importance attached to the test of each component of an occupation differs in terms of the importance given to that component in relation to other components of the given occupation.

According to Warters, “Each test is given different weights in accordance with its importance to success in the different occupations or fields.”

“Individually the tests may not be very valid for predicting success in a particular activity or field, but all are combined to give a good basis for prediction.” It may be noted here that the second method has been widely used in the preparation of aptitude tests.

There is hardly an aptitude test composed of a single test unit in use at the present time. Batteries are practically the universal form of aptitude test. Keeping in mind this fact the present investigator has decided to construct a test battery to detect teaching aptitude.

2.6 RELATIONSHIP OF APTITUDE TEST WITH SOME OTHER MEASURES:

The investigator has tried to show relationship of different measures with aptitude test.

1. Aptitude and Intelligence:

The basic assumption underlying the construction of intelligence tests, then is that, through the measurement of the responses of an individual in different areas of activity, the tester may be enabled to predict the subject’s general ability to succeed in mental activities - his general intelligence.

A measure of an individual’s general intelligence has predictive possibilities concerning the extent to which the number of situations involve mental activity. Aptitude measurement gives an indication of ability to succeed in a specific field.

2. Aptitude and Achievement Test

Aptitude tests are used to predict success in a career path or course of study. Achievement tests are designed to measure how much a person has already achieved or learned in academic knowledge. Achievement testing is becoming ever more important as the accountability increases to prove that students are learning. But for guidance, aptitude might be a better measure for showing potential. For instance, a student who has not learned “the basics” in primary and secondary education - for any number of reasons - can still have the “aptitude” to do well in a career and related studies - especially if they are interested - although they might have some catching up to do academically.

3. Aptitude and Attitude

Although it might sound counterintuitive to some, there are indications that attitude can outweigh aptitude in determining whether skills are attained. While marketing skills assessment to the business community, many educators have heard employers say something to the equivalent of, “just give me a person with the right attitude, who will show up and stay on the job, and we’ll train them.” A study entitled Attitude versus Aptitude, by Cote and Levine, published in the Journal of Adolescent Research, found that motivation was a better predictor than IQ for skills acquisition. You can assess these attitudinal
soft skills with tools like the Employment Inventory to find students or workers who will work hard and stay on the job longer, but it still stands to reason that you would be far better off with a student or job candidate who aligns their aptitudes, interests, and existing skills with the job goal, in addition to having good attitude.

4. Aptitude and Skills Test

**APTITUDE & SKILLS TESTS = APPLES & ORANGES** An Interest and Aptitude assessment like CareerScope helps to objectively clarify what you would like to do and would likely succeed in. It is used to objectively plan for future learning and work. It is a career guidance test.

A skills test tells you what you can do now, based on your previous learning. If you have not much previous learning, it can only tell you that you lack skills - but not your potential or what your innate strengths are. Despite it's backward focus, skills assessments are often used as a screening test for employers (incumbent scores provide a criterion reference) and a prescriptive test for educators. For helping individuals to find a job or to enter in the training, this kind of assessment usually requires analyzing the requirements of individual local jobs testing the incumbents, assessing individual applicants to determine skills gaps, and then perhaps providing training to close those gaps.

Both kinds of assessments are useful (as are both apples and oranges, but you can eat an apple right out of the box, and make more things out of it - like apple pie and apple sauce, etc.). Assessing aptitude and interest first will help to focus the job seeker, make the comparative skills testing and any subsequent training more likely to produce a trained worker who is more likely to stay on the job. Also, CareerScope can be taken with only a fourth grade reading ability. Skill tests typically require a higher reading level. Some argue that Skills become obsolete - but not Aptitudes.

**2.7 NEED OF APTITUDE TESTING :**

According to some psychologist man's special mental abilities can be separately distinguished at the age of 11, while in the opinion of Cyril Burt it is at 13 that these abilities become distinct. Generally, it is the former opinion that is accepted. Accordingly, all educational guidance is rendered at the age of 11 or thereafter.

If a person's aptitudes could be measured or estimated before he begins a course or training he could get help properly. Many persons aspire to be a doctor or an engineer or professor but many of them fail miserably even during the early years of studies. More accurately if their capacity for such profession is known in advance of their training, they can give up studies and avoid frustration.

Aptitude tests are used to predict success in some occupation, academic or training course. These tests have proved of great value for research in educational and vocational guidance. They can be used for predicting rate of learning in special fields of human activity and can avoid considerable wastage and stagnation.

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

2.8 HISTORICAL BACKGROUND OF APTITUDE TESTING:

The concept of aptitude has come into existence very late, the desirability of having tests of behaviour, which indicate in advance latent capacity is very ancient. As quoted, by Hull, it appears repeatedly in Plato’s Republic. According to Hull (1928, P. 6):

“Plato proposed that persons being considered for the military profession should be given training to person which would test the retentiveness of their memories, their power of resistance to deceptions or resistance to timidity and fear in terrifying situations, and to the seductions of pleasure.”

Plato, thus sketched forth very definitely a set of tests for military aptitude which came into real existence some twenty three hundred years later. The modern forms of aptitude tests come into use during the World War-I; while World War-II stimulated the production of aptitude batteries.

The pre-war primary mental ability batteries were followed by a number of tests measuring aptitude of subjects in a variety of field. In 1938, Thurston and his associates fixed the number of special fundamental abilities at seven, calling them Primary Mental Abilities. The chicago primary mental abilities test has been based on these mental abilities. Another test battery formed on the same principle is used in the American Psychological Corporation. It contains the

1. Verbal reasoning
2. Numerical Ability
3. Abstract reasoning
4. Space relation
5. Mechanical reasoning
6. Clerical Speed and accuracy
7. Language Uses.

The General Aptitude Test Battery, or G.A.T.B. was developed by the U.S. Employment Service from 1942 to 1945 and used up to the 1990's for both job screening and career guidance. Other aptitude tests such as APTICOM (A Computerized Multiple Aptitude Testing Instruments For Cost and Time Effective Vocational Evaluation) began to appear in the 1980's. APTICOM is a dedicated-computer replacement for the G.A.T.B. - developed with a U.S. Department of Labor grant by the Vocational Research Institute. In 1995, a PC and Macintosh-based version of APTICOM was developed by VRI - (Vocational Research Institute) called CareerScope. The U.S. Department of Labor has attempted to replace the G.A.T.B. with the O*NET (Occupational Information Network) Ability Profiler, to be used with it's new O*Net occupational classification system. Privately developed assessments such as CareerScope already link with the O*Net system.

A number of aptitude batteries came in existence. Some of the prominent batteries are:

(1) Roeder and Graham’s Aptitude for occupations.

(20)
To conclude this discussion we can say that Munsterborg’s aptitude tests for telephone girls and streetcar motormen in 1913 were followed by tests of mechanical aptitude, musical aptitude, art aptitude, clerical aptitude and aptitude for various subjects of high school and college curricular prior to 1930.

2.9 FORECASTING ABILITY OF AN APITUDE TEST:

The ultimate purpose of using aptitude testing is to estimate or forecast aptitudes from test scores. A test which does this with a slight error is a good test. A test which does this with much error is a poor test.

As Hull says

The simple and natural percentage concept of test efficiency is closely related to the correlation coefficient ... when the correlation is known, the forecasting efficiency of a battery may be calculated at once.

The formula is: \[ E = 1 - \sqrt{1 - r^2} \]

\[ E \] = the Percent of perfect forecasting efficiency of a test battery in predicting its aptitude criterion

\[ r \] = Coefficient of correlation between the test battery and the criterion.

Or in other words, the significance of a coefficient of correlation between the test-battery and the criterion is judged by its predictive value.

Hull\(^2\) gives the following table to readily translate the correlation values into equivalent forecasting-efficiency values.

<table>
<thead>
<tr>
<th>( r )</th>
<th>( E )</th>
<th>( r )</th>
<th>( E )</th>
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</thead>
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<tr>
<td>0.10</td>
<td>0.5%</td>
<td>0.70</td>
<td>29%</td>
</tr>
<tr>
<td>0.20</td>
<td>2%</td>
<td>0.80</td>
<td>40%</td>
</tr>
<tr>
<td>0.30</td>
<td>5%</td>
<td>0.90</td>
<td>56%</td>
</tr>
<tr>
<td>0.40</td>
<td>8%</td>
<td>0.95</td>
<td>69%</td>
</tr>
<tr>
<td>0.50</td>
<td>13%</td>
<td>0.98</td>
<td>80%</td>
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<tr>
<td>0.60</td>
<td>20%</td>
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</tr>
</tbody>
</table>

(21)
Correlations between single test units and important aptitude rarely run higher than 0.45 or 0.50. Test batteries rarely correlate with aptitudes higher than 0.65 or 0.70

2.10 APTITUDE FOR TEACHING:

Teaching is a very broad term and a long process. The dimensions of teaching are summarized in the figure.

![Dimensions of Teaching Profession](image)

**Figure-2.4 : Dimensions of Teaching Profession**

It is not easy to define “Aptitude for Teaching” because teaching encompasses a wide range of subject matter and education levels. The knowledge of subject matter to be taught, understanding of teaching methods, a sound educational philosophy and psychological information about human behaviour do not necessarily indicate one’s ability to apply these in actual teaching.

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

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

The tool specially prepared to measure aptitude for teaching is termed as “an aptitude test for teaching.”

Mental testing is not so prevalent in this country. It is just in its infancy. Only a few mental tests have so far been constructed. Most of the tests so far constructed are intelligence tests, achievement tests and diagnostic tests in school subjects. To help vocational guidance which is also in its infancy in India the need of aptitude tests in different fields is most badly required. Aptitude testing in teaching profession is a long felt need. To make appropriate teacher-selection and thereby to raise
educational standard in this country it is necessary to measure the aptitude for teaching of the prospective teachers. An aptitude test for teachers is the best tool in the hands of a selector of teachers. This is an humble effort of the test-constructor to do little to satisfy the long felt need of such a test.

2.11 SOME APTITUDE TESTS DEVELOPED IN INDIA AND INDIAN ADAPTION OF SOME FOREIGN APTITUDE TESTS:

1. Clerical aptitude test battery:
   It has been constructed and developed by the Bureau of Educational and Vocational Guidance, Patna (Bihar). It is both in Hindi as well as in English. It is meant for pupils of 14 years and above.

2. A battery of mechanical aptitude tests:
   It includes three tests (1) Tweezer Dexterity Test (2) Detriot's Manual Ability Tests and (3) The Steadiness Tester. It is in Hindi and there is no time limit. It is meant for children of age 11 plus to 16 plus. All the tests in the battery are individual and performance tests.

3. Adaptation of differential aptitude test battery (D.A.T.):
   The tests included in the battery are highly reliable and valid. It includes tests of (1) Verbal Reasoning (2) Numerical Ability (3) Abstract Reasoning (4) Clerical Speed and Accuracy (5) Mechanical Reasoning (6) Space Relations and (7) Spelling and Grammar. It is available from Manasayan, 32 Faiz Bazar, Delhi-6. The test included in the battery are highly reliable and valid.

4. A battery of mechanical aptitude tests:
   The battery has been constructed by A. Sharma and is available from Central Bureau of Educational and Vocational Guidance, Department of Psychological Foundations, N.I.E., 33, Chhatra Marg, Delhi. It is meant for grades VIII to XII and includes tests of (1) Knowledge of tools, (2) Mechanical Comprehension (3) Space relations (4) Form relations and (5) Mechanical adoptability. The split-half reliability coefficients for the test included in the battery range between 0.90 and 0.98.

   The battery has been constructed by A. Sharma and is available from Central Bureau of Educational and Vocational Guidance, Department of Psychological Foundations, N.I.E., 33, Chhatra Marg, Delhi.

5. Aptitude tests for secondary school teachers:
   It is a verbal group test constructed by M. M. Shah to measure the aptitude of prospective secondary school teachers. The time limit for the whole test is about 100 minutes. The split half reliability of the tests is 0.88. It is available from faculty of Education and Psychology, M. S. University, Baroda.

6. Adaption of Bennett's Mechanical Comprehension Test:
   It is a group verbal test which has been adapted by the Institute of Vocational Guidance, Government of Maharashtra, Bombay. It contains 60 items and is meant for children of class x and onwards. It has been validated with the marks in the annual examination for civil engineering degree
2.12 COMPONENTS REQUIRED FOR BECOMING SUCCESSFUL TEACHER:

The role of teacher in a child education has fundamentally changed. Teaching differs from the old “Show-and-tell” practices. Traditionally the teacher was at the center-stage and the learner was a passive listener. Now the situation has changed. Educational environment extends beyond the four walls of classroom into the home, the community and around the world. Although information is primarily found in books, it is also available everywhere in bits and bytes. Teaching is recognized as one of the most challenging jobs today and it is absolutely vital to the social, cultural and economic health of the country.

It is not possible to fix-up certain components to be a successful teacher in the case of aptitude for teaching. The number of components and magnitude of these traits varies for different successful teachers. Some of the components which are important for successful teachers are discussed as under:

1. **Innovative**: Teaching is a process of innovation to maintain interest, participation and involvement of students. The teacher, who motivates/encourages the students with innovation, is an effective teacher.

2. **Punctual**: The teacher always maintains punctuality in reaching school or attending his/her classes. Teachers who are not punctual, lose respect soon.

3. **Knowledge Seeker**: The teacher must always be a learner or knowledge seeker. A teacher always updates his knowledge and keep pace with the latest trends and approaches in education and the subject matter.

4. **Good human being having positive behaviour**: The teacher needs to be kind, comforting, helpful, supportive and resourceful. All these qualities of head and heart require that the teacher basically is a good human being. He/She cares and understands the feelings of their students.

5. **Mental ability**: It is revealed by serveral researches that ability to teach is not directly related with intelligence. Normal or above normal intelligence is required to be a successful secondary and higher secondary teacher.

6. **Interest in profession**: It is obvious if one has interest in this profession, one would have interest in reading, interest to discuss problems of teaching and learning. A person having interest in profession would take interest in matters related to education.

7. **Professional information**: A candidate who has aptitude for teaching knows what are the prospects in profession, has a good information of child development and is enriched with basic information of the profession.

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

9. **Health**: Good health is definitely necessary for having sound mind in a sound body. It is required to keep a teacher active and fresh both in teaching and cocurricular activities.
(10) Honesty: This hardly needs any explanation. A prospective teacher should be honest not only in the matter of money but more so in his/her words and deeds.

(11) Impartiality: This is to know if he/she is impartial enough to treat all his/her students equally and to know the extent to which he/she would be objective to his/her teaching and treatment.

(12) Preparedness: A teacher is required to have command over the subject matter. He/She has to be clear about the key concepts and ideas.

(13) Communicative and Clear: A very important characteristic of teacher is that he/she must have good communications skills.

(14) Having sense of humour: For many students classroom situations may not be enjoyable. Therefore, a teacher has to make it interesting and enjoyable by using humour at appropriate times.

(15) Patient and cool minded: In class, students are from different socio-economic backgrounds. Their levels of intelligence, interest and motivation are varied and therefore, every student cannot exhibit the same level of learning. In this situation teacher should be patient with himself/herself, keep cool.

(16) Fairness: If teacher is fair and unbiased, he must try to establish a minimum set of rules of behaviour. Once teacher has set standards, it is very important to apply them equally and consistently, otherwise teacher will loose credibility.

(17) Warm, loving and a parental figure: Another quality of a teacher is to be warm and loving, because after home, students are in school for a very long time. They expect similar environment in school so that they can learn in a congenial environment. Like parents the teacher also knows strengths and weaknesses of the children.

(18) Developing and maintaining relationship with the local community: Try to mix up with the people in the community. Positive attitude towards society means his/her behaviour with his colleagues, students, principal, parents, friends, authorities and towards social environment.

Besides these, mental ability, professional information, general knowledge, honesty, adaptability, activeness, interest in reading, personal appearance, sincerity, emotional stability are the important components required to be a successful teacher.

From all the above components following six components were selected for the construction of teaching aptitude test.

1. Mental Ability
2. Adaptability to New Situation
3. Behaviour towards Children
4. Interest in Profession
5. Interest in Educational Activity
6. Knowledge of Subject Matter

(25)
2.13 CONCLUSION:

The theoretical aspects of the study provided an insight into the selection of traits to be included in the teaching aptitude test-battery. The researcher has become very clear in the understanding of aptitude in general and teaching aptitude in particular.

Besides these, the investigator has also referred various research work done by Ph.D. students of India and abroad which is given in the next chapter.
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