

**RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT  
AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY  
TEACHER TRAINEES OF KERALA**

**M.B. USHAKUMARI**

*Thesis submitted for the Degree of*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
**EDUCATION**

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**2008**

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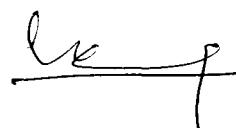
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**2008**

## **D E C L A R A T I O N**

I, M.B. USHAKUMARI, do hereby declare that this thesis entitled **RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY TEACHER TRAINEES OF KERALA** submitted to the University of Calicut for the award of the Degree of Doctor of Philosophy in Education has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

Calicut University Campus,  
16.07.2008.



**M.B. USHAKUMARI**

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Dr. V. SUMANGALA,  
Professor & Former Head of the Department,  
Department of Education,  
University of Calicut.

## Certificate

I, Dr. V. SUMANGALA, do hereby certify that this thesis entitled **RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY TEACHER TRAINEES OF KERALA** is a record of bonafide study and research carried out by **Smt. M.B. Ushakumari**, under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

Calicut University Campus,  
16.07.2008.



**Dr. V. SUMANGALA**

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# Chapter One

## **INTRODUCTION**

- ❖ *Need and Significance of the Study*
- ❖ *Statement of the Problem*
- ❖ *Definition of Key Terms*
- ❖ *Variables*
- ❖ *Major Hypotheses and Objectives*
- ❖ *Methodology*
- ❖ *Scope of the Study*
- ❖ *Limitations of the Study*
- ❖ *Organisation of the Report*

1

*"Not only is there an art in knowing a thing,  
but also a certain art in teaching it."*

*Cicero*

*D*evelopment of a nation always relied on knowledge acquired through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system.

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching.

Quality teachers and teaching only can be the strong agents of social re-engineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers.

For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalise teacher education.

### **1.1.1. Suggestions and Recommendations of Education Commissions and Policies on Quality Education**

All Education Commissions and Policies since independence stressed on the restructuring and reorganisation of teacher education and of teaching profession. Radhakrishnan Commission (1948) for higher education, Mudaliyar Commission (1952-53) for secondary education, Kothari Commission (1964-66) for all levels of education, were constituted to suggest reforms to push forward the agenda of educating India, strengthening teacher education and rework teaching-learning strategies.

The Secondary Education Commission (1952-53) stated, "we are, however, convinced that the most important factor in contemplated educational reconstruction, is the teacher, his personal qualities, his educational qualifications, his professional training and the place that occupies in the school as well as in the community".

The Education Commission (1964-66) observed, "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant". The Commission also emphasised on the training and orientation of teachers at all levels.

The Commission also observed that investment in teacher education could yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions.

The National Education Policy of India (1986) focussed its attention on an educational system which can produce citizens who are by and large physically, mentally and morally healthy; who are conscious of their duties and rights, who are keen to learn on a life long basis and incessantly eager to improve their performance and who consequently are well grounded individuals competently contributing to the uplift of the quality of life everywhere.

National Council for Teacher Education, which is a creation of the NPE (2005) suggested to make teacher education effective and productive, the prevailing teacher education system is to be undergone drastic changes.

National Curriculum Framework (2005) introduced 'Critical Pedagogy', based on social constructivism, to restructure the system of teacher education. According to NCF, content and pedagogy blended together, that is content inbuilt pedagogy is the landmark of teacher education system. To achieve this NCF recommended academic planning and leadership at the school level, block level and cluster level, as essential for improving quality and strategic differentiation of roles of teachers.

### **1.1.2. Today's Teacher – Role Diversity**

There is a paradigm shift in the role and responsibilities of modern teacher. For remaining at the centre stage of the multi-dimensional teaching-learning process, the teacher has to redefine the role, has to undergo rigorous changes, has to update the knowledge, to have basic human values, to have accountability to the society and to the students. Only such a teacher can work for the formation of right habits, thoughts, actions, cultivation of values and development of right behaviour patterns in children.

In ancient times, as revealed by great Epics like Ramayana and Mahabharata, teachers occupied a predominant role in the man making process. The teacher was given the top-most position in the hierarchy and was paid the highest reverence by all people including the rulers. The

society looked upon the 'Acharya' for his valuable suggestions and guidance.

Shikshaballi in the Thaittiriopanishad, depicts teacher as,

Acharya Purvarupam,  
Antevasy Uttararupam,  
Vidya Sandhi,  
Pravachanas Sandhanam,  
Ity Adhividyam".

(Thaittiriopanishad 1.4.1)

The teacher is the prior form,  
The pupil is the later form,  
Knowledge is their junction,  
Instruction is the connection.

(Mukhopadhyay, 2001)

In Vedas also, teacher qualities are described. In Atharva Veda, teacher is compared to Yama, the propagator of Dharma, to Varuna, the propagator against sins and to moon, giver of light and happiness. Sastra made it clear that wrong teaching is a crime.

Teaching in the modern era is a challenging profession that requires good subject knowledge, good questioning skills, an emphasis upon

instruction, clear objectives, good time management, effective planning, good classroom organisation, effective use of human resources, good interaction, effective communication skills, attitudes, perceptions, interests, etc. That is why, Moore (2001) defined teaching, "as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development".

Role of teachers change over time in response to new patterns of educational governance and managements, new kinds of students, new theories of teaching and learning, and the arising of new technologies (Chapman and Adams, 2004). Even though innovations and reforms occur, teacher is still in the pivotal position of the classroom interaction process. In the learner-centred, process-oriented, competency-based, environmental-attached, human based instructional situation, a teacher has to face multi-level problems like planning of content, selection of appropriate teaching-learning strategies and situations, creation of motivation among multi grade – multi level students, usage of group dynamics, completion of curricular objectives, its linkage with practical life, adaptations in curricular statements for the deviated students, timing, continuous and comprehensive evaluation, classroom management, linkage with society and parents, good relationship with the local bodies and their planning processes etc. That is, the role of a teacher changes to

that of a planner, manager, designer, director, facilitator, researcher, psychologist, philosopher, sociologist, artist, friend, guide, actor, well-wisher, etc. The technological developments, the knowledge explosions, the familial problems, social issues, the behavioural problems are other challenges that makes the teacher's role more complex.

A competent, committed and an accountable teacher keeps his torch of accumulated knowledge burning and ignites the minds and souls of his pupils. In the words of Tagore, "a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its flame".

In this era of rapid changes in the field of science and technology, communication and interaction, life styles of human beings, societal viewpoints, cultural thoughts, educational expansions, the teacher has to perform a diversified role to cope up with them. That is why, all policies and commissions invested their interests in developing teaching professionals, professional aptitudes, and their production factories.

### **1.1.3. Teacher Aptitude and Teacher**

Aptitude refers to "quality of being fit for a purpose or position" (Douglas, 2007). If so, Teacher Aptitude is the quality of being fit for teaching profession. That is why, Teacher Aptitude is considered as the

determinant factor of effective teaching. If the teachers are empowered with necessary skills and competencies, they can inculcate the skill in other persons and mainly in pupils (Dutt & Rao, 2001).

An effective teacher can focus on making connections between facts and fostering new understanding in students. They can tailor their teaching strategies to student responses and encourage them to analyse, interpret, and predict information. Instead of spending time memorizing material, filling in the blanks on work sheets, and repeating large numbers of similar problems, students need to learn to solve novel problems, integrate information, and create knowledge for themselves.

A constructivist teacher's role, is to foster and direct his work on the part of students. A teacher with teaching aptitude encourages students to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. Effective teaching requires a large repertoire of skills and the ability to put these skills to use in different situations. Good teachers improvise. The better teachers, however, are proactive; that is, they are active information processors and decision-makers. They are strongly committed to the importance of content delivery and tend to be task-oriented. They understand the demands of teaching the content, the characteristics of their students, and the importance of decision making in

keeping students on task. Researches suggest that teacher's knowledge of subject matter, student's learning and teaching methods are important elements of effective teaching, which are very much related to Teacher Aptitude.

The dynamic and complex nature of teaching warrants that teachers be prepared to be self monitoring individuals. They are capable of self analysis and making systematic observations for patterns and trends in teaching-learning behaviour. Effective teachers can inquire into students experiences and build an understanding of learners' capacity to analyse what occurs in classrooms and in the lives of their students. The teacher can change the orientation from a view of teaching as 'static', to teaching as 'dynamic' and everchanging. Then the teacher becomes a reflective teacher.

Reflective teachers learn all they can about teaching from both theory and practical. They teach and reflect on the teaching. Such teaching requires that they are sensitive to the diversity of student's needs. Reflective teacher often ask basic questions about the appropriateness and success of their teaching.

Effective teachers know that good teaching is more than simply explaining, lecturing and discussing. To be effective, teachers must be well organised. Effective teaching is a complex occupation requiring the

development of knowledge and essential teaching skills, as well as continuous professional growth. Danielson (1996) suggested four main skill areas for effective teaching. Effective teachers (1) Engage in quality planning and preparation, (2) Prepare a positive classroom environment (3) Use proven instructional techniques, and (4) Exhibit professional behaviour.

Is teaching an art or a science? Today, most educators are in agreement with Gagne (1985), who argues that there is a scientific basis for the art of teaching. Experienced teachers know it is not simply a matter of sharing what they know with their students; a good teacher must be able to transform knowledge into learning activities that motivate students to learn. Thus teaching can be viewed as having both artistic and scientific elements.

In the field of primary education, which is the base of life long experiences, quality of the teacher is very much criticised. Educational Commissions and Policies have overemphasised the importance of primary education and stressed on the enhancement of the capacity of primary teachers for a better generation.

In any educational system, teachers are the source of existence, energy and enrichment. All policies gave due importance to preservice education, that they are the tomorrow's stake holders. A better

understanding of the determinants of effective teaching should enable education professionals, curriculum developers, and policy makers to adapt suitable changes in the field of preservice teacher education and they can think of the measures that can be taken for improving the quality of preservice training.

## **1.2. NEED AND SIGNIFICANCE OF THE STUDY**

Quest for quality or effectiveness has been the characteristic of the entire history of human civilization. It is the driving force behind all human endeavours. Teacher quality, which is very much associated with Teacher Aptitude, is considered as the main spring for all educational innovations.

Although an educational system has excellent resources, or if the teachers are lacking teaching aptitude and are incompetent or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasteful.

Since the future of our nation is moulded in our classrooms, teachers are the real makers. Teachers with rich teacher aptitude can create wonders in the minds of their children and can lead them to a world of reality, practicability and accountability.

In the field of education, a term is always discussed, in relation with 'quality'. This is, no matter, highly related to teaching professionals and aspirants of teacher education. This quality is mainly depend on teacher's aptitude in teaching and several associated factors.

Several studies had provided substantial evidence favouring teacher aptitude, for quality education. Complexity and multi dimensional nature of teacher aptitude warrants a comprehensive study of the factors related with it.

How student teachers with Teacher Aptitude can be identified? How Teacher Aptitude can be reliably measured? In the case of teachers, teacher educators and teacher trainees, how can we infer their level of teaching aptitude from related factors? What are such factors? Can we predict Teacher aptitude from achievement in Teacher education? These are some of the questions which are to be answered.

Reviewed studies in this area revealed that attitude towards teaching (Vashishta, 1973), teacher effectiveness (Mutha, 1980; Sharma, 1971; Singh, 1987; Beena, 1995), teaching success (Vyas, 1982), general intelligence (Banerjy, 1956; Thakkur, 1977), etc. are significantly related to Teacher Aptitude. This made investigator to study the extent of relationship of certain psychological variables and studying the predictability of Teacher Aptitude from these variables.

Considering the pivotal role of teacher aptitude in quality teaching, a significant weightage was given to teacher aptitude in entrance examinations related to teaching profession. In B.Ed. entrance examination of Kerala 13.3% of mark is the weightage for aptitude in teaching (Prospectus, for B.Ed, Kerala, 2006). This signifies the importance of teacher aptitude given by Kerala Government for the selection of candidates for getting admitted to the B.Ed. course.

Out of the personal experiences of the investigator while training her own teacher trainees, she had noticed that certain trainees who are competent in their subject matters are often failure in classroom teaching and class management. Hence a need was felt for knowing the relationship of Academic Achievement in Teacher Education with Teacher Aptitude.

Reviewing the previous studies conducted both inside and outside India, it was found that the studies related to Teacher Aptitude are very few in number. The investigator believes that the present study will fill the gap and may become a motivation for the future researchers. The investigator being a teacher educator felt that the study will help the concerned personnel to chalk out a selection procedure by considering either Teacher Aptitude or the allied or related psychological variables as the major criteria of admission to teacher education.

## **1.2. STATEMENT OF THE PROBLEM**

Nowadays teaching goes beyond traditional classroom instruction. Effective teachers embrace the extra tasks and strive to improve their knowledge and skills in teaching while working to make significant contributions to their school and community. They work to become true professionals. They implement new instructional techniques that will captivate the interest of students and motivate them to learn.

What is the purpose of education? Careful consideration of this question should be one of the first concerns of an effective teacher. Rousseau, Pestalozzi, Herbart, Dewey, Russell, Mahatma Gandhi, Vivekananda, all have given an extended meaning of education which direct a prospective teacher to the vast world of teaching. All these agreed that the effective teaching-learning strategies should be centred around the needs and dispositions of the learners. That is why, methodology of teaching has undergone drastic changes.

In the past, teaching was centred on the teacher only. Now, it is changed to learner centred and learning centred. Learning objectives are remoulded into curricular statements. Lecture method become activity oriented. Behaviouristic teaching techniques give way to constructivistic teaching-learning strategies. Content-related, critical pedagogy is now, our choice.

In such a situation, teachers and teacher trainees are to undergo rigorous training to develop their capacity in teaching profession and to enrich their pedagogy skills. Then only, they can cope up with the emerging changes occurring in the field of education. Do these knowledge, viz., knowledge in content and pedagogy, lead to teacher to become effective in teaching? Is effectiveness an outproduct of teacher aptitude? What are the major constructs of teacher aptitude? Do these constructs help to measure teacher aptitude? Which are the psychological variables that have significant relationship with teacher aptitude? Does academic achievement of teacher trainees has any relation with their teaching aptitude? Do there exist any significant locale wise and management wise difference in criterion variables and predictor variables? How can we differentiate a teacher with teacher aptitude and without teacher aptitude? How can we found out a person having teacher aptitude from a set of teaching related psychological variables? These are some of the questions the investigator is in search for answers, through this investigation.

The problem is thus entitled, "RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY TEACHER TRAINEES OF KERALA".

### **1.3. DEFINITION OF KEY TERMS**

The key terms in the title of the problem are defined below for the meaning as used in the study.

#### **1.3.1. Teacher Aptitude**

Aptitude refers to "A natural or acquired disposition or capacity for a particular purpose, or tendency to a particular action or effect" (Webster's Revised Unabridged Dictionary, Internet Explorer).

In this study, teacher aptitude refers to the acquired capacity of the teacher trainees to do in teaching profession which is measured in terms of four constructs of teaching profession viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability.

#### **1.3.2. Academic Achievement**

Academic Achievement refers to the relative accomplishment of pupils in one or more subjects after undergoing a course of study.

Operationally Academic Achievement in the study refers to Achievement in Teacher Education. That is, to the marks obtained in all the papers of the first year examination by senior primary teacher trainees of Kerala undergoing two year TTC course.

### **1.3.3. Psychological Variables**

In the study, psychological variables stands for a set of teacher variables like:

1. Teaching Interest
2. Attitude towards Teaching Profession
3. Teacher Perception of Teacher Effectiveness; and
4. Self Concept in Teaching

### **1.3.4. Primary Teacher Trainees**

In this study, Primary Teacher Trainees refers to teacher trainees studying in the second year of the two year TTC course who are to engage pupils of primary classes after successful completion of the course.

## **1.4. VARIABLES**

The study is designed with Teacher Aptitude and its select four constructs as criterion variables and Academic Achievement in Teacher Education and the select four psychological teacher variables viz., Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching as predictor variables.

## **1.5. MAJOR HYPOTHESES AND OBJECTIVES OF THE STUDY**

Aptitude being a condition or a set of characteristics regarded as symptomatic of an individual's ability to acquire with some training, some knowledge, some skills etc. and the present population is senior primary teacher trainees who underwent one year training on Teacher Education, the major hypothesis of the study is that, Teacher Aptitude can be significantly predicted by one or more of the psychological teacher variables selected for the study.

It was further hypothesised that this will be evidenced by each of the following:

1. The existence of significant correlations of the criterion variables Teacher Aptitude and its four constructs with each of the five predictor variables for the total sample and for the subsamples studied.
2. Efficiency of each of the predictor variables to predict significantly Teacher Aptitude and its four constructs.

As the sample drawn for the study was stratified and the two strata considered were locale and type of management of institution, it was also hypothesised that,

3. Significant difference exists in the nature of relationship of the criterion variables with the predictor variables between relevant subsamples studied.
4. There exists significant locale wise and management wise difference in Teacher Aptitude and its four constructs.
5. There exists significant locale wise and management wise difference in each of the five predictor variables.

The hypotheses stated earlier made the investigator to fix the objectives of the study as follows:

1. To estimate the extent of relationship of Teacher Aptitude and its four constructs with each of the five predictor variables for the total sample and sub samples.
2. To derive the multiple regression equation of Teacher Aptitude and its four constructs in terms of the predictor variables and to estimate the relative efficiency of the predictor variables in predicting Teacher Aptitude and each of its constructs.
3. To test whether there exists significant difference in the nature of relationship of the criterion variables with the predictor variables between relevant subsamples studied.

4. To test locale wise and school management wise difference in Teacher Aptitude and its four constructs.
5. To test locale wise and school management wise difference in the five predictor variables.

## **1.6. METHODOLOGY**

Methodology adopted for carrying out the investigation is described as follows:

### **1.6.1. Sample**

Population for the study is senior TTC students studying in the Primary Teacher Training Institutions of Kerala. Stratified random sampling was the technique used for sampling. In drawing the sample, representation was given to locale and type of management of the institutions. Thus 506 senior student teachers belonging to government, aided and unaided Primary Teacher Training Institutions formed the sample of the study.

### **1.6.2. Tools Used**

Necessary data for the study were collected using the following tools:

1. Test of Teacher Aptitude (Sumangala and Usha, 2001)

2. Teaching Interest Inventory (Mumtas and Suja, 2006)
3. Scale of Attitude towards Teaching Profession (Mumtas and Hafsath, 2003)
4. Scale of Teacher Perception of Teacher Effectiveness (Sumangala and Kurian T., 1994)
5. Self Concept Scale for Teachers (Pillai, 1989).

### **1.6.3. Statistical Techniques used**

Statistical Techniques used in the analysis of data are the following:

1. Pearson's Product Moment Coefficient of Correlation 'r' followed by
  - (a) Test of significance of 'r's.
  - (b) 0.95 Confidence Interval of 'r's.
  - (c) Coefficient of determination,  $r^2 \times 100$
2. Step wise Multiple Regression Analysis (ANOVA approach)
3. Test of significance of the Difference between two Correlation Coefficient for Independent samples
3. Two tailed Test of Significance of Mean Difference for large independent samples.
4. One-way Analysis of Variance

## **1.8. SCOPE OF THE STUDY**

The major purpose of the study is to find out the extent of relationship of the criterion variables viz., Teacher Aptitude and its four constructs with the five predictor variables viz., Achievement in Teacher Education, Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching of the Primary teacher trainees of Kerala. This was studied by using the different statistical techniques like Pearson's Product Moment Coefficient of Correlation 'r' followed by Coefficient of Determination 0.95, Confidence Interval of each 'r', Multiple Regression Analysis, Test of significance of the difference between two Correlations, Test of significance of difference between means for large independent samples and One-way Analysis of Variance. It is therefore expected that, the results of analysis of the present study would be generalisable to a great extent.

Educationists can adopt a suitable selection procedure at the time of selection of teacher trainees and can select the apt ones for the profession and can give a reformation to the field of preservice teacher education.

Since efficiency of an educational system is primarily determined by the efficiency of its teachers, the identification of apt, able and efficient teaching personnel constitutes one of the most important task of all

educational concerns. Hence, the findings of the study, it is hoped, will be beneficiary for teacher educators, administrators and educationists. The investigator also hopes that, findings of the study will be serving as guidelines for remoulding the field of preservice teacher education by adopting necessary modifications and inclusions.

The sample for the study is a representative group of teacher trainees drawn by the stratified sampling technique and is subdividing the population in to small homogenous groups to get more accurate representation.

Even though the study was conducted among the teacher trainees who are to engage pupils of primary classes, the findings will also be reflective of the B.Ed. trainees, who are to engage pupils of High School classes.

Review of related literature reveals that the studies related to the criterion variable viz., Teacher Aptitude are very few. Hence the importance of study is increased and the investigator is motivated to conduct such a study.

The investigator has taken measures to make the study precise, comprehensive and objective as far as possible by taking sample on a stratified random sampling method. Even then some limitations have been identified are listed in the following section.

### **1.9. LIMITATIONS OF THE STUDY**

1. Even though the sample selected for the study is a large sample included 506 Senior teacher trainees, it is only a minor proportion of the population.
2. Even though the sample selected for the study is drawn from centrally located districts of Kerala, only three districts were selected due to time cost factors.
3. The study is delimited to Teacher Aptitude, Academic Achievement, Teaching Interest, Attitude towards Teaching profession, Teacher perception of Teacher effectiveness and Self Concept in Teaching. But there are some variables which are associated with teaching aptitude viz., success in teaching, job commitment, teaching competency, personality, role conflict, strategical understanding, etc.
4. The objective of estimating the difference between male and female, related to Teacher Aptitude, was not included in the study due to the small proportion of male and female teacher trainees.

## **1.10. ORGANISATION OF THE REPORT**

The report of the study is organised and presented in five chapters.

Details of each chapter are given below:

**Chapter I** deal with the need and significance of the study leading to the statement of the problem, definition of key terms, hypotheses, objectives, procedural framework, and scope and limitations of the study.

**Chapter II** includes the review of literature which would provide a clear picture of the work done in the area and to draw conclusions at the end.

**Chapter III** illustrates the methodology adopted for the study which provides a detailed account of the variables, rationale for the selection of the variables, sample selected, data collection procedure, tools used, standardisation procedures of tools and the statistical techniques employed in the analysis of the data.

**Chapter IV** describes the analysis of data and interpretation of the results leading to discussion of results and findings thereafter and tenability of hypotheses.

**Chapter V** summarises the major findings of the present study, their implications and suggestions for further research.

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**RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT  
AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY  
TEACHER TRAINEES OF KERALA**

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## Chapter Two

# REVIEW OF RELATED LITERATURE

- ❖ *Theoretical View Points on Teacher Aptitude*
- ❖ *Studies on Teacher Aptitude*
- ❖ *Studies on Academic Achievement in Teacher Education*
- ❖ *Studies on Teaching Interest*
- ❖ *Studies on Attitude Towards Teaching Profession*
- ❖ *Studies on Teacher Perception of Teacher Effectiveness*
- ❖ *Studies on Self concept in Teaching*
- ❖ *Meta Analysis*

*R*evue of related literature is a significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypothesis for the study. As Fox (1969) pointed out, it becomes part of the accumulated knowledge in the field and so contributes to thinking and research that follow.

The present study is an attempt to estimate the extent of relationship of Teacher Aptitude with Academic Achievement in teacher education and with certain psychological variables like Teaching Interests, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching of primary teacher trainees of Kerala. The general trend shown by these studies can be considered while interpreting the results of the study.

The investigator, in this chapter, presents a survey of major studies reviewed in the area along with a conceptual framework on Teacher Aptitude and these are classified under headings like

## **2.A. THEORETICAL FRAME WORK ON TEACHER APTITUDE**

### **2.B. REVIEWED STUDIES**

Reviewed studies are again classified into six headings viz.,

#### **2.B. 1. STUDIES ON TEACHER APTITUDE**

#### **2.B. 2. STUDIES ON ACADEMIC ACHIEVEMENT IN TEACHER EDUCATION**

#### **2.B. 3. STUDIES ON TEACHING INTEREST**

#### **2.B.4. STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION**

#### **2.B.5. STUDIES ON TEACHER PERCEPTION OF TEACHER EFFECTIVENESS**

#### **2.B.6. STUDIES ON SELF CONCEPT IN TEACHING**

#### **2.B.7. META ANALYSIS**

## **2.A. THEORETICAL FRAMEWORK ON TEACHER APTITUDE**

In the present chapter an attempt has been made to bring together the important theoretical viewpoints regarding Teacher Aptitude.

The concept of aptitude is reconstructed. Modern interpretation emphasises readiness to learn in particular instructional situations and recognises conative and affective as well as cognitive sources of aptitude.

Two problems make it little difficult to give a satisfactory definition of aptitude. First, is it inherited? Second, Is it a unitary trait or a combination of many traits?

Individuals differ greatly in their gifts and capacities, such differences being both quantitative and qualitative. In general, there are three classes of individuals, differing quantitatively with respect to their general mental equipment. They are the talented or gifted persons, the average persons, or persons of medium ability and the sub normal.

### **2.A.1. APTITUDE**

Aptitude refers to a natural or acquired capacity or ability especially a tendency, capacity or inclination to learn or understand (Webster's Medical Dictionary, 2002). It refers to part of a person's mental equipment which gives him a special fitness for any kind of endeavour. Such an aptitude may be the result of either an innate endowment or of special training or both. The mental and physical qualities giving rise to differences in aptitude are difficult to distinguish.

Warren's Dictionary says, "Aptitude is a condition or a set of characteristics regarded as symptomatic of an individual's ability to acquire with some training, some knowledge, skills or set of responses such as ability to speak a language". When we refer to a person's aptitude for mathematics or music we are referring to his future too. But his

aptitude, however, is a present condition having something to do with the future.

Bingham makes a careful analysis of the term aptitude and confines its use to prognosis. According to Bingham, an aptitude involves:

1. Ability to acquire skills, knowledge, attitudes, etc.
2. Readiness to acquire.
3. Satisfaction in the job.

Bingham again explains, "Aptitude is a measure of the probability of success of an individual with training in a certain type of situation". He points out that aptitude is abstract in nature.

It can be further explained:

- It is symptomatic or indicative of one's ability for particular work or job.
- It has predictive value.
- Training facilitates this capacity to become the actual ability.
- This is not a single factor, but, a composite of several elements.

According to Thorndike, there are three types of aptitudes, viz., abstract or mechanical, concrete and social. Aptitude is further classified as verbal, numerical, spatial, motor, musical, social, intelligental, natural, mechanical, teaching, academic, learning, etc.

Aptitudes stabilise in the early years of life, but there is no time of demarcation after which there is no effect on the formation of aptitudes. Generally it is considered that aptitudes are formed upto puberty.

Aptitude is thus a present condition with a forward reference. It is a condition or set of characteristics regarded as indication of potentialities, but we can't be very sure that a person possessing a particular aptitude is going to succeed later in a job or occupation calling for the use of aptitude, because, aptitude as stated is a present condition and it may be influenced by other factors.

#### **2.A.2. MEASURING APTITUDE**

Aptitude test attempts to predict the capacities or the degree of achievement that may be expected from individuals in a particular activity. Aptitude tests measure and describe special abilities, capacities or talents which are supposed to determine the level of achievement that can be expected from individuals in specific fields of study and activity.

Aptitude, like intelligence fall under the domain of mental measurement, but it is less confused and more specific in its nature.

The most common forms of aptitude tests are those used to judge scholastic promise and these are used in employment and educational counselling. The content of an aptitude test, however, need not be bound

to a particular domain because the user will not want to make inferences about that domain.

Aptitude tests are measures of potential abilities that foreshadow success on related task of some future time. The purpose is predictive and their focus often is narrowed to a single ability or small collection of related abilities.

Aptitude tests, like intelligence tests, are not always easy to distinguish from achievement tests, because on the surface the content seems interchangeable. There are differences – sometimes subtle and sometimes gross – that help developers of aptitude tests accomplish purposes that achievement tests ordinarily are not intended to serve.

Aptitude tests measure ability to succeed in a particular kind of training. Scholastic aptitude tests measure ability to succeed in college or school. Vocational aptitude tests measure the likelihood of success in vocational training or in an occupation. For constructing an aptitude test in music, for e.g., one has to consider the factors which enter into good musical performance, like, ability to remember between differences in pitch, rhythm, pattern, intensity, etc. Present level of achievement in these tasks must provide a predictive index. Someone who has the aptitude to do clerical work has the prerequisite skills in manual dexterity, attention to detail and speed with repetitive tasks to complete many types

of clerical work effectively and efficiently. In most walks of life, past performance is the best predictor of future performance in the same realm of activity.

For measuring aptitude, we can use the following methods:

Method I says, "measuring unitary factor and its comparison as an index of aptitude.

Method II – the aptitude of a candidate is known on the basis of his success or failure in an initial period.

Method III – includes Aptitude tests.

These are three types.

- (i) Factorial tests.
- (ii) Differential tests for measuring general aptitudes.
- (iii) Aptitude test for broad areas such as mechanical, musical, vocational, etc.

Aptitude tests have proved useful in selecting individuals for particular courses of study. For research, in selection of candidates for particular profession, aptitude tests can be used.

## TEACHER APTITUDE

A variety of factors seem to go along with Teacher Aptitude and is depended upon certain personal traits, intellectual and temperamental and these often will enable the teacher to get over even drastic constraints imposed on his performance.

Related studies also revealed that, there are so many factors which have dominant roles on Teacher Aptitude. Dushyant Kaur, in a study established that Academic Achievement, Teaching Aptitude and the personality traits as the predictors of success in Elementary Teacher training.

William Cooley and Paul Lohnes, argued that "yesterday's achievement is today's ability and tomorrow's aptitude".

Teaching needs three qualities. Knowledge is the first, communication skill is the second, aptitude is the third (The Hindu, 2002, Sept. 3). "A poor teacher tells; a good teacher teaches; an excellent teacher demonstrates; an outstanding teacher motivates". Time and again we hear these proverbial sayings from various sources at different occasions.

The ability of a teacher is decided in classrooms while presentation. Sitting in a good teacher's class those with aptitude, always probe whether

they can teach like this and then believe they can. Students' aptitude is well influenced by the classes they sit in and the teachers who teach them in their student days from primary to college.

How teachers can be identified as teachers with teacher aptitude? Good teaching looks effortless because a teacher's knowledge and experience are invisible. Teaching is a tricky blend of action, a way of contextualising knowledge. Good teaching is, in fact, complex and challenging, and even the best teachers face difficulties translating formal knowledge into effective practice (Blase, 2006).

Teaching has to be a dialogue, not a monologue. Teachers have to find innovative and effective technologies to present new concepts for motivating children. The classes have to be interactive with dialogue and sufficient learning materials.

A teacher with good teacher aptitude must be aware of the following essentials of teaching viz., plan a lesson, motivate students, curricular statements related, learning materials, teaching-learning strategies, essentials of the content, consolidation, elaborations, group activity, continuous and comprehensive evaluation, discipline, multi-level and multi grade activities, effective communication and interaction, etc.

From the past to this technological era itself, a teacher has to face so many problems inside or outside classrooms. They are related to cognitive, methodological, parental, societal, administrative, managerial, communicative, interactive and student based.

A creative teacher can solve problems which are new to him, in a divergent manner. A teacher with creativity can arranged and implemented new ideas and technologies in the teaching-learning process in a different way.

According to Hadfield, "mental ability is the full and harmonious functioning of the whole personality". A mentally able teacher can teach, guide and inspire his students properly to attain the goals of life.

Each generation of pupils grow up in a new context of patterns of interactive with others and in dealing with information technology. The learning experiences set up by teachers now must be tailored to the needs of pupils as they exist now; otherwise school will be experienced as an unreal world with outdated activities and knowledge. Teacher Aptitude is not something a teacher acquire at one moment in his professional development and then maintains in that same form thereafter. Rather it is an ever-changing requirement based on continuing professional development and critical reflection about one's own teaching.

## **2.B. REVIEWED STUDIES**

### **2.B.1. STUDIES ON TEACHER APTITUDE**

Review of related studies on teacher aptitude indicates that it is associated with several attributes which are related to teaching profession. Studies point out the complex nature of teacher aptitude, related variables and extent of relationship between them. Research on teacher aptitude has yielded better understanding about the impact that teacher ability has on student development.

The reviewed studies related to Teacher Aptitude are given below.

Adval (1952) in a study found that female teacher trainees have greater aptitude in teaching than male teacher trainees.

Banergy (1956) in a study of the inter-relation of two aspects of training viz., practice teaching and theoretical studies with general intelligence and teaching aptitude on a sample of student teachers found positive correlation between these variables.

In the study of predictors of teacher effectiveness, Sharma (1971) found that, besides other variables such as academic grades, socio-economic status, teaching experience, teaching aptitude is also a predictor of teacher effectiveness.

Sharma (1971) in a study on the predictors of teacher effectiveness at elementary level and on follow up after one year's of training found, teaching aptitude, academic grades, socio-economic status, teaching experience and age to be sound predictors of teacher effectiveness.

Vashishta (1973) in a study of predictive efficiency of admission criteria for B.Ed students found that academic grades, teaching aptitude and attitude towards teaching to be the best predictors of teacher effectiveness.

Ekstorm (1974) investigated the relationship between cognitive characteristics of teachers, their teaching behaviour and academic success of their pupils. Two major components found as affecting student achievement are (1) Teacher knowledge and (2) Teacher aptitude. In this study it was hypothesized that certain matches between teacher and pupil knowledge, skill, aptitude and cognitive style tend to facilitate pupils learning.

Thakkur (1977) in a study of teacher's effectiveness and their educational attitude in relation to their rapport with students and their survival and job satisfaction in the profession, found that female teachers have greater aptitude in teaching than male teachers. It was also reported that there exists significant relationship between teaching aptitude and general intelligence.

Ekstorm (1978) studied the relationship between teacher aptitude and knowledge, teaching behaviour and pupil outcomes. It was found that only cognitive style and one aptitude component (level of aspiration) are found related over both grade levels and subject.

In an attitudinal and personality study of Mutha (1980), it was found that effective teachers have significantly higher scores than ineffective teachers, confirming aptitude as a significant predictor of effective teaching.

Vyas (1982) studied the relationship of select factors with teaching success of prospective teachers in Rajasthan. It was found that, female teacher trainees have positive and significant relationship between teaching aptitude and teaching effectiveness. But, teaching success when assessed by "Teacher's Self Rating Measure", found no relationship between teaching success and teaching aptitude of either male or female teachers.

In the study of aptitude and achievement as predictors of performance on teacher competency, Ken and Kleine (1984) found a relatively small, but significant relationship between the overall competency factor and achievement variables. The competency factor is also correlated significantly with aptitude variables.

Sharma (1984) studied the effect of sex on teaching aptitude. No significant effect of sex was found on teaching aptitude.

Donga (1987) found that teacher aptitude is not a factor to control the adjustment behaviour of the student teachers. The study also suggests that female teacher trainees are more adjusted than male trainees. Trainees of different colleges differed significantly in adjustment. Trainees coming from science faculty have the lowest adjustment.

A comparative study of creative and non-creative B.Ed pupil teachers in relation to teaching effectiveness, self concept and some personal values, Singh (1987) found positive and significant correlation between teaching aptitude and teaching effectiveness.

A study of some psychological correlates of successful teachers, Kukreti (1990) found that there is a positive relationship between aptitude and success in teaching.

Feezel and Jerry (1993) conducted a study on preparing teachers through creativity games. Creative teaching which involves creating innovative lessons, games, materials, and assignments to challenge students, can be stimulated in teacher education students by stirring up their thinking and encouraging them to explore different paths.

Skipper and Charles (1993) conducted a study about the Instructional preferences of preservice teachers at three different levels of Academic aptitude. The study revealed that preservice teachers with varying academic ability are different in their preferences for the objectives and teaching methods of humanistic education and this should be recognized in development of Instructional strategies.

In a study, 'Determinants of teacher effectiveness', Beena (1995) found that teaching aptitude is a significant predictor of teaching effectiveness.

In a study of teaching aptitude of student teachers. Sajan (1999) found that there exists significant difference in teaching aptitude between male and female student teachers. The study also revealed that the level of achievement in degree examination has no influence in predicting teaching aptitude.

Rodger (2007) in a study examined a possible aptitude treatment interaction between teaching clarity and student test anxiety. Results revealed significant beneficial main effects for high vs low teacher clarity for both achievement motivation measures, but no aptitude treatment interaction between teacher clarity and student test anxiety.

Yeh (2007) in a study suggested that preservice teachers with high levels of C.T. dispositions, CT skills, and Intra personal intelligence as well as those with judicial thinking styles, are mindful, analytical and reflective in their teaching practices and therefore more likely to continually improve their skills in teaching aptitude.

In a study of self-esteem and teaching aptitude of DT Ed. students, Ranganathan (2008) found that there is a significant positive relationship between high self-esteem and teaching aptitude and there is no significant different between males and females and the level of self-esteem and teaching aptitude.

Studies on Teacher Aptitude reviewed and their findings are consolidated in Table 1.

TABLE 1

**Summary of Studies on Teacher Aptitude**

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major findings</b>
1.	Adval	1952	Female teacher trainees have greater aptitude in teaching than male trainees
2.	Banergy	1956	A positive correlation between practice teaching and theoretical studies with general intelligence and teaching aptitude
3.	Sharma	1971	Teaching aptitude is a significant predictor of teacher effectiveness
4.	Sharma	1971	Teaching aptitude, academic grades, socio-economic status, teaching experience and age to be sound predictors of teacher effectiveness.
5.	Vashistha	1973	Academic grades, teaching aptitude, and attitude towards teaching are the best predictors of teacher effectiveness.
6.	Ekstorm	1974	The major components which affect student achievement are, teacher knowledge and teacher aptitude
7.	Thakkur	1977	Significant relationship between teaching aptitude and general intelligence.
8.	Ekstorm	1978	Cognitive style and one aptitude component are found consistently related.
9.	Mutha	1980	Teacher aptitude is a predictor of effective teaching
10.	Vyas	1982	A positive and significant relationship between teaching aptitude and teaching effectiveness, but no relationship between teaching success and teaching aptitude.
11.	Ken and Kleine	1984	Teacher competency factors are significantly correlated with aptitude variables.

Sl. No.	Author	Year	Major findings
12.	Sharma	1984	No significant effect of sex on teaching aptitude
13.	Donga	1987	Teacher aptitude is not a factor to control the adjustment behaviour of the student teachers. Female trainees are more adjusted than male trainees.
14.	Singh	1987	Positive and significant correlation between teaching aptitude and teaching effectiveness.
15.	Kukreti	1990	Positive relationship between aptitude and success in teaching .
16.	Feezel and Jerry	1993	Preparing student teachers through creativity games by stirring up their thinking and encouraging them to explore new paths
17.	Skipper and Charles	1993	Preservice teaching with varying academic aptitude are different in their preference for the teaching methods.
18.	Beena	1995	Teaching aptitude is a significant predictor of teaching effectiveness.
19.	Sajan	1999	A significant difference in teaching aptitude between male and female. The level of achievement in degree exam has no influence in predicting teaching aptitude
20.	Rodger	2007	Significant beneficial main effects for high vs low teacher clarity for achievement and motivation measures, but no aptitude treatment interaction between teacher clarity and student test anxiety.
21.	Yeh	2007	Pre service teachers become mindful, analytical and reflective in their teaching practices, and, therefore, more likely to continually improve their skills in teaching aptitude.
22	Ranganathan	2008	Significant positive relationship between high self-esteem and teaching aptitude and no significant difference between males and females.

## **Conclusion**

Review of related studies indicates the importance of Teacher Aptitude and the variables that affect teacher aptitude. Some of the studies show gender difference in Teacher Aptitude, but some show no gender difference. Self-esteem, teacher effectiveness, success in teaching, Teacher competency factors, general intelligence, attitude towards teaching, Academic grades, teaching experience, age, SES, etc., are some of the variables that are related to Teacher Aptitude. Several studies show that Teacher Aptitude is capable of predicting teacher effectiveness. Teacher Aptitude is based on practice teaching and theoretical studies. The related studies reviewed, give a better understanding of the nature of Teacher Aptitude and the related variables and the relationship between them.

### **2.B.2 STUDIES ON ACADEMIC ACHIEVEMENT IN TEACHER EDUCATION**

Effective teachers have a good command of their subject matter and have a better academic performance. Without conceptual competencies a teacher can never create a strong basement of academic development in his students.

As so many reforms and recommendations occur in the field of evaluation system, like, formative and summative evaluation, continuous and comprehensive evaluation etc., the marks or scores gained by a

student is the ultimate word of achievement now also. Academic Achievement becomes the corner stone of the developmental path of education and really, it becomes a strong determinant of effective teaching.

Though there are so many studies related to academic achievement in different areas of student related problems, studies related to student teachers, teachers and teaching profession are very few in number.

The reviewed studies related to academic achievement are presented below.

Gopalacharyalu (1984) in a study of relationship between certain psychology factors and achievement of student teachers in teacher training institutes of Andhra Pradesh, tried to find out whether differences in the psycho-sociological factors of student teachers accounted for significant differences in their achievements. He also tried to identify the psycho-sociological factors that significantly predicted the achievements of student teachers. The results showed that attitude towards teaching and attitude towards training influence achievement in theory and total achievement significantly. It was also found that age and locality of student teachers have significant influence on achievement in theory and total achievement.

Patil (1984) studied the relationship between interest, attitude and intelligence with teaching in relation with other variables like achievement, sex etc. of B.Ed student teachers and found that intelligence, attitude and interest are positively correlated with teaching.

Wali (1985) examined the relationship between various demographic correlates, academic background of teachers and teaching effectiveness. Implications for teacher preparation, such as, inculcating proper values, proper selection and giving due importance to family background have been drawn on the basis of the study of six factors.

Bose (1993) studied the correlates of teacher effectiveness of 160 student teachers and found that positive significant relationship exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self confidence and previous academic achievement.

Cornelius (2000) investigated the factors affecting teacher competence of teacher trainees at the secondary level revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of subjects.

Smith and Kenneth (2000) conducted a study on Self Concept and verbal academic achievement of primary and secondary student teachers. Results revealed that significant difference between the two cohorts of student teachers on the self reported measures of self concept and text anxiety. The results also reveals that verbal academic self concept has significant and positive direct effect on verbal academic achievement. The indirect effect of verbal academic self concept mediated by worry component of test anxiety, is found to be significant for secondary student teachers. Results supported the proposition that an individual's self concept has a major direct influence on the worry component of test anxiety and in addition, a more dominant direct effect on verbal academic achievement.

Yeung and Watkins (2000) investigated twenty seven student teachers' personal sense of teaching efficacy in Hong Kong. The results pointed out that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self confidence.

Studies on Academic Achievement in Teacher Education reviewed and their major findings are consolidated in Table 2.

TABLE 2

**Summary of Studies on Academic Achievement in Teacher Education**

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major findings</b>
1.	Gopalacharyalu	1984	Attitude towards teaching and attitude towards training influence achievement in theory and total achievement of student teachers.
2.	Patil	1984	Intelligence, attitude and interest are positively correlated with teaching
3.	Wali	1985	Inculcating proper values, proper selection and due importance to family and academic background are major factors including teacher education programme
4.	Bose	1993	Significant relationship exists between teacher effectiveness, and each of the predictor variables like intelligence, teaching attitude, self confidence, and previous academic achievement
5.	Cornelius	2000	Intelligence, attitude towards teaching profession and academic achievement of teacher trainees are the discriminating factors of the different groups.
6.	smith and Kenneth	2000	Self concept has a major direct effect on verbal academic achievement of student teachers.
7.	Yeung and Watkins	2000	Teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self confidence.

## **Conclusion**

Studies, though they are very few in number, emphasized the importance of academic background of teachers and student teachers. Attitude towards teaching and training influence achievement of student teachers. Academic Achievement is a major factor for the proper selection of teacher candidates. Academic Achievement is associated with a number of factors viz., Intelligence, Interest, attitude, self confidence, teaching effectiveness, mental ability etc. Academic Achievement of teachers and student teachers is an area of future research, which the researchers have to notice.

### **2.B.3. STUDIES ON TEACHING INTEREST**

According to Crow and Crow (1973) "interest may refer to the motivating force that impels us to attend to a person, a thing or an activity, or may be the effective experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation in that activity." Out wants, motives and basic needs are very much linked with interests.

Teaching interest has been found as one of the major determinants of teacher effectiveness, (Grewal 1975). Teaching Interest occupies an important role in the characteristics related to Teaching profession. An

interested teacher can inculcate interest for the subject in students and all other activities, in and out of the school, that he deals.

Studies related to teacher efficiency revealed that Teaching Interest is highly related to Teaching success and only interested teachers can open the world of wonders to their students.

Though there are so many studies on interest in different areas, studies related to Teaching Interest are very few in number.

The reviewed studies related to Teaching Interest are given below.

Beet (1973) in a study, summarised the usage of practical projects, science activities and teaching aids usable in teaching. It was also pointed out that teacher interest is the decisive factor influencing the whole teaching learning process.

Stedman, *et al.*, (1977) in a study found that a significant relationship exists between teacher interest and pupil attitudes in one area out of four areas measured.

Tibbetts (1979) presented an example of what can happen when a teacher is deprived of all decision making powers with respect to her job. Denial of autonomy leads to decline in the teacher's interest and a consequent loss to students.

Elementary student's progressive disinterest in school was partially explained by Breen (1979) in a study. Results showed slight but significant relationship between teacher interest and student attitude towards subject areas.

Aggarwal (1980) conducted a study on the motivational factors on the selection of teaching as a profession among teacher trainees of Haryana. The motivational factors identified were: desire to continue education, possibility of doing good to the country, fondness of teaching, security of job, and parent's wish fulfilment.

Goyal (1980) studied the relationship among attitude, job satisfaction, adjustment and professional interest of teacher educators. The study found that teachers are favourably inclined towards their profession and are satisfied in their job.

Willie (1981) studied the relationship between age and teacher interest in continuing professional education. It was concluded that age-related alternatives in continuing education programme should be made available to teachers.

Rana (1981) in a study found that a majority of Home Science College teachers have moderate level of value commitment and interest in teaching.

Mohanty (1990) made critical analysis of reactions of pupil teachers towards teaching profession. It was found that majority of the pupil teachers are interested in the field of education.

Gitlin (1994) in a study, examined teacher's attitudes about professional voice involved discussion among group of colleagues about professional issues, addressing three areas of concern about dialogue: teacher interest, administrative support from the teacher's perspective and constraints. They suggested the importance of personal narratives to encourage teacher voice and teacher interest.

Vadasy (1991) in a study, Varying levels of inservice training and support in use of class wise peer tutoring (CWPT) were provided for 44 elementary teachers whose classes included students with learning disabilities. Analysis of teacher's survey responses, teacher's classroom observations, and interviews of six implementers indicated that level of support did not significantly influence teacher interest.

Jarrett (1999) examined the effects of previous experiences in science learning on prospective elementary teacher's interest and confidence in teaching science. The study reported on the effect of an inquiry-based science methods course on teacher interest and confidence. They found that elementary school experience, plus the number of science courses taken in college, predicted initial confidence and teacher interest.

Ruhland (2002) studied factors important to determine a business teacher's interest in continuing or not continuing in the teaching profession. The survey consisted of four sections: educational preparation, teaching experience, skills and interests in teaching, and demographics. Findings were (1) the retention rate of respondents is very good (2) 86% are still teaching (3) secondary business teachers who initially did not have teaching interest and a strong commitment to the teaching profession are more likely to leave the teaching profession.

Sundaram and Gandhi (2003) studied the interest of teacher trainees in teaching undergoing diploma course in teaching of Tamilnadu. The study found that interest in teaching of student trainees is not influenced by their type of school; parental occupation or their subject background. Among 16 criterion variables four variables, viz., marital status, native place, place of school and mode of admission can significantly influence interest in teaching of student teachers.

Kadijevich (2006) examined preservice teacher's interest to attain educational technology standards. The study revealed that, the direct effects of support on attitude and of attitude on interest are positive and significant.

Long (2006) in an investigation of teacher interest, revealed that student perceptions of teacher interest are represented by items related to

both teacher effectiveness and individual differences. Findings indicated that the teacher interest is a complex construct comprised of cognitive, affective, motivational and volitional dimensions.

Suja (2007) in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers.

Kadijevich (2008) studied teacher's interest to achieve educational technology standards ("interest") in terms of their computer attitude ("Attitude"), computer experience ("Experience") and the professional support to achieve these standards offered to them from their institutions ("Support"). By applying a two-group path analysis, it was found that to improve "interest", we need to improve "Attitude" by means of "experience". The analysed data evidence that a desired role of 'Support' can be achieved when 'support' respects 'Experience'.

Tanner (2008) in a study documented the unfortunate status of social studies and a lack of teacher interest, and poor instructional methods. The often overlooked and most detrimental factor is that most elementary teachers have not been taught the nature and purpose of social studies, because majority of courses that they have taken deal with methodology and pedagogy rather than content. Studying the student performance expectations associated with each standard can help

preservice teachers to see practical application of each standard in the elementary classroom.

Studies on Teaching Interest reviewed and their major findings are consolidated in Table 3.

**TABLE 3**  
**Summary of Studies on Teaching Interest**

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major Findings</b>
1.	Beet	1973	Teacher Interest is the decisive factor influencing the whole teaching-learning process.
2.	Stedman, <i>et al</i>	1977	Relationship is found between Teacher Interest and pupil attitude in one area out of four areas measured.
3.	Tibbetts	1979	Denial of autonomy leads of decline in the teacher's interest and a consequent loss to students.
4.	Breen	1979	Conveyance of teacher interest disinterest in a subject may be significant in student attitude development.
5.	Aggarwal	1980	The motivational factors on the selection of teaching as a profession are: desire to continue education, possibility of doing good to the country, fondness of teaching, security of job and parent's wish fullfilment.
6.	Goyal	1980	A favourable relationship among teaching attitude, job satisfaction, adjustment and professional interest.
7.	Willie	1981	Age-related alternatives in continuing education programmes should be made available to teachers.
8.	Rana	1981	Value commitment, which implied interest in teaching for its own sake, is predominant in

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major Findings</b>
			the professional commitment.
9.	Mohanty	1990	Majority of the pupil teachers are interested in the field of education.
10.	Gitlin	1994	Importance of personal narratives to encourage teacher voice and teacher interest
11.	Vadasy	1997	Level of support do not significantly influence teacher interest
12.	Jarrett	1999	The elementary school experiences plus the number of courses taken, can predict initial confidence and teacher interest.
13.	Ruhland	2002	Teachers who initially do not have teaching interest and a strong commitment to the teaching profession are more likely to leave the profession.
14.	Sundaram and Gandhi	2003	Marital status, native place, place of school and mode of admission can significantly influence the interest in teaching.
15.	Kadijevich	2006	The direct effects of support on attitude and of attitude on interest are positive and significant
16.	Long	2006	Teacher interest is a complex construct comprised of cognitive, affective, motivational and volitional dimensions.
17.	Suja	2007	Attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment.
18.	Kadijevich	2008	To improve teacher's interest, need to improve attitude by means of experience.
19.	Tanner	2008	Content oriented courses can develop teacher interest.

## **Conclusion**

Studies reviewed in the area of Teaching Interest reveal a clear picture that it is a decisive factor influencing the whole teaching - learning process. Some studies show positive relationship of teaching interest with teacher attitude and also with pupil attitude. Job satisfaction, adjustment, intelligence, level of support, commitment etc., are significantly related with teaching interest and studies reveal that interest can be developed through experiences. Professional autonomy helps to create teacher interest and it leads to student attitude development.

### **2.B.4. STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION**

Attitude towards Teaching Profession is an emotionalised tendency, organized through teaching experiences to react positively towards teaching." It is a learned emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of values.

Studies reviewed in this area are presented below.

Roy (1971) studied the relationship between teacher attitude and teaching efficiency and found a positive relationship between them.

In a study conducted by Sukhwai (1976) on attitudes of married lady teachers towards teaching profession, those teachers who have favourable attitude towards teaching profession has the highest percentage of problems in actual work situations.

George G. Austin (1979) conducted a study on the effect of student teaching and pretesting on student teachers attitude and found that attitude of student teachers can be improved by student teaching experience provided that they are not pre-tested concerning their attitudes.

Diran Taiwo (1980) studied the influence of previous exposure to science education on attitude of preservice science teachers towards science teaching. Major finding was: previous exposure to science education as a discipline before registering for bachelor's degree in science education in Nigerian Universities seems to significantly affect the attitude towards science teaching.

Bhandarkar (1980) in a study on polytechnic teacher's attitude towards teaching profession and its correlates, found that attitude towards teaching profession is not significantly related to the qualification of the teachers.

Ramakrishnaih, (1980) revealed through his study, that women teachers have a significant and more favourable attitude towards teaching than men teachers.

Gupta, (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Rawat and Sreevastava (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

Khatoon (1985) in a study on the relationship between teacher's classroom verbal behaviour and attitude towards teaching and found that teachers' attitude towards teaching has nothing to do with the teachers' influence in classroom.

Austin (1985) found significant differences between attitudes of teachers and principals concerning various aspects of main streaming practices. Teachers show a great deal of concern about classroom behaviour and academic progress of students, whereas principals tend to show a greater concern about philosophy of students.

Mahapatra (1987) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching. It was found that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.

Ramakrishnaih, (1989) analysed the attitude of college teachers towards teaching profession and it was found that (i) generally college teachers have a favourable attitude towards teaching (ii) Teachers below 35 years of age have a more favourable attitude towards teaching than the middle age group and the high age group.

Poozhikuth (1989) found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Karp, Karen and Silliman (1991) conducted a study on the Elementary School Teachers' Attitudes toward Mathematics. The teaching behaviour and instructional methods of elementary school teachers were investigated to determine whether teachers with positive attitude toward mathematics employ different methods in mathematics instruction than those with negative attitudes. Overall, teachers with negative attitudes employed methods that fostered dependency whereas

teachers with positive attitudes encourages student initiative and independence.

Pugh Ava and Others (1991) conducted a study, an Investigation of Preservice Teachers' Attitude toward Theory and Practical Application in Teacher preparation. To determine program effectiveness, students were surveyed at the end of the spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine, and communication. Results found their attitudes more positive in the fall on all four measures.

Ruscoe, Gordon and Others (1991) analyse the Qualitative and quantitative perspectives on Teacher Attitudes. Since 1988, teacher analysis suggest that simultaneous involvement with more than one type of restructuring has a positive effect on teacher attitudes. In subsequent interviews with teachers and administrators. While showing appreciation for shared decision making, teachers more often accounted for their positive attitudes by describing a supportive administrative style.

Koontz and Franklin (1992) in their study 'An Assessment of Teacher Trainees Attitude' towards selected Instructional Media, they selected two groups: 168 students and 170 preservice teachers. Based on

the final results of the study, it was concluded that a formal course in the selection and utilization of instructional media can function as a primary factor in the development of student's attitudes in a positive direction.

Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching.

In the study, the effects of Hands-on, Minds-on Teaching Experiences on Attitudes of Preservice Elementary Teachers (1992) Pedersen and Mecurdy examines the effects of a science method course on the attitude of the preservice elementary teachers (N=145) toward teaching science. Results indicated a significant positive change in attitude that was not significantly different for low and high science achievers.

Piel, John and Others (1992) conducted a study in the Educational Attitudes of Preservice Teachers. Two populations of undergraduate students (preservice elementary education majors and noneducation majors) were compared with respect to their attitudes toward learning. Data suggest that education majors' attitudes reflect generalized ambivalence toward important subject areas taught in elementary school, with significantly more positive attitudes displayed toward reading and literature. In spite of highly visible recommendations for more extensive academic coursework, results indicate the impracticability of addressing

teacher competence through added coursework before appropriate attitude adjustment processes have been planned and implemented.

Twille, Less-Doll and Others (1992) conducted a study in improving Academic Achievement in Inner City Schools: Do Attitude of Parents and Teachers Make a Difference? A study was done to determine whether or not the attitude of parents and teachers were related to the academic achievement of elementary school students. Seventy-one teachers, 49 parents, and thirty-two fourth grade students served as participants. Teachers' responses were used to supplement the development of the "Parent Teacher Attitude Questionnaire" (PTAQ). Parents completed pretests of the PTAQ. "Parent Version," were exposed to strategies designed to facilitate academic achievement and were then administered post tests of the PTAQ-P-Students were tested on a pretest-posttests basis in English, Mathematics and reading student's scores were compared using dependent 't' tests. Performance in all academic subjects improved significantly. Parent's responses to the PTAQ-P did not change significantly. The Teacher performance factor of the PTAQ-P was significantly related to two academic tests: the English Pre-test and the Mathematics post test. The school requirement factors was found to be significantly related to the reading pretest. Changes in parent's responses

to the test were positively correlated with three of the student's academic gain scores. .

Baxter and Anthony, G. (1993) conducted a study on improving Teaching candidates' Attitudes toward Learning Theoretical knowledge. Study tested the hypothesis that teacher candidate who were exposed to a theory oriented normative model and given theory - oriented reinforcement within a practice-oriented context would manifest more positive attitudes toward learning theoretical knowledge than those who were not so exposed. Results proved the hypothesis is plausible.

Benton, Gary and Others (1993) conducted a study about the Professional Development School's Impact on Student Teacher's Attitudes. The purpose of this study was to determine if student teacher's attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences. Two groups of student teachers were compared. A one way analysis of variance revealed significant differences for 7 of the 38 items.

Goodwin, Deborah, Derring, Rosemarie (1993) in their study, the interactive Video Approach to preservice Teaching Training: An Analysis of students' Perceptions and Attitudes, investigated the integration of interactive video technology in to a traditional teacher education programme, analysing student attitudes about classroom management

strategies. Students completed a survey following a seminar demonstration of an interactive videodisk on classroom management. Subjects revealed positive attitudes toward the use of interactive video.

Huber, Tonyal, Kline, Frank (1993) conducted a study on Attitude toward Diversity: Can Teacher Education programme really make a difference. They concluded that teacher education programme was revised to develop sensitive, nurturing teachers who understand student diversity. Pretests and post tests examining students professional and personal opinion about diversity found that field experiences create significant differences in attitudes toward diversity and social distance preference in educational settings.

Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Anderson, Dewayne studied (1995) about the preservice Teacher's Attitude toward children. Results from a teacher attitude questionnaire given to 1,405 preservice teachers revealed large differences in attitudes toward children, associated with age, gender, and major. The most positive were females in elementary, least positive males in secondary. Those in special education were most positive, in music art and physical

education least positive. Whether these attitudes manifest themselves in the classroom remains unknown.

Kumar (1995), in a study, found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession.

Reddy (1995) studied the attitudes of student teachers and success of student teachers, and reported that attitude of teachers do not significantly influence the success of student teachers.

Roos, Marie and Others in their study (1995), the Influence of Early Field Experiences on the attitudes of Preservice Teachers, investigated the effects of early field experience on the attitudes of elementary preservice teachers toward teaching. Pre-test and post-test data were collected by means of an instrument employing a semantic differential scale measuring attitudes toward teaching. Results offer support for the inference that these preservice elementary teachers have positive attitudes toward teaching prior to early field experience and have even more positive attitudes toward teaching after their easily field experience.

✓ Balan (1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant

relationship between attitude towards teaching and self concept of the female student teachers.

Chidolue, Mercy.E (1996) conducted a study. In this study, relationship between teacher characteristics and classroom environment, student achievement, and student attitude in high school biology classes were studied in an export factor design involving 11 teachers and 375 biology students in Nigeria. Significant positive relationships are found between teacher experience, teacher locality, student attitude and achievement.

✓ Marso & Pigge (1996) investigated the relationship between pre and post preparation development of attitudes, anxieties and confidence about teaching, and candidates success or failure in making the transition to teaching on 241 teacher candidates, and it was found that teacher preparation itself, has an impact upon teacher candidates' affective characteristics.

✓ Monahan, Robert and Others (1996) conducted a study of Rural Teachers' Attitudes toward inclusion. Over 60% of respondents indicated that inclusion will not succeed because of resistance from regular education teachers. They do not have the instructional skills and educational background to teach special needs students; regular education teachers prefer sending special needs students to special education

classroom rather than having special education teachers deliver services in the regular classroom, special and regular education teachers should demonstrate collaboration with all special needs students in the regular classroom; necessary resources are not available for inclusion to succeed; and special needs students improve their social skills when in a regular classroom, but they need more attention and assistance than the regular education teacher can provide.

✓ Downing, Jan, Filer, Janet and Others (1997) conducted a study about the science process skills and Attitudes of preservice Elementary Teachers. This study examined whether there was a relationship between preservice elementary teachers' competency in science process skills and attitude towards the field of science. Study data came from 46 students enrolled in an elementary course. Data analysis found a significant positively relationship between how well teachers performed science process skills and their attitudes toward science. The two subscale that significantly correlated with the performance of science process skills are the confidence in learning science scale and the teacher scale.

Pigge and Others (1997) studied the development of Attitudes toward Teaching career in a Longitudinal sample of Teacher Candidates Progressing Through Preparation and Five Years of Teaching. The study revealed that the development of attitude toward teaching does not follow

the same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings from previous research of teacher attitude development.

White, Pamela and Joy (1997) conducted a study about the "Effects of Teaching Techniques and Teacher Attitude on Maths Anxiety in Secondary Level Students". The purpose of this study was to determine if teaching techniques and teacher attitudes tend to reduce math anxiety. The MARS pretests and post test comparison indicated that both the control and experimental groups began and ended the study with the same level of anxiety. Likewise both groups started the study on the same basic skill level and performed on the same level at the end of the study.

Marso and Pigge (1998), in a study, found that candidates teaching 7 years after commencement of teacher preparation possess theoretically more desirable affective traits than non teaching candidates.

Cornelious (2000) investigated the factors affecting teacher competence of teacher trainees at the secondary level, revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of subjects.

Pushpam (2003) while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.

Devi (2005) in a study, found that moderate and highly significant correlation exists between success in teaching and the predictor variables like, role conflict, attitude towards teaching profession and job satisfaction. It was also reported that role conflict and Attitude towards teaching profession are the two variables capable of significantly and efficiently discriminating between successful and less successful groups of women teachers of Kerala.

Suja (2007) in a study found that attitude towards teaching, interest in teaching, and teaching experience have significant main effect on job commitment of teachers

Studies reviewed on Attitude towards Teaching profession reviewed and their major findings are consolidated in Table 4.

TABLE 4

**Summary of Studies on Attitude Towards Teaching Profession**

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major Findings</b>
1.	Roy	1971	Positive relationship between teaching attitude and teaching efficiency.
2.	Sukhwal	1976	Teachers with favourable attitude towards teaching profession revealed the highest percentage of problems in actual work situations
3.	Austin	1979	The attitude of student teachers can be improved by a student teaching experience.
4.	Diran Taiwo	1980	Previous exposure to science education significantly affect the attitude towards teaching
5.	Bhandarkar	1980	Attitude towards teaching profession is not significantly related to the qualification of the teachers.
6.	Ramakrishnaiah	1980	Women teachers have a significant and more favourable attitude towards teaching profession than men teachers
7.	Gupta	1984	Male and female teachers differ significantly in attitude towards teaching profession.
8.	Rawat and Sreevastava	1984	Significant difference between male and female teacher trainees in their attitude towards teaching profession
9.	Khatoon	1985	Attitude towards teaching profession has nothing to do with the teachers classroom behaviour
10.	Austin	1985	Significant difference between attitude of teachers and principals of mainstreaming practices

Sl. No.	Author	Year	Major Findings
11.	Mahapatra	1987	Intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.
12.	Ramamkrishnaih	1989	Teachers below 35 years have a more favourable attitude towards teaching profession than junior and senior teachers.
13.	Poozhikuth	1989	Female teachers have high attitude towards teaching than male teachers and age is not significantly associated.
14.	Karp, <i>etal.</i> ,	1991	Teachers with negative attitudes employed methods that fostered dependency where as teachers with positive attitudes encourages student initiative and independence.
15.	Pugh <i>et al.</i> ,	1991	Attitudes of preservice teachers' toward subject matter, audio visuals, class room management routine and communication are highly positive.
16.	Ruscoe et al.,	1991	Teachers more often accounted for their positive attitudes by describing a supportive administrative style.
17.	Koontz and Franklin	1992	A formal course in the selection and utilization of instructional media can function as a primary factor in the development of student's attitudes in a positive direction
18.	Mathai	1992	Attitude towards teaching profession is a significant predictor variable of teaching success.
19.	Pedersen and Mecerdy	1992	A significant positive change in attitude towards science teaching and that is not significantly different for low and high science achievers

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major Findings</b>
20.	Piel <i>et al.</i> ,	1992	The impracticability of addressing teacher competence through added course work before appropriate attitude adjustment processes have been planned and implemented.
21.	Twillie, <i>et al.</i> ,	1992	Attitudes of parents and teachers are highly correlated to student's academic achievement.
22.	Baxter and Anthony	1933	Teacher candidates who were exposed to a theory of oriented normative model and given theory-oriented reinforcement within a practice-oriented context would manifest more positive attitudes towards learning theoretical knowledge than those who are not so exposed.
23.	Benton, <i>et al.</i> ,	1993	Student teachers' attitudes towards their teaching experiences differed significantly after the addition of professional development school experiences.
24.	Goodwin, <i>et al.</i> ,	1993	Student teachers revealed positive attitudes towards the use of interactive video technology.
25.	Huber, <i>et al.</i> ,	1993	Field experiences create significant differences in attitude towards diversity.
26.	Skariah	1994	High attitude towards teaching group and high teaching success group of trainees are more creative.
27.	Anderson, <i>et al.</i> ,	1995	Female preservice teachers in elementary schools show most attitudes toward children, whereas males in secondary show least attitudes.

Sl. No.	Author	Year	Major Findings
28.	Kumar	1995	Significant attitude difference in male and female teacher trainees.
29.	Reddy	1995	Attitude of teachers cannot influence success in teaching.
30.	Roose, et al.,	1995	Positive attitude towards teaching prior to early field experiences and have even more positive attitudes toward teaching after their easily field experience.
31.	Balan	1996	No significant gender difference in the attitude towards teaching of student teachers.
32.	Chidolue, et al.,	1996	Significant positive relationships are found between teacher experience, teacher locality, student attitude and achievement.
33.	Marso and Piggie	1996	Teacher preparation itself has an impact upon teacher candidates' affective characteristics.
34.	Monahan, et al.,	1996	Over sixty percentage of the regular education teachers prefer sending special needs students to special education classrooms.
35.	Downing, et al.,	1997	Significant positive relationship between science process skills and attitude towards science.
36.	Pigge, et al.,	1997	Development of attitude towards teaching does not follow the same pattern for all teacher candidates.
37.	White, et al.,	1997	Teaching techniques and teacher attitudes have no effect no maths anxiety.
38.	Marso and Pigge	1998	Teachers teaching seven years after commencement of teacher preparation possess theoretically more desirable affective traits.

Sl. No.	Author	Year	Major Findings
39.	Cornelius	2000	Attitude towards teaching profession is a discriminating factor of teacher competence of different groups.
40.	Pushpam	2003	Significant positive relationship between attitude towards teaching and job satisfaction of women teachers.
41.	Devi	2005	Moderate and significant correlation exists between success in teaching and attitude towards teaching profession.
42.	Suja	2007	Attitude towards teaching, interest teaching, and teaching experience have significant main effect on job commitment.

## Conclusion

Studies reviewed on attitude towards teaching profession reveal that attitude towards teaching profession is a significant predictor of teaching efficiency. Studies prove that attitude can be improved through practical experience. It is also found that more effective and less effective teachers differ in attitude towards teaching. Previous exposure can increase the level of attitude. Some studies indicate that female teachers possess a high degree of attitude than male teachers. Teachers with positive attitudes encourage their students. Significant relationship of attitude towards teaching with variables like teaching interest, satisfaction, creativity intelligence, teaching effectiveness, commitment, achievement,

technology, teaching experience are established in a majority of studies. But a few studies show no relationship with the variables viz., qualification, class room behaviour, age, sex, locale, etc. However, attitude towards teaching is a significant variable related to teaching that majority of studies established its relationship.

#### **2.B.5. STUDIES ON TEACHER PERCEPTION OF TEACHER EFFECTIVENESS**

Teacher perception of Teacher effectiveness has been found as one of the major characteristic of effective teaching. Unless a teacher has better perceptions of effective teaching, he can never do justice to his profession.

Teacher effectiveness plays an important role in the teaching learning process. An effective teacher must have a current, thorough knowledge of the subject matter, show interest in teaching, and have an enthusiasm for the subject. Teaching is situational, and effective teaching depends upon human qualities inherent in the teacher.

Review of related studies showed that the diverse nature of teacher roles had made it impossible to identify a reliable, universal criterion of teacher effectiveness.

Ryans (1960) conducted a research on teacher effectiveness and found that teachers' classroom behaviour differ significantly when studied on the basis of gender, extent of teaching experience, area of specialization with in the profession, academic success and practice teaching.

Debnath (1971) studies some important determinants of teaching efficiency and found that age, experience, academic achievement and teaching are significantly related to teaching efficiency.

Raj (1971) studied teacher characteristics as perceived by pupils and teachers and found that students as a group give greater importance to professional qualities.

Roy (1971) studied the relationship between teacher attitude and teaching efficiency and found a positive relationship between these.

Chaya (1974) found that effective teachers have significantly better personality adjustment, favourable attitude towards teaching and emotional stability than ineffective teachers.

Arora (1976) found that effective teachers derive more satisfaction from their work than ineffective teachers.

Grewal's (1976) investigation showed that main predictors of teacher effectiveness are home, health, social, emotional and total

adjustments, dominance, submission and verbal and non verbal intelligence.

Gupta (1976) conducted a study on prediction of teacher effectiveness and found that highly effective teachers differ significantly with respect to 9 personality factors and the less effective teachers are less intelligent and are having lower self concept.

Maheswari (1976) studied the classroom verbal interaction pattern of effective and ineffective teachers. It was found that effective teachers use the categories of accept feeling, praise, use student ideas, student response and initiation, whereas, ineffective teachers employ lecture, direction and authority categories in the classroom behaviour.

Deo (1980) studied the personality and adjustment correlates of teaching effectiveness. It was found that high group is emotionally more stable, extrovert, dominant and the low group is emotionally more unstable, introvert and submissive, but, more sociable.

Mutha (1980) in a study found that the effective teacher has significantly higher scores on job satisfaction than the ineffective teacher and the significant predictor variables of teacher effectiveness are ascendance, submission, neuroticism, job satisfaction and teaching attitudes.

Srivastava (1980) in a study of the relationship between frustration and teaching efficiency of the student teachers, found that, frustration affect the teaching efficiency and no significant effect on gender difference.

Balachandran (1981) in a study of teaching effectiveness and student evaluation of teaching identified the factors of teaching effectiveness. They are: subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment of teachers, concern for the students' progress and informal academic help.

Perry (1981) pointed out that teacher's cognitive complexity may affect the way in which they view the classroom and organise the teaching activities.

Passi and Sharma (1982) found that there is positive relationship between teaching competency and liking of their pupils in their teaching behaviour in a study of the teacher effectiveness of secondary school teachers.

Al-Babtain (1982) found that there is no significant relationship between teacher student interaction and teaching effectiveness.

Wangoo (1984) in a study pointed out that personality adjustment, democratic leadership a high degree of intelligence and emotional content are the main characteristics of teacher effectiveness.

Subbarayan (1985) investigated that there is significant relationship between teacher effectiveness and self concept.

Wali (1985) examined the relationship between various demographic correlates, academic background of teachers and teaching effectiveness. Implications for teacher preparation such as inculcating proper values, proper selection and giving due importance to family background have been drawn on the basis of the study of six factors.

Veera Raghavan and Arunkumar (1988) observed that there exists significant difference in academic performance of students taught by high effective teachers and those taught by low effective teachers.

In a study of beginning first year teachers' perceptions of characteristics of effective teaching, Hill (1988) pointed out the following characteristics of effective teaching (1) caring and understanding relationship (2) relates to the kids and work with them at different levels (3) kind of positive interaction (4) ability to break things down to kids and (5) flexible and willing to try new things.

Mato (1988) studied the personality characteristics associated with teacher effectiveness as seen through Cattell's 16 P.F. test as compared to ineffective teachers and the factors are outgoing behaviour, intelligence and brightness, emotional stability and higher ego strength, happy go-lucky and enthusiastic conscientious, persistent and moralistic, venture some, socially bold, tender-minded and sensitiveness, polished and social awareness, self sufficient, resourcefulness and preferring own decisions and relaxedness.

Singh (1988) studied teaching efficiency in relation to job satisfaction and SES of secondary school teachers and it was found that teaching efficiency of rural and urban, trained and untrained teachers do not differ significantly and teaching efficiency of male and female teachers differ significantly.

Donga (1989) studies the effectiveness of certain predictors of teaching efficiency of student teachers and found that attitude towards children, general ability and professional knowledge are effective predictors of teaching efficiency.

Steffens (1990) examined the characteristics of teacher efficacy as perceived by teachers on a sample of 70 teachers found the following characteristics: 1) Knowledge of the subject matter, (2) A caring and

compassionate personality. (3) Enthusiasm (4) Organisation (5) A sense of humour (6) Love of children

Bose (1993) studied the correlates of teacher effectiveness of 160 student teachers and found that positive significant relationship exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self-confidence and previous academic achievement.

In a study on role perception beliefs held by early childhood preservice teachers, student teachers and classroom teachers, Kahlick (1993) identified important factors in teaching roles; and highlight areas of discrepancy between what teachers believe to be important and "real world" practice.

Kurian (1994) in a study, 'Teacher perception of effective classroom instruction at secondary school level' found that male and female teachers differ significantly in their perception of effective classroom instruction.

Saxena (1995) found that both effective and ineffective teachers are well adjusted, derived satisfaction from their work, and have favourable attitude towards teaching profession.

Tom (1996) investigated the beliefs and ideas that preservice and inservice teachers held about themselves as teachers, the students they

teach, and the setting in which they teach at the university of Wisconsin white water. The study revealed that teacher factors like, intelligence, personality, background and preparation programme, contribute more to the overall effectiveness of teachers.

Ostrander (1996) analysed multiple judges of teacher effectiveness by comparing teacher self-assessments with the perceptions of principals, students, and parents on a sample of 93 teachers. Findings suggested that the use of multiple judges may provide unique perspectives of teacher performance, resulting in fairer and more comprehensive evaluations.

Mohan (1998) pointed out that teaching effectiveness may be fairly well characterised by three factors viz., behavioural dimension, attitudinal dimension, and entry-level competence.

Yeung and Watkins (2000) investigated twenty seven student teacher's personal sense of teaching efficacy in Hongkong. The results pointed out that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self confidence.

Cornelius (2000) in a study on teacher competency of the B.Ed trainees found that intelligence, attitude towards teaching profession and academic achievement are the discriminating factors of different group of teachers.

Kagathala (2002) in a study found that area of schools and higher qualification affects teacher effectiveness.

Krishna Prasad (2002) found that teacher effectiveness is significantly related to temperament variables.

Chow *et al.*, (2002) studied teacher perception of appraisal in a sample of 527 elementary school teachers and reported that the appraiser-appraisee combination make a significant difference in teacher perception of the purposes and appropriateness of the appraisal.

Paul and Kumarvel (2003) in a study revealed that teachers differ in their effectiveness with respect to teaching experience, community, type of management and locale. It was also pointed out that rural teachers are more effective than urban teachers.

Johnson (2004) in a project study, identified a number of supports for teacher effectiveness. They are mentoring a curriculum that is adaptable and supportive of teacher learning and a professional culture in

which there is deep and sustained interaction between novice and veteran teachers.

Madsen, *et.al.* (2005) in a study, examined preservice and experienced teachers' ratings and comments on teacher effectiveness and student learning after observing video taped music classes. Analysis indicated that all groups make more comments about the teacher regardless of whether they watched the teacher tape or student tape. Experienced teachers are more critical in their evaluations and make more judgement statements than the undergraduate subjects. Total ratings of the teachers are significantly higher than those of the students. No differences are found due to focus of attention of observation.

Swars (2005) investigated perceptions of mathematics teaching effectiveness among elementary preservice teachers with high and low levels of mathematics teacher efficacy. Participants in this study included four elementary preservice teachers at a mid-sized university in the south eastern United States who had just completed a mathematics methods course. Data sources were the Mathematics Teaching Efficacy Beliefs Instrument and interviews. The interviews indicated that mathematics instructional strategies as well as past experiences with mathematics and their influences upon perceptions of teaching effectiveness are associated with mathematics teacher efficacy.

Wu (2005) examined the relationship between teachers' teaching effectiveness and school effectiveness. The major findings were: (1) The levels of teaching effectiveness measures of comprehensive high school teachers are moderately high, with good teacher student relationship, being the highest, and "teaching self efficacy" being the lowest (2) The higher the teachers' teaching effectiveness, the higher the school effectiveness. Gender, type of school, "teaching self efficacy," systematical presentation of instructional materials and good classroom climate are the five best predictors for school effectiveness.

Ding (2006) studied the relationship between teacher effectiveness and student's achievement as measured by test scores. A strong belief among policy makers and public as well as private funding agencies is that test scores are directly related to the quality of teaching effectiveness. This relationship implies that there could be a direct causality among teacher preparation, teacher quality and student achievement. Fundamental research issues and concerns as well as an alternative conceptual framework for studying the relationship of achievement and teaching are highlighted.

Heckert, *et al* (2006) investigated the relation of course, instructor and student characteristics to student ratings of teaching effectiveness, both overall and within the dimensions of pedagogical skill, rapport with

students, difficulty appropriateness, and course value/learning. Interest in the course content, expected grades, satisfaction with the time of day, and instructor sex, related significantly to all dimensions of teaching performance.

Lattuca, *et.al.* (2007) Studied the Qualitative methods to assess teaching effectiveness. Instruct or evaluation forms those scannable surveys that students use to rate the quality of their instructor and courses at the end of every term are the most common method of assessing teaching effectiveness in the United States. The authors identify and discuss qualitative sources of evidence and methods of assessment that can provide important and detailed information on the quality of teaching in a course or program. They also describe potential sources of information about and methods for assessing teaching effectiveness that can serve to expand conventional ways of thinking about summative evaluation of teaching.

Ranz (2007) explored teacher perceptions of the role of play in teaching and the implications for practice. Varying perceptions of the definition and place of play resulted in differing levels of willingness to include child initiated play that are spawned within the educational contexts. These perceptions led to inductively realized outcome variables of instructional goals, student products, and classroom climate.

Wang (2007) studied the impact of Information Entropy on Teaching effectiveness. Information entropy refers to the process in which information is sent out from the information source, transmitted through information channel and acquired by information sink, while the teaching process is the one of transmitting teaching information from teachers and teaching material to students. How to improve teaching effectiveness is virtually how to increase the transmission of effective information in teaching.

Begeny, *et.al.* (2008) in a study of teachers' perceptions of student academic abilities, suggested that teachers are generally accurate when estimating students with strong oral reading fluency skills, but teachers have more difficulty in judging students with average to low oral reading fluency.

Studies on Teacher Perception of Teacher Effectiveness reviewed and their major findings are consolidated in Table 5.

TABLE 5

**Summary of Studies on Teacher Perception of Teacher Effectiveness**

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major Findings</b>
1	Ryans	1960	Significant difference between teacher effectiveness and teachers' classroom behavior
2	Debnath	1971	Age, experience, academic achievement and teaching are significantly related to teaching efficiency
3.	Raj	1971	Students gave greater importance to professional qualities and teachers to personal qualities of a teacher
4.	Roy	1971	Positive relationship between teacher attitude and teaching efficiency
5.	Chaya	1974	Effective teachers have significantly better personality adjustment, more favourable attitude towards teaching, emotional stability
6.	Arora	1976	Effective teachers derive more satisfaction from their work.
7.	Grewal	1976	Main predictors of teacher effectiveness were home, health, social, emotional and total adjustments, dominance, submission and verbal and non verbal intelligence
8.	Gupta	1976	Low effective teachers are less intelligent and are having lower self concept
9.	Maheswari	1976	Effective teachers used the categories of accept feeling, praise, student ideas, student response and initiation, whereas, ineffective teachers employed lecture, direction and authority categories in the classroom behaviour.
10.	Singh	1976	Superior teachers are able to solve problems quickly

Sl. No.	Author	Year	Major Findings
11.	Chandra	1976	Efficiency of teachers increased with opportunities for more social services, more intellectual challenges and more independence
12	Deo	1980	High group is emotionally stable, extrovert, dominant and the low group is more unstable, introvert and submissive, but more sociable
13.	Mutha	1980	Significant predictors of teacher effectiveness are ascendance, submission, job satisfaction and teaching attitudes
14.	Srivastava	1980	Frustration affect the teaching efficiency
15.	Balachandran	1981	Factors affecting teaching effectiveness are subject mastery, intellectual kindling, responsiveness, integrity and communicating ability, commitment, concern for the student's progress
16.	Perry	1981	Teacher's cognitive complexity may affect the way in which they view the classroom and organise their teaching activities
17.	Passi and Sharma	1982	Positive relationship between teaching competency and liking of their pupils in their teaching behaviour
18.	AL-Babtain	1982	No significant relationship between teacher student interaction and teaching effectiveness
19.	Wangoo	1984	Personality adjustment, democratic leadership, intelligence and emotional content are the main characteristics of teacher effectiveness
20.	Subbarayan	1985	Significant relationship between teacher effectiveness and self concept

Sl. No.	Author	Year	Major Findings
21.	Wali	1985	Values, family background, proper selection, academic background as effective correlates of teacher effectiveness
22.	Veera Raghavan and Arunkumar	1988	Significant difference in the academic performance of students taught by high effective and low effective teachers
23.	Hill	1988	Caring and understanding relationships, positive interaction, flexibility are the characteristics of effective teaching
24.	Mato	1988	Effective and ineffective teachers differ in personality factors
25.	Singh	1988	Teaching efficiency of male and female teachers differ significantly
26.	Donga	1989	Attitude towards children, general ability and professional knowledge are effective predictors of teaching efficiency
27.	Steffens	1990	Knowledge of the subject matter, caring and compassionate personality, Enthusiasm, organisation, a sense of humour, Love of children are the characteristics of teacher effectiveness
28.	Bose	1993	Intelligence, self confidence, teaching attitude and previous academic achievement are significantly related to teacher effectiveness
29.	Kahlick	1993	Highlighted areas of discrepancy between what teachers believe to be important and "real world practice".
30.	Kurian	1994	Male and female teachers differ significantly in their perception of effective classroom instruction
31.	Saxena	1995	Both effective and ineffective teachers are well adjusted, derived satisfaction from their work and have favourable attitude towards teaching profession.

Sl. No.	Author	Year	Major Findings
32.	Tom	1996	Intelligence, personality, background and preparation programme contribute overall effectiveness of teachers
33.	Ostrander	1996	Use of multiple judges may provide unique perspectives of teacher performance
34.	Mohan	1998	Behavioural dimension, attitudinal dimension, and entry level competence are the fairer characteristics of teacher effectiveness
35.	Yeung and Watkins	2000	Teaching efficiency viewed in terms of learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, teaching success, commitment and self confidence.
36.	Cornelius	2000	Intelligence, attitude towards teaching profession, and academic achievement are the discriminating factors of different group of teachers
37.	Kagathala	2002	Area of schools and higher qualification of teachers affect teacher effectiveness
38.	Krishna Prasad	2002	Teacher effectiveness is significantly related to temperament variables
39.	Chow, <i>et al.</i>	2002	Appraiser-appraisee combination make a significant difference in teacher perception
40.	Paul and Kumarvel	2003	Teacher effectiveness differs with respect to teaching experience, community, type of management, and locale
41.	Johnson	2004	Supports for teacher effectiveness are mentoring a new curriculum that is adaptable and supportive, and a professional culture.
42.	Madsen, <i>et al.</i>	2005	Total ratings are significantly higher than those of the preservice students

Sl. No.	Author	Year	Major Findings
43.	Swars	2005	Mathematics instructional strategies as well as past experiences with mathematics and their influences upon perceptions of teacher effectiveness are associated with mathematics teacher efficiency
44.	Wu	2005	The higher the teachers' teaching effectiveness, the higher the school effectiveness
45.	Ding	2006	There can be a direct causality among teacher preparation, teacher quality and student achievement
46.	Heckert <i>et. al.</i>	2006	Interest in the course content, expected grades, satisfaction with the time, and instructor sex, related significantly to all dimensions of teaching performance
47.	Lattuca, <i>et.al.</i>	2007	Students rate the quality of their instructors and courses at the end of every term is the most common method of assessing teacher effectiveness
48.	Ranz	2007	Teacher perceptions led to the inductively realized outcome variables of instructional goals, student products and classroom climate
49.	Wang	2007	How to improve teacher effectiveness is virtually how to increase the transmission of effective information in teaching
50.	Begeny, <i>et al.</i>	2008	Teachers have more difficulty in judging students with average to low oral reading fluency

## Conclusion

Studies reviewed reveal that teacher perception of teacher effectiveness is a determinant factor in the whole process of teaching and

learning. The complex nature of teaching can be observed from the studies that they include as many variables which are directly or indirectly affect teaching effectiveness. Age, experience, academic achievement, gender, personality, satisfaction, home, health, social and emotional adjustments, intelligence, subject mastery, commitment, concern, values, democratic leadership, attitude, interest, self concept, motivation, humour, love etc., are some of the variables that are significantly related to teacher effectiveness. Almost all the studies give an insight in to the diversity of teaching profession and the related factors affecting teaching.

#### **2.B.6. STUDIES ON SELF CONCEPT IN TEACHING**

Self-concept in teaching, as a powerful determinant of teacher behaviour, is developed by the way in which teacher experiences and interprets things that happen. The quest for understanding oneself plays a vital role in orienting the teacher to the world around him and enabling him to behave with confidence so that he can maximise his pleasure and minimise his pain in his professional area.

A considerable amount of research has been conducted to study the relationship between self concept in teaching and the major determinants of effective teaching.

The reviewed studies in this context are presented below.

Khatry (1973) studies the relationship between self concept and professional adjustment of three categories of teachers-primary, secondary and college. The study concluded that there exists a significant relationship between self concept and professional adjustment of the three groups of teachers.

Aspy and Buhler (1975) conducted a study to see the effect of teachers inferred self concept upon student achievement. It was found that the level of inferred self concept are positively related to the student's cognitive growth at 0.01 level of significance.

Mathew (1976) conducted a study of classroom behaviour of teachers and its relationship with teachers' creativity and self concept. The study found that there is no significant relationship exists between creative teacher and classroom behaviour. But a positive relationship exists between creative teacher and teacher's talk. There is no relationship between self concept of teachers and pupil initiation ratio.

Gomati Mani and Gonsalves (1977) conducted a study on self concept of student teachers in relation to their performance in practice teaching. They found that teachers with more teaching experience have better self concept than teachers with less teaching experience. Besides age has some influence on self concept. Lower age accompanied by better

self concept and more effective teaching. Socio-economic background have also influence on self concept.

Goswami (1978) in a study of self concept of adolescents and its relationship with scholastic achievement and adjustment found that adolescents with a good self concept are likely to achieve more than those with poor self concept.

Coney (1978) in an investigation, of self concept and school attitudes as measures of effectiveness of title VII intervention programme noticed significant relationship between self concept of ability and achievement.

Fritts (1979) in his study found that teacher attitudes towards the level of professionalism attached to the field of education are correlated with the variables of (1) level of university study, (2) teaching experience, (3) size of home school district and (4) gender. Analysis revealed that teachers do perceive themselves as a professional group, although with varying agreement on the priorities of professional group characteristics.

Rai (1983) investigated self concept of the prospective teacher and found that self concept of the prospective teacher is positive. The relationship of self concept with adjustment and intelligence are positive

and significant. It was also found that self concept could be very well predicted from an individual's intelligence and adjustment scores.

Convert (1984) examined the influence of varying the length of the student teaching practicum on the self concept of teachers and their motivation towards the profession. Research indicated that the notion that the longer the student teacher practicum the better is not true. While it is not yet clear what the optimum practicum length should be, it does appear that the governing factor might be the minimum time required to develop technical competence and self confidence rather than the period of time required to fully socialize a student into a teacher.

Subbarayan (1985) conducted a study to find out the relationship between teacher effectiveness, research and publication and self concept and found that relationship between teacher effectiveness and self concept is significant.

Chadda (1985) found that the distribution of the scores of self concept through profile analysis is not normal for the total group of teachers as well as for the sub samples.

Jayalatha (1991) studied attitude towards teaching profession and teacher's self concept as correlates of teacher perception of effective classroom teaching of secondary school teachers and found that the



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relationship between teacher perception of effective classroom teaching and teacher's self concept is negative and not significant.

Sameer (1996) in a study of Teacher success in relation to self concept and attitude towards teaching profession of secondary school mathematics teachers of Kerala, found that self concept discriminates significantly between successful and less successful teachers.

Marsh (2000) conducted a study on multiple dimension of teacher's self concept. In this study, he integrated research literature on self concept and on student's evaluation of teaching effectiveness (SETs). The results showed that agreement between teacher self concept and SETs is moderate for teachers who had not previously received SET feed backs, but substantially higher for teachers previously received SET feed back.

Brown (2004) examined the relationship of self concept to changes in cultural diversity awareness of urban teacher educators. The sample consisted of 100 European American preservice teachers. The findings indicate that there is no significant relationship between total self concept and total cultural diversity awareness.

Ramesh and Thiagarajan (2005) found that the self concept of B.Ed trainees is high and there is no significant difference due to gender,

community, locality and optionals. The study also revealed that, the higher the qualification, higher is the self concept.

Sugathakumar (2005) in a study revealed that self concept and achievement motivation have significant relationship with teacher effectiveness. It was also found that self concept and achievement motivation are capable of predicting teacher effectiveness.

Rajani (2007) in a study found a significant correlation between self concept and job involvement of teachers. It was also found that significant difference in relationship of self concept and job involvement exists between aided and unaided; rural and urban teachers.

Studies on self concept in Teaching reviewed and their major findings are consolidated in Table 6.

TABLE 6

**Summary of Studies on Self Concept in Teaching**

<b>Sl. No.</b>	<b>Author</b>	<b>Year</b>	<b>Major Findings</b>
1	Khatry	1973	A significant relationship between self concept and professional adjustment
2	Aspy and Bubler	1975	Levels of inferred self concept are positively related to the student's cognitive growth
3.	Mathew	1976	A positive relationship between creative teacher personality and teachers' talk whereas no relationship between self concept of teachers' and pupil initiation ratio
4.	Gomati Mani and Gonsalves	1977	Teachers with more teaching experience have better self concept than with less teaching experience
5.	Gosmani	1978	Adolescents with a good self concept are likely achieve more than those with poor self concept
6.	Coney	1978	Significant relationship between self concept of ability and achievement
7.	Fritts	1979	Teachers do perceive themselves as a professional group, although with varying agreement on the priorities of professional group characteristics
8.	Rani	1980	Significant relationship between self concept and academic achievement
9.	Rai	1983	Self concept could be very well predicted from an individual's intelligence and adjustment scores
10.	Covert	1984	The notion that, the longer the student teacher practicum, the better is not true
11.	Subbarayan	1985	Significant relationship between teacher effectiveness and self concept
12.	Chadda	1985	Self concept of teachers differed significantly from their emotional adjustment

Sl. No.	Author	Year	Major Findings
13.	Jayalatha	1991	Relationship between teachers' perception of effective classroom teaching and their self concept is negative and not significant
14.	Sameer	1996	Self concept of teachers' discriminates significantly, successful and less successful teachers
15.	Hunt	1997	Relation between self concept, hope and academic achievement
16.	Marsh	2000	Agreement between teachers' self concept and student's evaluation of teaching effectiveness
17.	Brown	2004	No significant relationship between total self concept and total cultural diversity awareness
18.	Ramesh and Thiagarajan	2005	The higher the qualification, the higher is the self concept
19.	Sugatha Kumar	2005	Self concept and achievement motivation have significant relationship with teachers effectiveness
20.	Rajani	2007	Significant correlation between self concept and job involvement.

## Conclusion

The reviewed studies prove that Self Concept is associated with several factors like academic achievement, qualification, creativity, hope, worry, anxiety, perception, success, effectiveness, experience, adjustment of teachers and also teacher trainees. Most of the studies show positive and significant relationship with these factors, whereas, some shows negative relationship also. Studies established that self concept in teaching is an important factor which determines the quality of teaching.

## **Meta Analysis**

Studies reviewed in the areas of Teacher Aptitude, Academic Achievement, In Teacher Education, Teaching Interest, Attitude towards teaching profession, Teacher perception of Teacher Effectiveness and Self Concept in Teaching reveal that these variables are inter-related and complementary to each other. The studies indicate several other variables which are related to teaching and give a better understanding of them in different contexts, and different purposes. The variables associated with effective teaching are innumerable, such as, attitude towards teaching, interest in teaching, self concept in teaching, personality, adjustment, Teaching competency, academic achievement, teacher effectiveness, teacher perception, cognitive ability, teaching style, commitment, job satisfaction, teaching success, intelligence, gender, age, qualification, classroom climate, teacher behaviour, teacher communication, meta cognition, values, worry, anxiety, locale, concern for students' progress, motivation etc. The review suggested that there are no comprehensive studies covering the variables. viz., Teacher Aptitude, Academic Achievement, Teaching Interest, Attitude towards teaching, Teacher perception of Teacher Effectiveness and self concept in Teaching of teacher trainees of Kerala. The present study, in this context, is an attempt to fill the gaps, if any, in the studies conducted so far, and the findings of the study may initiate further investigation of this kind.

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**RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT  
AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY  
TEACHER TRAINEES OF KERALA**

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## Chapter Three

### **METHODOLOGY**

- ❖ *Variables*
- ❖ *Tools Used*
- ❖ *Sample drawn*
- ❖ *Data Collection Procedure, Scoring and Consolidation*
- ❖ *Statistical Techniques Employed for Analysis*

*R*esearch in education employs empirical and scientific inquiry to test theoretical ideas that inform practice (Freebody, 2003). The scientific status of any research process and product depends upon the quality of methods and methodology adopted for the inquiry. Methodology refers to the description of those scientific, systematic and purposeful procedures for arriving conclusions.

In this chapter, details of that scientific process by means of description of variables, tools, sample, data collection procedure scoring and the statistical techniques used are given, which are inevitable to know the study.

The present study is intended to find out the extent of relationship of Teacher Aptitude with Academic Achievement in Teacher Education and with Select Psychological Variables of Teacher Trainees of Kerala. This is a correlational of study with criterion variable as Teacher Aptitude (and its four constructs) and predictor variables as Academic

Achievement in Teacher Education, Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching. In this attempt, the methodology followed for the study is described under headings like:

1. Variables
2. Tools used
3. Sample drawn
4. Data Collection Procedure, Scoring and Consolidation
5. Statistical Techniques Used.

### **3.1 VARIABLES**

As the title of the study indicates, the study is with Teacher Aptitude (and its four constructs) as criterion variable.

Aptitude as a construct refers to psychological characteristics of individuals that predispose and thus predict differences in later learning under specified instructional conditions (Snow, 1980). Aptitude is also a capacity or talent both innate and developed for successful performance in one or another area and especially for future development of capacity in the area.

The term aptitude came to us from Latin via French. In origin aptitude means, "apt, appropriate, suitable". However, the broad concept

of aptitude includes connative and affective characteristics of persons, not just cognitive abilities.

Aptitude is classified as verbal, numerical, spatial, motor, musical, social, mechanical, teaching, cognitive, affective, academic, training, etc. Aptitude related to teaching is complex in nature. A variety of factors seem to go along with Teacher Aptitude and is depend upon certain personal traits, intellectual and temperamental and these often will enable the teacher to get over even drastic constraints imposed on his/her performance.

Again, the study is to estimate the extent of relation of Teacher Aptitude with select psychological variables and Academic Achievement in Teacher Education and thereby to estimate the relative efficiency of these variables in predicting Teacher Aptitude. Therefore, predictor variables of the study are:

1. Academic Achievement in Teacher Education
2. Teaching Interest
3. Attitude towards Teaching Profession
4. Teacher Perception of Teacher Effectiveness
5. Self Concept in Teaching

Along with the above mentioned major objective of the study, the investigator was also interested in testing the significance of locale wise and type of institutional management wise difference in both the criterion variables and the predictor variables. Therefore, classificatory variables are:

1. Locale of the Teacher Training Institution
2. Type of Management of the Teacher Training Institution

### **3.2 TOOLS USED**

Preparation or selection of appropriate tools for measuring the variables is the major task for a study to get valid results.

The following are the tools used in the present study.

1. Test of Teacher Aptitude (Sumangala and Usha, 2001)
2. Teaching Interest Inventory (Mumtas and Suja, 2006)
3. Scale of Attitude towards Teaching (Mumtas and Hafsath, 2003)
4. Scale of Teacher Perception of Teacher Effectiveness (Sumangala and Kurian, 1994).
5. Self Concept Scale for Teachers (Pillai, 1989)

Of these, the only tool developed by the investigator was "Test of Teacher Aptitude". All other tools were adopted.

As a measure of Academic Achievement in Teacher Education, marks obtained by teacher trainees for first year examination of the TTC course was considered. These marks were standardised while doing statistical analysis.

The psychometric details of the tools are consolidated and presented in the Table 7 in precedence to the detailed description of each tool.

**TABLE 7**  
**Psychometric Details of the Tools Used**

Sl. No.	Name of the Tools	Variable Measured	No. of items	Reliability		Validity
				Test-retest	Split-half	
1.	Test of Teacher Aptitude	Teacher Aptitude	60	0.88	-	Face and Construct
2.	Teaching Interest Inventory	Teaching Interest	27	0.82	-	Face
3.	Scale of Attitude towards Teaching	Attitude towards Teaching Profession	50	0.72	-	Face
4.	Scale of Teacher Perception of Teacher Effectiveness	Teacher Perception of Teacher Effectiveness	39	0.64	-	Content and Construct
5.	Self Concept Scale for Teachers	Self Concept in Teaching	48	-	0.74	0.48

Nature of the tools used and their psychometric details are described below:

### **3.2.1 TEST OF TEACHER APTITUDE**

Test of Teacher Aptitude was developed and standardised by the investigator for the study under the guidance of her supervising teacher. Details of the test construction and standardisation are described below.

#### **3.2.1.1 Planning of the Test**

To develop the test, the investigator followed the operational definition of the term Teacher Aptitude. That is, Teacher Aptitude is the innate ability of student teachers or teachers to perform instruction successfully and efficiently. Thus, out of the several such possible factors, investigator selected four viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability.

#### **3.2.1.2 Rationale for the Select Constructs**

For efficient and effective instruction, awareness of different instructional strategies and a knowledge of when and where to use each is inevitable. In other words, teacher is to know the psychological, sociological and philosophical basis of instruction, and aware of the need for planning a lesson, when a particular strategy is more apt for a particular content area and how it can be efficiently used; better presentation of the concept with appropriate learning situations and materials, elaboration of the essentials, consolidation, effective and timely

evaluation, etc. That is why aspirants of the teaching profession are to undergo teacher training course which gives adequate knowledge and practice of these essentials. As such, the test of Instructional Awareness is a strong component of Teacher Aptitude.

A teacher has to face so many problem situations while engaging the class and even outside, which often requires immediate and appropriate solutions. The problem situations may be of academic, administrative, managerial, behavioural, parental or societal, and the mode of solutions to each of which will also be different. Thus, it signifies Educational Problem Solving as a construct of Teacher Aptitude.

Only a creative teacher can create creative minds and can solve problems in a creative, unusual, flexible manner. To motivate children for higher level of thinking viz., critical and enactive thinking, teachers must proceed children in thinking processes and develop divergent learning experiences. Further, students need the support of teachers in leading them to think and express their ideas that are unconventional and unusual. Hilgard and Sears' (1964) study is worthy to note in this regard. The study found positive correlation between creativity and demonstration by the teachers of their willingness to listen to the ideas of their pupils. Thus is the role of creativity as a component of Teacher Aptitude.

Guilford believes that each person is a unique composite of different intellectual abilities. It is an established fact that teacher's performance in the classroom teaching or in the outdoor depends upon his/her mental ability which is a combination of different abilities like abstract reasoning, spatial ability, inductive and deductive reasoning, verbal comprehension etc. Mental Ability is, as such a major factor of Teacher Aptitude.

The test was planned to be of objective type test items, each with four alternatives except for the test of Creativity.

Format of the draft test indicating the four constructs and the number of test items framed under each construct are given in Table 8.

TABLE 8

**Format of the draft test indicating the four constructs and the number of test items framed under each construct**

Sl. No.	Constructs of Teacher Aptitude	Type of items	No. of items
1	Instructional Awareness	Multiple choice	30
2	Educational Problem Solving	Multiple choice	30
3	Creativity	Descriptive	5
4	Mental Ability	Multiple choice	10
	Total		75

### **3.2.1.3. Preparation of the test**

The investigator prepared test items based on the facts and concepts related with the four factors of Teacher Aptitude as per the details shown in Table 8.

### **3.2.1.4. Tryout – Pilot Test**

The so prepared draft test was given to a small group of teacher trainees to check for word ambiguity, for clarifications in the instructions and to fix the time limit.

The draft test was printed and the investigator decided to administer it for tryout. A sample of 100 teacher trainees were selected for the tryout, considering all the strata of the population viz., rural, urban, government, aided and unaided institutions.

Scope of the tryout test was to secure data both for qualitative and quantitative analysis. Qualitative analysis includes finalising of administrative procedures of the test, identification of incorrect instructions and questions etc.

Quantitative analysis is concerned with the determination of selecting the best items in terms of item Difficulty Index (DI) and item Discrimination Power (DP) for inclusion in the final test. To determine these, the investigator used the Ebel's method. By this method,

$$\text{Difficulty Index (DI)} = \frac{U+L}{2N} \quad \text{and}$$

$$\text{Discrimination Power (DP)} = \frac{U-L}{N}$$

Where,

U = The number of correct responses in the upper group

L = The number of correct responses in the lower group

N = The number of individuals in the group.

### **3.2.1.5. Scoring**

As all the test items except of creativity are objective type, scoring scheme was to give 'one score' for each correct answer and zero score for every incorrect answer. For the test of Creativity, five improbable situations were given and the trainees were to write their responses freely. The responses were scored for three components of Creativity viz., fluency, flexibility and originality.

For scoring, fluency is defined as the number of relevant responses; flexibility is defined as the number of relevant categories and originality as the unusualness of responses.

After scoring the answer sheets, each item was analysed for determining discrimination power and difficulty index except Creativity.

The estimated indices of Discrimination and Difficulty of the seventy items are given in Table 9.

TABLE 9

**Results of Item Analysis of the three constructs of the test of Teacher Aptitude**

Item No.	$DP = \frac{U-L}{N}$	$DI = \frac{U+L}{2N}$	Item No.	$DP = \frac{U-L}{N}$	$DI = \frac{U+L}{2N}$
<b>I. Instructional Awareness</b>					
1*	0.362	0.803	8*	0.425	0.866
2*	0.343	0.745	9	0.226	0.566
3*	0.424	0.852	10	0.188	0.882
4	0.224	0.631	11*	0.364	0.826
5*	0.422	0.832	12*	0.372	0.843
6*	0.357	0.852	13*	0.402	0.873
7*	0.328	0.673	14	0.237	0.842
8*	0.402	0.832	15*	0.375	0.762
9*	0.420	0.815	16*	0.327	0.886
10*	0.315	0.873	17*	0.314	0.752
11	0.216	0.891	18*	0.403	0.798
12*	0.356	0.914	19*	0.325	0.888
13*	0.385	0.926	20*	0.334	0.796
14	0.187	0.583	21*	0.325	0.746
15*	0.424	0.726	22*	0.358	0.820
16*	0.410	0.875	23*	0.396	0.845
17*	0.358	0.776	24*	0.409	0.864
18*	0.363	0.802	25*	0.426	0.834
19*	0.410	0.854	26*	0.423	0.857
20	0.204	0.850	27	0.192	0.934
21	0.189	0.872	28*	0.357	0.876
22*	0.364	0.769	29	0.154	0.784
23	0.413	0.890			
24	0.235	0.823	30*	0.407	0.826
25*	0.442	0.850	<b>IV. Mental Ability</b>		
26*	0.359	0.868	1*	0.384	0.786
27	0.176	0.812	2*	0.365	0.723
28*	0.302	0.792	3*	0.353	0.747
29*	0.327	0.803	4*	0.324	0.812
30	0.246	0.842	5*	0.404	0.762
<b>II. Educational Problem Solving</b>			6*	0.424	0.832
1*	0.335	0.832	7*	0.356	0.816
2	0.223	0.743	8*	0.382	0.842
3*	0.330	0.804	9*	0.346	0.764
4*	0.325	0.835	10*	0.375	0.752
5	0.074	0.496			
6*	0.354	0.862			
7*	0.325	0.843			

\* Selected items for the final test

The selection of the test items for the final test was done following the criteria of satisfactory Difficulty Index (0.50) and the Discrimination Power greater than 0.30).

For the test of Creativity, Internal Consistency Coefficient, which is the coefficient of correlation between item scores and total test scores, was estimated for each item.

The estimated values of the five items in the test of Creativity are given in Table 10.

**TABLE 10**  
**Results of Internal Consistency**  
**Coefficient of Correlation of the test items of Creativity**

Item No.	Internal consistency Coefficient of Correlation
1*	0.732
2*	0.813
3*	0.782
4*	0.621
5*	0.794

\*Selected items for the final test

In the test of Creativity, Internal Consistency Coefficient of Correlations obtained for each item shows high correlation between item score and total score. Hence, the five items were selected for the final test.

Thus, the final test consists of 60 items. That is, the test of Instructional Awareness consists of 22 items, test of Educational Problem Solving consists of 23 items, test of Creativity consists of 5 items and test of Mental Ability consists of 10 items.

Format of the final test indicating the four constructs and the number of test items framed under each construct are given in Table 11.

TABLE 11

**Format of the Final test indicating the four constructs and the number of test items framed under each construct**

Sl. No.	Constructs of Teacher Aptitude	Type of items	No. of items
1	Instructional Awareness	Multiple choice	22
2	Educational Problem Solving	Multiple choice	23
3	Creativity	Descriptive	5
4	Mental Ability	Multiple choice	10
	Total		60

The final test got printed.

English and Malayalam Version of the Draft test and Final test with score sheet are given as Appendices No.I, II, III, IV, IVa respectively.

The psychometric details of the test like validity and reliability of the final test were then established. Details are given below.

#### **3.2.1.6. Reliability**

Test-retest method was used to estimate the reliability of the test with an interval of two weeks. The test-retest was administered on 100 teacher trainees. Scores obtained in the two tests were correlated by the Product Moment Coefficient of Correlation method. The reliability of the test thus obtained as found to be 0.88, which indicates that the test is highly reliable.

#### **3.2.1.7. Validity**

A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring" (Garrett, 1979). The test was prepared after consultation with teacher educators. From their opinion it was clear that the statements are highly suitable to measure the Teacher Aptitude of the student teachers. This suggests that the test possesses face validity.

Besides each item in the four constructs of the test was so written as to reveal the awareness in the area of instruction, the ability to solve educational problems, creative thinking and mental ability. Hence the investigator assumes that the test has construct validity.

It was also found significant relationship exists between the four factors of Teacher Aptitude.

Correlation Coefficient of Instructional Awareness with Educational Problem Solving is = 0.241

Correlation Coefficient of Instructional Awareness with Creativity is = 0.299

Correlation Coefficient of Instructional Awareness with Mental Ability is = 0.165

These significant relationships of the factors suggest that the constructs have a bearing on Teacher Aptitude.

### **3.2.2. TEACHING INTEREST INVENTORY**

This is an adopted tool. Teaching Interest Inventory was constructed and standardised by Mumtas and Suja in the year 2006. The tool is used to measure extent of teacher's interest to teach. The tool is developed based on dimensions of good teaching viz., teacher effectiveness, teacher qualities, teacher activities, teacher personalities and concept of ideal teacher.

This was prepared in the form of Kuder Preference Record. The inventory consists of twenty seven items to each of which, there are four activities indicating four types of interest labelled as A,B,C and D, out of which one indicates interest in teaching. The four activities are in the

form in which the subject is free to choose one answer from among them indicating interest or disinterest in teaching.

### **3.2.2.1. Scoring**

The tool consists of 27 statements followed by a set of four activities A,B C and D. If the subject select the activity which is related to teaching one score is given. Otherwise the score is zero. The total score obtained for the inventory is the score of Teaching Interest of the subject.

### **3.2.2.2. Reliability**

Reliability was established by the test-retest method and the Reliability coefficient obtained is 0.82 (N = 30)

### **3.2.2.3. Validity**

Validity of the tool was ensured as face validity. According to Garrett (1979), "A test is said to have face validity, when it appears to measure whatever the author had in mind, namely what he thought he was measuring". The items in the inventory were phrased in the least ambiguous manner and each item consists of four different activities out of which one is clearly indicative of interest in teaching. Thus any one can say that the inventory is a good measure of teaching interest and hence the inventory has face validity.

English and Malayalam version of the inventory are attached as Appendix No. V and VI the answer sheet as Appendix No. VIa.

### **3.2.3. SCALE OF ATTITUDE TOWARDS TEACHING**

This is also an adopted tool. The scale of Attitude Towards Teaching was prepared and standardised by Mumtas and Hafsath in 2003. The scale is prepared considering four affective aspects of the teaching profession viz., love of the profession, professionalism of teaching, pupil-centeredness and innovations in the field of education. Fifty statements are in the scale, out of which 26 are positive and 24 negative.

#### **3.2.3.1. Scoring**

Both positive and negative statements are with five responses viz., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). As the scale being a five point one, the scoring scheme is that for positive statements assign scores 5, 4, 3, 2 and 1 to responses Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively. In the case of negative statements, scoring is in the reverse order. The total score on the scale is the sum of scores for all the fifty statements.

### **3.2.3.2. Reliability**

Reliability of the scale was established using test-retest method. The Coefficient thus obtained was found to be 0.72 (N = 30) which indicates the scale is highly reliable.

### **3.2.3.3. Validity**

Validity of the tool was ensured as face validity. According to Garrett (1979), "A test is said to have face validity, when it appears to measure whatever the author had in mind, namely what he thought he was measuring". The statements in the scale were phrased in the least ambiguous manner and each statement is clearly indicative of attitude towards teaching. Thus any one can say that the scale is a valid measure of attitude towards teaching and hence the scale has face validity.

A copy of the scale is attached as Appendix No. VII and answer sheet as VIIa.

### **3.2.4. SCALE OF TEACHER PERCEPTION OF TEACHER EFFECTIVENESS**

This is also an adopted tool. This tool was developed by Sumangala and Kurian in 1994. The tool is identify some of the desirable and undesirable characteristics of effective classroom instruction as

perceived by teachers themselves. The tool was prepared considering eight dimensions for good teaching and these are given below:

1. Educational qualification of teachers.
2. Organisational climate of schools.
3. Personality of teachers.
4. Co-operation among teachers.
5. Methods of teaching.
6. Infrastructural facilities.
7. Training programmes and inservice courses.
8. Ethics of teaching profession.

Thirty nine statements are in the scale. The statements were so arranged, as the subject has to respond on one of the three ways viz., Agree, Undecided and Disagree.

#### **3.2.4.1. Scoring**

The scale contains both positive and negative statements. For the positive statements "Agreement" is considered to perceive a desirable characteristic of teacher effectiveness and "Disagreement" an undesirable teacher characteristic. But for a negative statement, "Agreement" is considered to perceive an undesirable teacher characteristic, whereas "Disagreement" is considered as a desirable teacher characteristic. As the

scale being a three point one, the scoring scheme is that for positive statements assign scores 3,2 and 1 to responses Agree, Undecided and Disagree respectively. In the case of negative statements, scoring is in the reverse order. The total score on the scale is the sum of scores for all the thirty nine statements.

#### **3.2.4.2. Reliability**

Test-retest reliability coefficient of the tool was established and the index obtained was 0.64 (N = 20).

#### **3.2.4.3. Validity**

By the theoretical approach followed in selecting the teacher characteristics, format of writing the statements, etc, it is claimed that the tool has content and face validity.

English and Malayalam version of the tool and response sheet are attached as Appendix VIII, IX and IXa respectively.

#### **3.2.5. SELF CONCEPT SCALE FOR TEACHERS**

This adopted scale of self concept for teachers was developed by Pillai in 1989. The scale consists of forty eight statements and is given in two parts A and B each with twenty four statements. Section A is intended to provide a measure of the ideal self and section B for a measure

of the real self. The subjects are to mark their responses for each statement as either Strongly Agree (A), Agree (B), Undecided (C), Disagree (D), and Strongly Disagree (E) respectively to statements of limit for the scale and all the statements of the two sections are positive.

### **3.2.5.1. Scoring procedure**

This was done in two stages. At first, all the statements of both sections A and B were assigned scores 5,4,3,2 and 1 respectively to the five responses A, B, C, D and E. Theoretically, the score for the ideal self cannot exceed the score for the real self and if the difference between the scores of sections A and B is small, it suggest a higher self concept as compared with a large difference. The maximum possible difference is four representing very low self concept. The minimum difference Zero represents the highest self concept. Hence, at the second stage of scoring, for each of the twenty four items in section a and B, the actual difference between the scores of the two section is subtracted from four. The sum of all these derived scores is treated as the final score for self concept. The possible maximum score is 96 and the minimum score is zero.

### **3.2.5.2 Reliability**

The split-half reliability coefficient was found as 0.74 (N = 40).

### **3.2.5.3. Validity**

Validity of the tool was estimated against the scores of a Semantic Differential Scale of Self Concept as external criterion. The correlation coefficient was found as 0.48, (N= 50) indicating that the scale is reasonably valid.

A copy of the tool and the answer sheet are attached as Appendix No. VIII and VIIIa respectively.

### **3.3. SAMPLE**

The population intended for the present investigation is senior student teachers of primary teacher training institutions of Kerala. It was proposed to draw a sample consisting of 540 senior teacher trainees using stratified sampling technique. This technique gives the researcher a more representative sample than one selected from the entire community which might be unduly weighted by a preponderance of any one of the categories or strata (Best, 2006). The characteristics of the entire population together with the purpose of the study was carefully considered before deciding upon the stratified sampling technique.

In Kerala, there are 101 teacher training institutions under Government and Aided managements. Besides, recently a number of unaided institutions were also came into existence. Out of the 101 teacher

training institutions all over Kerala, the investigator selected 13 institutions and from unaided sector, 3 institutions were selected.

The following strata of teacher training institutions were considered in the sampling of teacher trainees.

1. Institution locale (rural/Urban)
2. Type of Management of Institutions (Government, Aided and Unaided)

Rationale for considering the above strata of the population is discussed below.

### **1. Institution Locale**

Since there are two major strata of institutions based on locality viz., rural and urban, the investigator decided to find out whether there exists any locale wise difference either in Teacher Aptitude or in the select Predictor variables.

### **2. Type of Management of Institutions**

Besides Government and Aided teacher training institutions, there are so many Unaided institutions which emerged recently. This made a need for studying whether there exists any difference due to type of

management of the institutions in the criterion variable and in the predictor variables.

Though the investigator decided to consider gender as a strata in the sampling of teacher trainees, to know whether there exists gender difference in the criterion variable and predictor variables, it could not be included in the study due to the small proportion of male teacher trainees. Out of 540 teacher trainees, there were only 28 male teacher trainees.

The study was proposed with 540 senior teacher trainees belonging to 16 teacher training institutions of Kerala. Due to practical difficulties, the investigator decided to take sample from three districts viz., Ernakulam, Thrissur and Palakkad.

Break up of the initial sample is given in Table 12.

TABLE 12

**Break-up of Initial Sample**

Sl. No.	Name of Institution	Locale		Type of Management			Total
		Rural	Urban	Government	Aided	Un-aided	
1	DIET Thrissur	-	39	39	-	-	39
2	TTI Edappally	-	34	34	-	-	34
3	TTI Moovattupuzha	-	34	34	-	-	34
4	TTI Cheruvattur	23	-	23	-	-	23
5	DIET Anakara	40	-	40	-	-	40
6	TTI Chalakudy	-	33	33	-	-	33
7	S.N.TTI Cheruthuruthy	32	-	-	32	-	32
8	Lissne-TTI Irinjalakuda	35	-	-	35	-	35
9.	S.N.TTI Irinjalakuda	27	-	-	27	-	27
10	JPE TTI Koorkenchery	-	27	-	27	-	27
11	Krishna TTI Panangad	23	-	-	23	-	23
12	SSM TTI Azhikode	24	-	-	24	-	24
13	CKC TTI Pavaratty	-	40	-	40	-	40
14	St.Joseph's TTI Enakulam	-	36	-	-	36	36
15	Sophia TTI Kothamangalam	-	49	-	-	49	49
16	Karuna TTI Prabhapuram	44	-	-	-	44	44
	<b>Total</b>	<b>248</b>	<b>292</b>	<b>203</b>	<b>208</b>	<b>128</b>	<b>540</b>

### **3.4. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION**

Details of data collection procedure, scoring and consolidation are given below.

#### **3.4.1. DATA COLLECTION PROCEDURE**

In order to administer the tools and to collect data required for the analysis, as a first step, the investigator took sufficient copies of the tools and response sheets. The schedule for administering the tools were prepared by contacting the heads of the teacher training institutions in the month of October 2007. The data was collected during the month of November, December and January 2008. During the visit the investigator sought co-operation of the concerned heads, teacher educators and teacher trainees, and established enough rapport with them. During the collection of data the investigator gave awareness about the purpose of the study; tools and response sheets. Even though, the directions printed on each tool was self explanatory, the investigator explained about the ways and procedure to record their responses. All kinds of measures were taken to make student teachers very relaxed to record their responses. Time limits were strictly kept and wherever necessary, doubts were cleared.

The response sheets collected were checked for omissions, mistakes or pattern marking. Incomplete responses were discarded. Thus the final sample was reduced to 506. Details of the Break-up of the final sample are given in Table 13.

TABLE 13

**Break-Up of Final sample**

Sl. No.	Name of Institution	Locale		Type of Management			Total
		Rural	Urban	Government	Aided	Un-aided	
1	DIET Thrissur	-	37	37	-	-	37
2	TTI Edappally	-	31	31	-	-	31
3	TTI Moovattupuzha	-	29	29	-	-	29
4	TTI Cheruvathur	21	-	21	-	-	21
5	DIET Anakara	40	-	40	-	-	40
6	TTI Chalakudy	-	31	31	-	-	31
7	S.N.TTI Cheruthuruthy	31	-	-	31	-	31
8	Lissue-TTI Irinjalakuda	34	-	-	34	-	34
9.	S.N.TTI Irinjalakuda	27	-	-	27	-	27
10	JPE TTI Koorkechery	-	24	-	24	-	24
11	Krishna TTI Panangad	21	-	-	21	-	21
12	SSM TTI Azhikode	19	-	-	19	-	19
13	CKC TTI Pavaratty	-	40	-	40	-	40
14	St.Joseph's TTI Enakulam	-	29	-	-	29	29
15	Sophia TTI Kothamangalam	-	49	-	-	49	49
16	Karuna TTI Prabhapuram	43	-	-	-	43	43
	Total	236	270	189	196	121	506

### **3.4.2. Scoring and consolidation**

The valid response sheets were scored as per the scoring procedure of each tool. The scores obtained were consolidated to facilitate computer analysis of the data using the SPSS programme.

### **3.5. STATISTICAL TECHNIQUES USED FOR ANALYSIS**

Statistical techniques used for the analysis of the data are the following.

#### **3.5.1. TWO TAILED TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS FOR LARGE INDEPENDENT SAMPLES**

This technique was used for the comparison of locale wise and management wise difference in Teacher Aptitude and its four constructs.

This technique was also used for the comparison of locale wise and management wise difference in the five predictor variables.

The Critical Ratio, for this is,

$$Z = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

(Best and Khan, 1986)

The difference between means is said to be significant depending upon whether the 'Z' value exceeds  $\pm 1.96$  and  $\pm 2.58$ , at 0.05 level and 0.01 levels of significance respectively.

### **3.5.2. ONE-WAY ANALYSIS OF VARIANCE (ANOVA)**

One-way Analysis of variance was used to compare the criterion variables and the predictor variables between the three groups formed on the basis of type of management of teacher training institutions viz., Government, Aided and Unaided. In this case, the critical Ratio is,

$$F = \frac{MSS_B}{MSS_w} = \frac{SS_B / df_B}{SS_w / df_w}$$

(Best and Khan, 1986)

The significance of an F ratio is assessed with reference to the Table of F with (n-1, N-n) degrees of freedom for either 0.05 or 0.01 level of significance.

If, for a required level of significance the value obtained for F is higher than the table value of F, then the difference between group means is said to be significant for the level of significance of the test.

### 3.5.3. PEARSON'S PRODUCT MOMENT COEFFICIENT OF CORRELATION ('r')

In order to estimate the extent of relationship between the criterion variables, and the predictor variables, the technique of Person's Product Moment Coefficient of Correlation was used.

The machine formula for estimating 'r' is ,

$$r_{XY} = \frac{N\sum XY - \sum X \cdot \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

(Garrett, 1975)

The 'r' s obtained were interpreted using the below given criteria.

#### (i) Verbal description of 'r'

The magnitude and direction of 'r' is described for the degree of relationship using the explanation:

'r' from 0.00 to  $\pm 0.20$ : indifferent or negligible

'r' from  $\pm 0.20$  to  $\pm 0.40$ : present but slight

'r' from  $\pm 0.40$  to  $\pm 0.70$ : Substantial or marked

'r' from  $\pm 0.70$  to  $\pm 1.00$ : high to very high

(Garrett, 1979)

**(ii) The 0.95 confidence Interval of 'r'**

The 0.95 confidence Interval of 'r' is found out using the formula,

$$[r \pm 1.96 \cdot \text{SEr}] \quad (\text{Garret, 1975})$$

Where,

$$\text{SEr} = \frac{1-r^2}{\sqrt{N-1}}$$

**(iii) Coefficient of Determination**

The percentage of variance of the criterion variable accounted for by the predictor variables is calculated using the formula,

$$r^2 \times 100 \quad (\text{Fox, 1969})$$

**3.5.4. STEP-WISE MULTIPLE REGRESSION ANALYSIS (ANOVA approach)**

**(Cohen and Manion, 1989)**

This is the statistical technique used to select the set of variable that best predicts the criterion variable and that eliminates superfluous predictor variables.

### **3.5.5. TEST OF SIGNIFICANCE OF THE DIFFERENCE BETWEEN TWO CORRELATION COEFFICIENTS FOR INDEPENDENT SAMPLES**

This technique is used for comparing the nature of relationship of criterion variables and predictor variables between relevant sub samples.

It was found out using the formula,

$$Z = \frac{Z_{r1} - Z_{r2}}{\sqrt{1/(N_1 - 3) + (1/N_2 - 3)}} \quad (\text{Ferguson, 1989})$$

The analysis based on the methodology was described in Chapter IV.

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**RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT  
AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY  
TEACHER TRAINEES OF KERALA**

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## Chapter Four

### **ANALYSIS**

- ❖ *Relationship of criterion variables Teacher Aptitude and its four constructs with predictor variables for total sample and sub samples*
- ❖ *Regression Analysis*
- ❖ *Comparison of Nature of difference between two correlations.*
- ❖ *Comparison of Mean scores of Teacher Aptitude and its four constructs*
- ❖ *Comparison of Mean scores of predictor variables*
- ❖ *Tenability of Hypotheses*

The preset study is envisaged to find out the extent of relationship of Teacher Aptitude and its constructs with Academic Achievement in Teacher Education and with certain psychological variables viz., Teaching Interest, Attitude towards Teaching profession, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching and find out from the select variables which will best predict Teacher Aptitude.

Statistical Analysis, which helps to answer the objectives of the study, consists of Pearson's 'r', coefficient of Determination and Multiple Regression Analysis.

Details of statistical analysis done in this respect and the results derived are discussed in this chapter so as to comment on validation or non validation of the Hypotheses. These are dealt with in different sections as given below.

- 4.1. RELATIONSHIP OF TEACHER APTITUDE AND ITS FOUR CONSTRUCTS WITH ACADEMIC ACHIEVEMENT IN TEACHER EDUCATION AND WITH THE SELECT PSYCHOLOGICAL VARIABLES.
- 4.2. REGRESSION ANALYSIS TO TEST THE EFFICIENCY OF THE PREDICTOR VARIABLES IN PREDICTING TEACHER APTITUDE AND ITS FOUR CONSTRUCTS.
- 4.3. COMPARISON OF NATURE OF RELATIONSHIPS BETWEEN TWO CORRELATION COEFFICIENTS
- 4.4. LOCALE WISE AND MANAGEMENT WISE DIFFERENCE IN TEACHER APTITUDE AND ITS FOUR CONSTRUCTS.
- 4.5. LOCALE WISE AND MANAGEMENT WISE DIFFERENCE IN THE FIVE PREDICTOR VARIABLES.
- 4.1. RELATIONSHIP OF CRITERION VARIABLE AND ITS FOUR CONSTRUCTS WITH PREDICTOR VARIABLES**

Pearson's Product Moment Coefficient of Correlation 'r' is used for estimating the extent of relationship between criterion variables and predictor variables.

The value of 'r' obtained is described below in terms of:

- (i) Size of 'r'
- (ii) Direction of 'r'
- (iii) 0.95 confidence Interval of 'r'
- (iv) Coefficient of Determination,  $r^2 \times 100$

### **Assumptions in Estimating 'r'**

Certain basic assumptions are to be met for the estimation of Pearson's 'r' between any two variables.

These assumptions are:

1. Relation between the two variables is linear.
2. The two variables are measured either on interval or ratio scale.
3. Two variables can be described as one is the criterion or dependent variable and the other is the predictor or independent variable.
4. Distribution of the criterion or dependent variable is normally distributed or at least not badly skewed.

The investigator, therefore, examined for these assumptions one by one.

- (i) When scatterplots were prepared between the criterion variable and each of the predictor variable, relationships were found linear and not as non linear or curved ones.

- (ii) Both the criterion variables and predictor variables are so developed as to measure in the interval scale. This is evident from the psychometric details of the measuring instruments and their scoring schemes.
- (iii) The study is designed with Teacher Aptitude and its constructs as the criterion or dependent variables and the select psychological variables and Achievement in Teacher Education as predictor or independent variables.
- (iv) Basic statistical constants like measures of Central tendency, standard deviation, indices of skewness and kurtosis were estimated for all the criterion variables to examine the nature of their distribution.

The results are summarised and presented in Table 14.

TABLE 14

**Basic Statistical Constants of the  
Distribution of Teacher Aptitude and its four constructs**

Sl. No.	Criterion variables	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis	Standard error of Mean
1.	Instructional Awareness	15.95	16.00	17	2.364	-.631	1.338	0.105
2.	Educational Problem Solving	18.56	19.00	19	1.606	-0.686	1.416	0.072
3.	Creativity	22.84	21.00	17	6.959	1.320	1.855	0.309
4.	Mental Ability	6.38	6.00	6	1.877	-0.154	0.999	0.083
5.	Teacher Aptitude	63.55	62.00	61.00	9.311	0.566	0.831	0.414

### Discussion of Results

Results in Table 14 gests that none of the distribution of Teacher Aptitude or Instructional Awareness or Educational Problem solving or creativity or Mental Ability are not badly skewed and will follow approximately Normal Distributions.

Coefficient of correlation of the criterion variable viz., Teacher Aptitude and its four constructs viz., Instructional Awareness, Educational Problem solving, Creativity and Mental Ability with the predictor variables viz., Academic Achievement in Teacher Education, Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self concept in Teaching for the

Total sample and sub samples are given as correlation matrices in Tables 15, 16, 17, 18, 19 and 20.

TABLE 15

**Relationship of Teacher Aptitude and its four constructs with five predictor variables for the Total Sample (N = 506)**

Variables	Academic Achievement in Teacher Education	Teaching Interest	Attitude towards Teaching Profession	Teacher Perception of Teacher Effectiveness	Self Concept in Teaching
Instructional Awareness	0.123**	0.006	0.187**	0.043	-0.024
Educational Problem Solving	-0.015	-0.003	0.149**	-0.024	-0.006
Creativity	0.071	0.037	0.221**	-0.057	0.055
Mental Ability	0.103**	-0.028	0.248**	-0.021	0.057
Teacher Aptitude	0.104**	0.023	0.305**	-0.038	0.049

\*\* Indicates significance of 'r' at 0.01 level

TABLE 16

**Relationship of Teacher Aptitude and its four constructs  
with five predictor variables for the sub sample (Rural N = 236)**

Variables	Academic Achievement in Teacher Education	Teaching Interest	Attitude towards Teaching profession	Teacher Perception of Teacher Effectiveness	Self Concept in Teaching
Instructional Awareness	0.069	0.057	0.262**	0.005	-0.116
Educational Problem Solving	-0.021	0.080	0.306**	-0.075	0.064
Creativity	0.105*	0.094	0.281**	-0.080	-0.090
Mental Ability	0.045	-0.058	0.203**	-0.020	-0.050
Teacher Aptitude	0.101*	0.085	0.363	-0.066	-0.096

\*\* Indicates significance of 'r' at 0.01 level

\* Indicates significance of 'r' at 0.05 level

TABLE 17

**Relationship of Teacher Aptitude and its four constructs  
with five predictor variables for the sub samples (Urban N=270)**

Variables	Academic Achievement in Teacher Education	Teaching Interest	Attitude towards Teaching Profession	Teacher Perception of Teacher Effectiveness	Self Concept in Teaching
Instructional Awareness	0.164**	-0.053	0.102*	0.061	0.019
Educational Problem Solving	0.001	-0.060	0.037	-0.007	-0.028
Creativity	0.064	0.002	0.205**	-0.051	0.096
Mental Ability	0.128*	-0.027	0.261**	-0.046	0.166*
Teacher Aptitude	0.125*	-0.025	0.283*	-0.030	0.153*

\*\* Indicates significance of 'r' at 0.01 level

\* Indicates significance of 'r' at 0.05 level

TABLE 18

**Relationship of Teacher Aptitude and its four constructs  
with five predictor variables for the sub samples (Government N=189)**

Variables	Academic Achievement in Teacher Education	Teaching Interest	Attitude towards Teaching Profession	Teacher Perception of Teacher Effectiveness	Self Concept in Teaching
Instructional Awareness	0.191*	0.008	0.089	0.019	0.131*
Educational Problem Solving	0.117*	0.105*	0.172*	0.028	0.012
Creativity	-0.034	0.037	0.158*	-0.188**	-0.057
Mental Ability	0.103*	-0.045	0.305**	0.046	0.054
Teacher Aptitude	0.048	0.040	0.242**	-0.149*	-0.010

\*\* Indicates significance of 'r' at 0.01 level

\* Indicates significance of 'r' at 0.05 level

TABLE 19

**Relationship of Teacher Aptitude and its four constructs  
with five predictor variables for the sub samples (Aided N=196)**

Variables	Academic Achievement in Teacher Education	Teaching Interest	Attitude towards Teaching Profession	Teacher Perception of Teacher Effectiveness	Self Concept in Teaching
Instructional Awareness	0.004	-0.017	0.219**	0.016	-0.037
Educational Problem Solving	-0.127*	-0.019	0.262**	-0.094	0.037
Creativity	0.164*	0.083	0.309**	0.124*	0.141*
Mental Ability	0.085	-0.002	0.189**	0.044	0.153*
Teacher Aptitude	0.107*	0.046	0.373**	0.086	0.136*

\*\* Indicates significance of 'r' at 0.01 level

\* Indicates significance of 'r' at 0.05 level

TABLE 20

**Relationship of Teacher Aptitude and its four constructs with five predictor variables for the sub samples (Unaided N=121)**

Variables	Academic Achievement in Teacher Education	Teaching Interest	Attitude towards Teaching profession	Teacher Perception of Teacher Effectiveness	Self Concept in Teaching
Instructional Awareness	0.185*	-0.091	0.103*	0.116*	0.213*
Educational Problem Solving	0.059	-0.042	-0.031	-0.001	-0.174*
Creativity	-0.012	0.127*	-0.031	-0.090	0.001
Mental Ability	0.045	0.011	0.135*	-0.056	-0.140*
Teacher Aptitude	0.048	0.095	0.046*	-0.032	-0.173*

\* Indicates significance of 'r' at 0.05 level

#### **4.1.1. Relation ship of criterion variables with Academic Achievement in Teacher Education**

Correlation coefficients 'r' of criterion variables with Achievement in Teacher Education are given in Table 21.

TABLE 21

**Correlation Coefficient 'r' of Criterion variables  
with Academic Achievement in Teacher Education**

Sample	Criterion variables	r	S.E <sub>r</sub>	r <sup>2</sup> x100	Confidence Interval CI (95%)
Total	Instructional Awareness	0.123**	0.044	1.513	(-0.037, 0.209)
	Educational Problem solving	-0.015	0.044	0.023	(-0.102, 0.072)
	Creativity	0.071	0.044	0.504	(-0.015, 0.158)
	Mental Ability	0.103**	0.044	1.061	(0.017, 0.189)
	Teacher Aptitude	0.104**	0.044	1.082	(0.018, 0.190)
Rural	Instructional Awareness	0.069	0.065	0.476	(-0.058, 0.196)
	Educational Problem solving	-0.021	0.065	0.044	(-0.149, 0.10)
	Creativity	0.105*	0.065	1.103	(-0.21, 0.231)
	Mental Ability	0.045	0.065	0.203	(-0.083, 0.173)
	Teacher Aptitude	0.101*	0.065	1.020	(-0.026, 0.228)
Urban	Instructional Awareness	0.164**	0.059	2.690	(0.048, 0.280)
	Educational Problem solving	0.001	0.061	0.0001	(-0.119, 0.121)
	Creativity	0.064	0.061	0.410	(-0.055, 0.183)
	Mental Ability	0.128*	0.060	1.638	(0.010, 0.246)
	Teacher Aptitude	0.125*	0.060	1.563	(0.007, 0.243)
Government	Instructional Awareness	0.191**	0.070	3.648	(0.053, 0.329)
	Educational Problem solving	0.117*	0.072	1.369	(-0.024, 0.258)
	Creativity	-0.034	0.073	0.116	(-0.178, 0.110)
	Mental Ability	0.103*	0.072	1.061	(-0.038, 0.244)
	Teacher Aptitude	0.048	0.073	0.230	(-0.095, 0.191)
Aided	Instructional Awareness	0.004	0.072	0.001	(-0.136, 0.144)
	Educational Problem solving	-0.127*	0.071	1.613	(-0.265, 0.011)
	Creativity	0.165*	0.070	2.723	(0.028, 0.302)
	Mental Ability	0.085	0.071	0.723	(-0.054, 0.244)
	Teacher Aptitude	0.107*	0.071	1.145	(-0.032, 0.246)
Unaided	Instructional Awareness	0.185*	0.088	3.423	(0.012, 0.358)
	Educational Problem solving	-0.059	0.091	0.348	(-0.237, 0.119)
	Creativity	-0.012	0.091	0.014	(-0.191, 0.167)
	Mental Ability	0.045	0.091	0.203	(-0.134, 0.223)
	Teacher Aptitude	0.048	0.091	0.230	(-0.131, 0.227)

## **Discussion of Results**

### **a) Total sample**

For the Total sample, the relationship of the predictor variable Achievement in Teacher Education with criterion variables like Instructional Awareness, Mental Ability and Teacher Aptitude are significant at 0.01 level of significance. The respective correlations are 0.123, 0.103, 0.104. The relationship of Achievement in Teacher Education with criterion variable Educational Problem Solving and Creativity are found not significant by the test of significance.

The magnitude of 'r's reveal that the relationship of Achievement in Teacher Education with criterion variables are very low (Garrett, 1979) as the indices lie between  $-0.015$  and  $0.123$ .

Considering the sign of the correlation coefficients, the relationship of Achievement in teacher Education with the criterion variable Educational Problem Solving is negative and negligible and all other relations are positive but low.

When the shared variances are considered the variable Achievement in Teacher Education contribute more to the variation in Instructional Awareness, that is, 1.513% of the variation as the indices vary between 0.023 and 1.513.

0.95% confidence Interval of  $r$ 's were estimated and these suggest that when 100 samples are studied in 95 cases the population ' $r$ ' of Academic Achievement in Teacher education with

- (i) Instructional Awareness would lie between  $-0.037$  and  $0.209$ .
- (ii) Educational Problem Solving would lie between  $-0.102$  and  $0.072$ .
- (iii) Creativity would lie between  $-0.015$  and  $0.158$ .
- (iv) Mental Ability would lie between  $0.017$  and  $0.189$ .
- (v) Teacher Aptitude would lie between  $0.018$  and  $0.190$ .

**b) Rural Sample**

For the rural sample the relationship of the predictor variable Achievement in Teacher Education with criterion variables like Creativity and Teacher Aptitude are significant at 0.05 level of significance, the indices being 0.105 and 0.101 respectively. The relationship of Achievement in Teacher Education with criterion variables Instructional Awareness, Educational Problem Solving and Mental Ability are not found significant by the test of significance.

Considering the magnitude of ' $r$ ' the relationship of Achievement in Teacher Education with criterion variables are very low (Garrett 1979) as the indices vary from  $-0.021$  to  $-0.105$ .

When the sign of the correlation coefficients are considered it can be seen that the relationship of Achievement in Teacher Education with the criterion variable Educational Problem Solving is negative and the relationship with the remaining criterion variables are positive.

The values of the shared variances show that the variable Achievement in Teacher Education contribute more to the variation in Creativity, that is, 1.103% of the variation and the indices lie between 0.044 and 1.103.

0.95 confidence Interval of r's suggest that when 100 samples are studied, in 95 cases the population 'r' of Achievement in Teacher Education with

- (i) Instructional Awareness would lie between  $-0.058$  and  $0.196$ .
- (ii) Educational Problem Solving would lie between  $-0.149$  and  $0.10$ .
- (iii) Creativity would lie between  $-0.021$  and  $0.231$ .
- (iv) Mental Ability would lie between  $-0.083$  and  $0.173$ .
- (v) Teacher Aptitude would lie between  $-0.026$  and  $0.228$ .

**c) Urban Sample**

In the case of the Urban sample the relationship of the Predictor Variable Achievement in Teacher Education with the criterion variable Instructional Awareness is found to be significant at the 0.01 level of

significance and the index is 0.164. The relationship of the predictor variable Achievement in Teacher Education with the criterion variables Mental Ability and Teacher Aptitude are significant at 0.05 level of significance and the respective indices are 0.128 and 0.125. The relationship of Achievement in Teacher Education with Educational Problem Solving and Creativity are found not significant by the test of significance.

The magnitudes of  $r$ 's suggest that the relationship of Achievement in Teacher Education with criterion variables are very low (Garrett 1979) since the indices vary between 0.001 and 0.164.

The sign of ' $r$ ' shows that the relationship of Achievement in Teacher Education with the criterion variables are positive.

When the shared variances are considered the Variable Achievement in Teacher Education contribute more to the variation in Instructional Awareness which is 2.69% of the total variation and the indices vary from 0.0001 to 2.690.

0.95 confidence Interval of  $r$ 's were estimated and these suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Achievement in Teacher Education with

- (i) Instructional Awareness would lie between 0.048 and 0.280

- (ii) Educational Problem Solving would lie between  $-0.119$  and  $0.121$
- (iii) Creativity would lie between  $-0.055$  and  $0.183$ .
- (iv) Mental Ability would lie between  $0.010$  and  $0.246$
- (v) Teacher Aptitude would lie between  $0.007$  and  $0.243$ .

**d) Government Sample**

For the sub sample (Government) the relationship of the predictor variable Achievement in Teacher Education with criterion variables like Educational Problem Solving and Mental Ability are significant at 0.05 level of significance as the respective indices are 0.117 and 0.103. The relationship of Achievement in Teacher Education with Instructional Awareness is significant at 0.01 level of significance and the index is 0.191. The relationship of Achievement in Teacher Education with creativity and Teacher Aptitude are found not significant by the test of significance.

When the magnitudes of 'r' are considered, the relationship of Achievement in Teacher Education with criterion variables are very low (Garrett 1979) and the indices lie between  $-0.034$  and  $0.191$ .

The signs of 'r' suggest that the relationship of Achievement in Teacher Education with Instructional Awareness, Educational Problem

Solving, Mental Ability and Teacher Aptitude are positive and the relationship with Creativity is negative.

Considering the shared variances the variable Achievement in Teacher Education contribute 3.648% of the variation to the variation in Instructional Awareness and the shared variances lie between 0.116 and 3.648.

0.95 confidence interval of  $r$ 's were estimated and these suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Achievement in Teacher Education with

- (i) Instructional Awareness would lie between 0.053 and 0.329.
- (ii) Educational Problem Solving would lie between  $-0.024$  and 0.258.
- (iii) Creativity would lie between  $-0.178$  and 0.110.
- (iv) Mental Ability would lie between  $-0.038$  and 0.244.
- (v) Teacher Aptitude would lie between  $-0.095$ , 0.191.

**e) Aided Sample**

In the case of the sub sample (Aided) the relationship of the predictor variable Achievement in Teacher Education with criterion variables like Educational Problem Solving, Creativity and Teacher Aptitude are significant at 0.05 level of significance. The respective indices are  $-0.127$ , 0.165, 0.107. The relationship of Achievement in

Teacher Education with criterion variables Instructional Awareness and Mental Ability are found not significant by the test of significance.

The magnitudes of 'r' reveal that the relationship of the predictor variable Achievement in teacher Education with criterion variables are very low (Garrett 1979) as the indices vary between  $-0.127$  and  $0.165$ .

Considering the sign of the correlation coefficients the relationship of Achievement in Teacher Education with Educational Problem Solving is negative and all the remaining relationships are positive.

The values of the shared variances suggest that the variable Achievement in teacher Education contribute more to the variation in Creativity which is 2.723% of the variation and the shared variances range from 0.001 to 2.723.

0.95 confidence interval of r's suggest that when 100 samples are studied, in 95 cases the population 'r' of Achievement in Teacher Education with

- (i) Instructional Awareness would lie between  $-0.136$  and  $0.144$ .
- (ii) Educational Problem Solving would lie between  $-0.265$  and  $0.011$ .
- (iii) Creativity would lie between  $0.028$  and  $0.302$ .
- (iv) Mental Ability would lie between  $-0.054$  and  $0.224$ .
- (v) Teacher Aptitude would lie between  $-0.032$  and  $0.246$ .

**f) Unaided Sample**

In the case of the sub sample (Unaided) the relationship of the predictor variable Achievement in Teacher Education with criterion variables Instructional Awareness is significant at 0.01 level of significance as the index is 0.185. The relationship of Achievement in Teacher Education with criterion variables like Educational Problem Solving, Creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

The magnitudes of 'r' suggest that the relationship of the variable Achievement in Teacher Education with criterion variables are very low (Garrett 1979) as the indices vary between  $-0.059$  and  $0.185$ .

The sign of the correlation coefficients show that the relationship of Achievement in Teacher Education with criterion variables Educational Problem Solving and Creativity are negative and the relationship with criterion variables like Instructional Awareness, Mental Ability and Teacher Aptitude are positive.

Considering the shared variances it can be seen that the Variable Achievement in Teacher Education contribute more to the variation in Instructional Awareness, that is, 3.423% of the variation and the indices vary from 0.014 to 3.423.

0.95 confidence interval of  $r$ 's suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Achievement in Teacher Education with

- (i) Instructional Awareness would lie between 0.012 and 0.358.
- (ii) Educational Problem Solving would lie between  $-0.237$  and 0.119.
- (iii) Creativity would lie between  $-0.191$  and 0.167.
- (iv) Mental Ability would lie between  $-0.134$  and 0.223.
- (v) Teacher Aptitude would lie between  $-0.131$  and 0.227.

#### **4.1.2. Relationship of criterion variables with Teaching Interest**

Correlation coefficients ' $r$ ' of criterion variables with Teaching Interest are given in Table 22.

TABLE 22

**Correlation Coefficients of the criterion variables with Teaching Interest**

Sample	Criterion variables	r	S.E <sub>r</sub>	r <sup>2</sup> x100	Confidence Interval CI (95%)
Total	Instructional Awareness	0.006	0.044	0.004	(-0.081, 0.093)
	Educational Problem solving	-0.003	0.044	0.001	(-0.090, 0.084)
	Creativity	0.037	0.044	0.137	(-0.050, 0.124)
	Mental Ability	-0.028	0.044	0.078	(-0.115, 0.059)
	Teacher Aptitude	0.023	0.044	0.053	(-0.064, 0.110)
Rural	Instructional Awareness	0.057	0.065	0.325	(-0.070, 0.184)
	Educational Problem solving	0.080	0.065	0.640	(-0.047, 0.207)
	Creativity	0.091	0.065	0.883	(-0.033, 0.221)
	Mental Ability	-0.058	0.065	0.336	(-0.185, 0.0694)
	Teacher Aptitude	0.085	0.065	0.723	(-0.042, 0.212)
Urban	Instructional Awareness	-0.053	0.061	0.281	(-0.172, 0.066)
	Educational Problem solving	-0.060	0.061	0.360	(-0.179, 0.059)
	Creativity	0.002	0.061	0.0004	(-0.118, 0.122)
	Mental Ability	-0.027	0.060	0.073	(-0.146, 0.092)
	Teacher Aptitude	-0.025	0.061	0.063	(-0.144, 0.094)
Government	Instructional Awareness	0.008	0.073	0.006	(-0.135, 0.151)
	Educational Problem solving	0.105*	0.072	1.103	(-0.036, 0.246)
	Creativity	0.037	0.073	0.137	(-0.106, 0.180)
	Mental Ability	-0.045	0.073	0.203	(-0.188, 0.098)
	Teacher Aptitude	0.040	0.073	0.160	(-0.103, 0.183)
Aided	Instructional Awareness	-0.017	0.072	0.029	(-0.157, 0.123)
	Educational Problem solving	-0.019	0.072	0.036	(-0.159, 0.121)
	Creativity	0.083	0.071	0.689	(-0.056, 0.222)
	Mental Ability	-0.002	0.072	0.004	(-0.142, 0.138)
	Teacher Aptitude	0.046	0.071	0.212	(-0.094, 0.186)
Unaided	Instructional Awareness	0.091	0.091	0.828	(-0.086, 0.268)
	Educational Problem solving	-0.042	0.091	0.176	(-0.221, 0.13)
	Creativity	0.127*	0.090	1.613	(-0.049, 0.303)
	Mental Ability	0.011	0.091	0.012	(-0.168, 0.190)
	Teacher Aptitude	0.095	0.090	0.903	(-0.082, 0.272)

## **Discussion of Results**

### **a) Total Sample**

In the case of the Total sample the relationship of the predictor variable Teaching Interest with the criterion variables are found not significant by the test of significance as the indices lie between  $-0.28$  and  $0.037$ .

The magnitudes of 'r' show that the relationship of the predictor variable Teaching Interest with the criterion variables are very low (Garret, 1979) as the indices lie between  $-0.028$  and  $0.037$ .

The sign of the correlation coefficients suggest that the relationship of Teaching Interest with criterion variables like Instructional Awareness, Creativity and Teacher Aptitude are positive and the relationship of Teaching Interest with Educational Problem Solving and Mental ability are negative.

When the shared variances are considered the variable Teaching Interest contribute more to the variation in Creativity, that is,  $0.137\%$  of the variation and the shared variances vary from  $0.001$  to  $0.137$ .

$0.95$  confidence interval of r's estimated suggest that when 100 samples are studied, in 95 cases the population 'r' of Teaching Interest with

- (i) Instructional Awareness would lie between  $-0.081$  and  $0.093$ .
- (ii) Educational Problem Solving would lie between  $-0.090$  and  $0.084$
- (iii) Creativity would lie between  $-0.050$  and  $0.124$ .
- (iv) Mental Ability would lie between  $-0.115$  and  $0.059$ .
- (v) Teacher Aptitude would lie between  $-0.064$  and  $0.110$ .

**b) Rural Sample**

For the Rural sample the relationship of the predictor variable Teaching Interest with the criterion variables are found not significant by the test of significance as the indices vary from  $-0.058$  to  $0.094$ .

The magnitudes of 'r' reveal that the relationship of the predictor variable Teaching Interest with criterion variables are very low (Garrett, 1979) since the indices lie between  $-0.058$  and  $0.094$ .

The sign of 'r's indicate that the variable Teaching Interest has negative relationship with the criterion variable Mental Ability and has positive relationship with all the other criterion variables.

Considering the shared variances, the variable Teaching Interest contribute more to the variation in creativity, which is  $0.883\%$  of the variation and the shared variances vary between  $0.325$  and  $0.883$ .

$0.95$  confidence interval of r's suggest that when 100 samples are studied, in 95 cases the population 'r' of Teaching Interest with

- (i) Instructional Awareness would lie between  $-0.070$  and  $0.184$ .
- (ii) Educational Problem Solving would lie between  $-0.047$  and  $0.207$ .
- (iii) Creativity would lie between  $-0.033$  and  $0.221$ .
- (iv) Mental Ability would lie between  $-0.185$  and  $0.694$
- (v) Teacher Aptitude would lie between  $-0.042$  and  $0.212$ .

**c) Urban Sample**

For the urban sample the relationship of the predictor variable, Teaching Interest with the criterion variables are found not significant by the test of significance.

When the magnitudes of 'r' are considered it can be seen that the relationship of Teaching Interest with the criterion variables are very low (Garrett 1979) as indices vary between  $-0.053$  and  $0.002$ .

The sign of 'r' suggest that the predictor variable Teaching Interest has positive relationship with creativity and negative relationship with the criterion variables like Instructional Awareness, Educational Problem Solving, Mental Ability and Teacher Aptitude.

When the shared variances are considered, the variable Teaching Interest contribute more to the variation in Educational Problem Solving, that is,  $0.360\%$  of the variation and the shared variances lie between  $0.0004$  and  $0.360$ .

0.95 confidence Interval of  $r$ 's were estimated and these suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Teaching Interest with

- (i) Instructional Awareness would lie between  $-0.172$  and  $0.066$ .
- (ii) Educational Problem Solving would lie between  $-0.179$  and  $0.059$ .
- (iii) Creativity would lie between  $-0.118$  and  $0.122$ .
- (iv) Mental Ability would lie between  $-0.146$  and  $0.092$ .
- (v) Teacher Aptitude would lie between  $-0.144$  and  $0.094$ .

**d) Government Sample**

For the sub sample, Government, the relationship of the predictor variable Teaching Interest with the criterion variable Educational Problem Solving is significant at 0.05 level of significance and the corresponding index is 0.105. The relationship with the criterion variables like Instructional Awareness, creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

The magnitude of ' $r$ 's reveal that the relationship of the variable Teaching Interest with criterion variables are very low (Garrett 1979) as the indices vary from  $-0.045$  to  $0.105$ .

Considering the sign of 'r's it can be seen that the relationship of Teaching Interest with Mental Ability is negative and the relationship with the other criterion variables are positive.

When the shared variances are considered, the predictor variable Teaching Interest contribute more to the variation in Educational Problem Solving, that is, 1.103% of the variation and the shared variances lie between 0.006 and 1.103.

0.95 confidence interval of r's were estimated and these suggest that when 100 samples are studied in 95 cases the population 'r' of Teaching Interest with

- (i) Instructional Awareness would lie between  $-0.135$  and  $0.151$ .
- (ii) Educational Problem Solving would lie between  $-0.036$  and  $0.246$ .
- (iii) Creativity would lie between  $-0.106$  and  $0.180$ .
- (iv) Mental Ability would lie between  $-0.188$  and  $0.098$ .
- (v) Teacher Aptitude would lie between  $-0.103$  and  $0.183$ .

**e) Aided Sample**

For the sub sample Aided, the relationship of the predictor variable Teaching Interest with the criterion variables are found not significant by the test of significance.

The magnitudes of 'r' indicate that the relationship of Teaching Interest with the criterion variables are very low (Garrett 1979) as the indices lie between  $-0.019$  and  $0.083$ .

Considering the sign of 'r', the relationship of Teaching Interest with Creativity is positive and the relationship with criterion variables like instructional Awareness, Educational Problem Solving, Mental Ability and Teacher Aptitude are negative.

The shared variances suggest that the predictor variable Teaching Interest contribute more to the variation in Creativity and the contribution is  $0.689\%$  of the variation and the indices lie between  $0.004$  and  $0.689$ .

The estimated  $0.95$  confidence interval of 'r's suggest that when 100 samples are studied, in 95 cases the population 'r' of Teaching Interest with

- (i) Instructional Awareness would lie between  $-0.157$  and  $0.123$ .
- (ii) Educational Problem Solving would lie between  $-0.159$  and  $0.121$ .
- (iii) Creativity would lie between  $-0.056$  and  $0.222$ .
- (iv) Mental Ability would lie between  $-0.142$  and  $0.138$ .
- (v) Teacher Aptitude would lie between  $-0.094$  and  $0.186$ .

**f) Unaided Sample**

In the case of the sub sample Unaided, the relationship of the predictor variable Teaching Interest with criterion variable Creativity is significant at 0.05 level of significance and the corresponding index is 0.127. The relationship with the remaining criterion variables are found not significant by the test of significance.

The magnitudes of 'r' show that the relationship of the predictor variable Teaching Interest with the criterion variables are very low (Garrett 1979) as the indices vary between  $-0.042$  and  $0.127$ .

Considering the sign of 'r', the relationship of Teaching Interest with Educational Problem Solving is negative and the relationship with the other criterion variables are positive.

The shared variances indicate that the variable Teaching Interest contribute more to the variation in Creativity, that is, 1.613% of the variation and the shared variances lie between 0.012 and 1.613.

0.95 confidence interval of r's suggest that when 100 samples are studied, in 95 cases the population 'r' of Teaching Interest with

- (i) Instructional Awareness would lie between  $-0.086$  and  $0.268$ .
- (ii) Educational Problem Solving would lie between  $-0.221$  and  $0.13$ .
- (iii) Creativity would lie between  $-0.049$  and  $0.303$ .

- (iv) Mental Ability would lie between  $-0.168$  and  $0.190$
- (v) Teacher Aptitude would lie between  $-0.082$  and  $0.272$ .

#### **4.1.3. Relationship of Criterion Variables with Attitude towards Teaching Profession**

Correlation coefficient 'r' of criterion variables with Attitude Towards Teaching profession are given in Table 23.

TABLE 23

**Correlation Coefficients of the  
Criterion variables with Attitude Towards Teaching Profession**

Sample	Criterion variables	r	S.E <sub>r</sub>	r <sup>2</sup> x100	Confidence Interval CI (95%)
Total	Instructional Awareness	0.187**	0.043	3.497	(0.102, 0.271)
	Educational Problem solving	0.149**	0.044	2.220	(0.064, 0.234)
	Creativity	0.221**	0.042	4.884	(0.138, 0.304)
	Mental Ability	0.248**	0.042	6.150	(0.166, 0.329)
	Teacher Aptitude	0.305**	0.040	9.303	(0.226, 0.384)
Rural	Instructional Awareness	0.262**	0.060	6.864	(0.142, 0.381)
	Educational Problem solving	0.306**	0.059	9.364	(0.190, 0.422)
	Creativity	0.281**	0.060	7.896	(0.163, 0.399)
	Mental Ability	0.203**	0.063	4.121	(0.082, 0.326)
	Teacher Aptitude	0.363**	0.057	13.177	(0.252, 0.474)
Urban	Instructional Awareness	0.102*	0.060	1.040	(-0.016, 0.220)
	Educational Problem solving	0.037	0.061	0.137	(-0.082, 0.156)
	Creativity	0.205**	0.058	4.203	(0.091, 0.319)
	Mental Ability	0.261**	0.057	6.812	(0.150, 0.372)
	Teacher Aptitude	0.283**	0.056	8.009	(0.174, 0.393)
Government	Instructional Awareness	0.089	0.072	0.792	(-0.053, 0.231)
	Educational Problem solving	0.172*	0.071	2.958	(0.033, 0.311)
	Creativity	0.158*	0.072	2.496	(0.017, 0.298)
	Mental Ability	0.305**	0.066	9.303	(0.175, 0.435)
	Teacher Aptitude	0.242**	0.069	5.856	(0.107, 0.377)
Aided	Instructional Awareness	0.219**	0.068	4.796	(0.085, 0.353)
	Educational Problem solving	0.262**	0.067	6.864	(0.131, 0.393)
	Creativity	0.309**	0.065	9.548	(0.182, 0.436)
	Mental Ability	0.189**	0.069	3.572	(0.054, 0.324)
	Teacher Aptitude	0.373**	0.062	13.913	(0.252, 0.494)
Unaided	Instructional Awareness	0.103*	0.090	1.061	(-0.074, 0.280)
	Educational Problem solving	-0.031	0.091	0.096	(-0.210, 0.148)
	Creativity	-0.031	0.091	0.096	(-0.210, 0.148)
	Mental Ability	0.135*	0.090	1.823	(-0.041, 0.311)
	Teacher Aptitude	0.046	0.091	0.212	(-0.133, 0.255)

## **Discussion Results**

### **a) Total Sample**

In the case of the total sample, the predictor variable Attitude Towards Teaching Profession has significant relationship with all criterion variables like Instructional Awareness, Educational Problem Solving, Creativity, Mental Ability and Teacher Aptitude at 0.01 level of significance. The respective indices are 0.187, 0.149, 0.221, 0.248 and 0.305.

The magnitudes of 'r' indicate that the relationship of Attitude Towards Teaching Profession with the criterion variables are low (Garrett, 1979) as the indices vary between 0.149 and 0.305.

The sign of 'r' show that the variable Attitude Towards Teaching Profession has positive correlation with all the criterion variables.

Considering the shared variances it can be seen that the Attitude towards Teaching Profession contribute 9.303% of the variation to the variation in Teacher Aptitude and the shared variances vary from 2.220 to 9.303.

0.95 confidence interval of r's estimated suggest that when 100 samples are studied, in 95 cases the population 'r' of Attitude Towards Teaching profession with

- (i) Instructional Awareness would lie between 0.102 and 0.271.
- (ii) Educational Problem Solving would lie between 0.064 and 0.234.
- (iii) Creativity would lie between 0.138 and 0.304.
- (iv) Mental Ability would lie between 0.166 and 0.329.
- (v) Teacher Aptitude would lie between 0.226 and 0.384.

**b) Rural Sample**

For Rural Sample, the relationship of the predictor variable Attitude towards Teaching Profession with the criterion variables like Instructional Awareness, Educational Problem Solving, Creativity, Mental Ability and Teacher Aptitude are significant at 0.01 level of significance and the respective indices are 0.262, 0.306, 0.281, 0.203, and 0.363.

When the magnitudes of 'r' are considered, the relationship of Attitude Towards Teaching Profession with the criterion variables are low (Garrett 1989) as the indices lie between 0.203 and 0.363.

The sign of 'r' suggest that the variable Attitude Towards Teaching profession has positive relationship with all the criterion variables.

Considering the shared variances, the variable Attitude Towards Teaching Profession contribute more to the variation in Teacher Aptitude, that is, 13.177% of the variation and the shared variances vary from 4.121 to 13.177.

The estimated 0.95 confidence interval of  $r$ 's suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Attitude towards Teaching Profession with

- (i) Instructional Awareness would lie between 0.142 and 0.381.
- (ii) Educational Problem Solving would lie between 0.190 and 0.422.
- (iii) Creativity would lie between 0.163 and 0.399.
- (iv) Mental Ability would lie between 0.082 and 0.326.
- (v) Teacher Aptitude would lie between 0.252 and 0.474.

**c) Urban Sample**

In the case of the Urban sample, the relationship of the predictor variable Attitude towards Teaching Profession with the criterion variables like Creativity, Mental Ability and Teacher Aptitude are significant at 0.01 level of significance and the respective indices are 0.205, 0.261 and 0.283. The relationship of Attitude Towards Teaching Profession with Instructional Awareness is significant at 0.05 level of significance as the index is 0.102 and the relationship with Educational Problem Solving is not found significant by the test of significance.

The magnitude of ' $r$ ' indicate that the relationship of Attitude Towards Teaching profession with the criterion variables are low (Garrett 1979) as the indices vary from 0.037 to 0.283.

The sign of ' $r$ ' suggest that Attitude towards Teaching Profession has positive relation with all the criterion variables.

Considering the shared variances, it can be seen that the variable Attitude Towards Teaching Profession contribute more to the variation in Teacher Aptitude, that is 8.009% of the variation and the shared variances lie between 0.137 and 8.009.

0.95 confidence intervals of  $r$ 's estimated suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Attitude towards Teaching Profession with

- (i) Instructional Awareness would lie between  $-0.016$  and  $0.22$
- (ii) Educational Problem Solving would lie between  $-0.082$  and  $0.156$ .
- (iii) Creativity would lie between  $0.091$  and  $0.319$ .
- (iv) Mental Ability would lie between  $0.150$  and  $0.372$ .
- (v) Teacher Aptitude would lie between  $0.174$  and  $0.393$ .

**d) Government Sample**

For the sub sample (Government) the relationship of the predictor variable Attitude towards Teaching Profession with the criterion variables Creativity, and Teacher Aptitude are significant at 0.01 level of significance and the respective indices are 0.305 and 0.242. The relationship with the criterion variables Educational Problem Solving and Creativity are significant at 0.05 level of significance and the respective indices are 0.172 and 0.158. The relationship with Instructional Awareness is found not significant by the test of significance.

The magnitude of 'r' shows that the relationship of Attitude Towards Teaching Profession with criterion variables is low (Garrett 1979) since the indices vary between 0.089 and 0.305.

The sign of 'r' suggest that the variable Attitude Towards Teaching Profession has positive relation with all the criterion variables.

The shared variances suggest that the variable Attitude towards Teaching Profession contribute more to the variation in Mental Ability, that is, 9.303 of the variation and the shared variances lie between 0.792 and 9.303.

The estimated 0.95 confidence Intervals of r suggest that when 100 samples are studied, in 95 cases the population 'r' of Attitude towards Teaching profession with

- (i) Instructional Awareness would lie between  $-0.053$  and  $0.231$ .
- (ii) Educational Problem Solving would lie between  $0.033$  and  $0.311$ .
- (iii) Creativity would lie between  $0.017$  and  $0.298$ .
- (iv) Mental Ability would lie between  $0.175$  and  $0.435$ .
- (v) Teacher Aptitude would lie between  $0.107$  and  $0.377$ .

**e) Aided sample**

For the sub sample (Aided) the relationship of the predictor variable Attitude Towards Teaching Profession with the criterion variables like Instructional Awareness, Educational problem solving,

creativity, Mental Ability and Teacher aptitude are significant at 0.01 level of significance and the respective indices are 0.219, 0.262, 0.309, 0.189, and 0.373.

The magnitude of 'r' reveals that the relationship of Attitude Towards Teaching Profession with the criterion variables are low (Garrett 1979) as the indices lie between 0.189 and 0.373.

The sign of 'r' indicate that the variable Attitude Towards Teaching Profession has positive relationship with the criterion variables.

When the shared variances are considered, the variable Attitude Towards Teaching Profession contribute 13.913% of the variation to the variation in Teacher Aptitude and shared variances vary between 3.572 and 13.913.

0.95 confidence Interval of r's estimated suggest that when 100 samples are studied, in 95 cases the population 'r' of Attitude Towards Teaching profession with

- (i) Instructional Awareness would lie between 0.085 and 0.353.
- (ii) Educational Problem Solving would lie between 0.131 and 0.393.
- (iii) Creativity would lie between 0.182 and 0.436.
- (iv) Mental Ability would lie between 0.054 and 0.324.
- (v) Teacher Aptitude would lie between 0.252 and 0.494.

**f) Unaided sample**

In the case of the sub sample (Unaided) the relationship of the predictor variable Attitude Towards Teaching with the criterion variables Instructional Awareness and Mental Ability are significant at 0.05 level of significance and the respective indices are 0.103 and 0.135. The relationship with criterion variables like Educational problem Solving, Creativity and Teacher Aptitude are found not significant by the test of significance.

The magnitude of 'r' shows that the relationship of Attitude Towards Teaching Profession with criterion variables are very low (Garrett 1979) as the indices range from  $-0.031$  to  $0.135$ .

The sign of 'r' indicate that the relationship of the variable Attitude Towards Teaching Profession with criterion variables like Instructional Awareness, Mental Ability and Teacher Aptitude are positive and the relationships with Educational Problem Solving and Creativity are negative.

The shared variances suggest that the variable Attitude Towards Teaching Profession contribute more to the variation in Mental Ability, that is, 1.823% of the variation and the shared variances lie between 0.096 and 1.823.

0.95 confidence interval of  $r$ 's were estimated and these suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Attitude Towards Teaching Profession with

- (i) Instructional awareness would lie between -0.074 and 0.280.
- (ii) Educational Problem Solving would lie between -0.210 and 0.148.
- (iii) Creativity would lie between -0.210 and 0.148.
- (iv) Mental Ability would lie between -0.041 and 0.311.
- (v) Teacher Aptitude would lie between -0.133 and 0.255.

#### **4.1.4. Relationship of Criterion Variables with Teacher Perception of Teacher Effectiveness**

Correlation coefficients ' $r$ ' of criterion variables with Teacher Perception of Teacher Effectiveness are given in Table 24.

TABLE 24

**Correlation coefficients of the  
Criterion variables with Teacher Perception of Teacher Effectiveness**

Sample	Criterion variables	r	S.E <sub>r</sub>	r <sup>2</sup> x100	Confidence Interval CI (95%)
Total	Instructional Awareness	0.043	0.044	0.185	(-0.044, 0.139)
	Educational Problem solving	-0.024	0.044	0.058	(-0.111, 0.063)
	Creativity	-0.057	0.044	0.325	(-0.149, 0.029)
	Mental Ability	-0.021	0.044	0.044	(0-108, 0.066)
	Teacher Aptitude	-0.038	0.044	0.144	(-0.125, 0.049)
Rural	Instructional Awareness	0.005	0.065	0.023	(-0.123, 0.133)
	Educational Problem solving	-0.075	0.065	0.563	(-0.202, 0.052)
	Creativity	-0.080	0.065	0.640	(-0.207, 0.047)
	Mental Ability	-0.020	0.065	0.040	(-0.148, 0.108)
	Teacher Aptitude	-0.066	0.065	0.436	(-0.193, 0.061)
Urban	Instructional Awareness	0.061	0.061	0.372	(-0.058, 0.180)
	Educational Problem solving	-0.007	0.061	0.005	(-0.126, 0.425)
	Creativity	-0.051	0.061	0.260	(-0.270, 0.068)
	Mental Ability	-0.046	0.061	0.212	(-0.165, 0.073)
	Teacher Aptitude	-0.030	0.061	0.090	(-0.149, 0.089)
Government	Instructional Awareness	0.019	0.073	0.036	(-0.124, 0.162)
	Educational Problem solving	0.028	0.073	0.078	(-0.115, 0.171)
	Creativity	-0.188**	0.070	3.534	(-0.327 -0.048)
	Mental Ability	0.046	0.073	0.212	(-0.097, 0.189)
	Teacher Aptitude	-0.149*	0.071	2.220	(-0.289, 0.009)
Aided	Instructional Awareness	0.016	0.072	0.026	(-0.124, 0.156)
	Educational Problem solving	-0.094	0.071	0.884	(-0.233, 0.045)
	Creativity	0.124*	0.070	1.538	(-0.014, 0.262)
	Mental Ability	0.044	0.071	0.194	(-0.096, 0.184)
	Teacher Aptitude	0.086	0.071	0.740	(-0.053, 0.225)
Unaided	Instructional Awareness	0.116*	0.090	1.346	(-0.061, 0.293)
	Educational Problem solving	-0.001	0.091	0.0001	(-0.180, 0.178)
	Creativity	-0.090	0.091	0.810	(-0.267, 0.087)
	Mental Ability	-0.056	0.091	0.314	(-0.234, 0.122)
	Teacher Aptitude	-0.032	0.092	0.102	(-0.211, 0.147)

## **Discussion of Results**

### **a) Total Sample**

For the total sample the relationship of the predictor variable Teacher Perception of Teacher Effectiveness with criterion variables like Instructional Awareness, Educational Problem Solving, Creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

The magnitude of 'r' reveals that the relationship of Teacher Perception of Teacher Effectiveness with criterion variables are very low (Garrett 1979) as the indices vary from  $-0.054$  to  $0.043$ .

Considering the sign of 'r' the variable Teacher Perception of Teacher Effectiveness has positive relationship with criterion variable Instructional Awareness and the relationship with remaining criterion variables are negative.

When the shared variances are considered, the variable Teacher Perception of Teacher Effectiveness contribute more to the variation in Creativity and the contribution is 0.325% of the variation. The shared variances lie between 0.044 and 0.325.

The estimated 0.95 confidence interval of *r*'s suggest that when 100 samples are studied, in 95 cases the population '*r*' of Teacher Perception of Teacher Effectiveness with

- (i) Instructional Awareness would lie between  $-0.044$  and  $0.139$ .
- (ii) Educational Problem Solving would lie between  $-0.111$  and  $0.063$ .
- (iii) Creativity would lie between  $-0.149$  and  $0.029$ .
- (iv) Mental Ability would lie between  $-0.108$ , and  $0.066$ .
- (v) Teacher Aptitude would lie between  $-0.125$  and  $0.049$ .

**b) Rural Sample**

For the Rural Sample the relationship of the predictor variable Teacher Perception of Teacher Effectiveness with the criterion variables like Instructional Awareness, Educational Problem Solving, Creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

The magnitudes of '*r*' show that the relationship of the variable Teacher perception of Teacher Effectiveness with criterion variables are very low (Garrett 1979) as the indices vary between  $-0.080$  and  $0.005$ .

When the sign of '*r*'s are considered, the variable Teacher Perception of Teacher Effectiveness has positive relationship with the

criterion variable Instructional Awareness and the relationship with the remaining criterion variables are negative.

Considering the shared variances, the variable Teacher perception of Teacher Effectiveness contribute more to the variation in Creativity, that is, 0.640% of the variation and the shared variances lie between 0.023 and 0.640.

0.95 confidence interval of  $r$ 's estimated suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Teacher Perception of Teacher Effectiveness with

- (i) Instructional Awareness would lie between  $-0.123$  and  $0.133$ .
- (ii) Educational Problem Solving would lie between  $-0.202$  and  $0.052$ .
- (iii) Creativity would lie between  $-0.207$  and  $0.047$ .
- (iv) Mental Ability would lie between  $-0.148$  and  $0.108$ .
- (v) Teacher Aptitude would lie between  $-0.193$  and  $0.061$ .

**c) Urban sample**

For the Urban sample the relationship of the predictor variable Teacher Perception of Teacher Effectiveness with criterion variables like Instructional Awareness, Educational Problem solving, Creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

Considering the magnitudes of 'r' the relationship of the variable Teacher Perception of Teacher Effectiveness is very low (Garrett 1979) as the indices vary between  $-0.051$  and  $0.061$ .

The sign of 'r' reveals that the relationship of the variable Teacher Perception of Teacher Effectiveness with criterion variable Instructional Awareness is positive and the relationship with the remaining criterion variables are negative.

When the shared variances are considered, the variable Teacher Perception of Teacher Effectiveness contribute more to the variation in Instructional Awareness and the contribution is  $0.372\%$  of the variation. The shared variances vary between  $0.005$  and  $0.372$ .

$0.95$  confidence interval of r's were estimated and these suggest that when 100 samples are studied, in 95 cases the population 'r' of Teacher Perception of Teacher Effectiveness with

- (i) Instructional Awareness would lie between  $-0.058$  and  $0.180$ .
- (ii) Educational Problem Solving would lie between  $-0.126$  and  $0.425$ .
- (iii) Creativity would lie between  $-0.170$  and  $0.068$ .
- (iv) Mental Ability would lie between  $-0.165$  and  $0.073$ .
- (v) Teacher Aptitude would lie between  $-0.149$  and  $0.089$ .

**d) Government sample**

For the sub sample (Government) the relationship of the predictor variable Teacher Perception of Teacher Effectiveness with criterion variable Creativity is significant at 0.01 level of significance and the corresponding index is 0.188. The relationship with the criterion variable Teacher Aptitude is significant at 0.05 level of significance and the index is  $-0.149$ . The relationship with the criterion variables like Instructional Awareness, Educational Problem Solving and Mental Ability are found not significant by the test of significance.

The magnitude of 'r' reveals that the relationship of the variable Teacher Perception of Teacher Effectiveness with the criterion variables are very low as the indices lie between  $-0.188$  and  $0.046$ .

The sign of 'r' shows that the relationship of the variable Teacher Perception of Teacher Effectiveness with criterion variables like Instructional Awareness, Educational Problem Solving and Mental Ability are positive. The relationship with the criterion variables Creativity and Teacher Aptitude are negative.

When the shared variances are considered, the variable Teacher Perception of Teacher Effectiveness contribute more to the variation in

Creativity, that is, 3.534% of the variation and shared variances vary between 0.036 and 3.534.

0.95 confidence intervals of r's were estimated and these suggest that when 100 samples are studied, in 95 cases the population 'r' of Teacher Perception of Teacher Effectiveness with

- (i) Instructional Awareness would lie between  $-0.124$  and  $0.162$ .
- (ii) Educational Problem Solving would lie between  $-0.115$  and  $0.171$ .
- (iii) Creativity would lie between  $-0.048$  and  $-0.327$ .
- (iv) Mental Ability would lie between  $-0.097$  and  $0.189$ .
- (v) Teacher Aptitude would lie between  $-0.289$  and  $0.009$ .

**e) Aided sample**

For the sub sample (Aided) the relationship of the predictor variable Teacher Perception of Teacher Effectiveness with the criterion variable Creativity is significant at 0.05 level of significance and the corresponding index is 0.124. The relationship with criterion variables like Instructional Awareness, Educational Problem Solving, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

Considering the magnitude of 'r' the relationship of the variable Teacher Perception of Teacher Effectiveness with the criterion variables are very low as the indices lie between  $-0.094$  and  $0.124$ .

The sign of 'r' show that the relationship of Teacher Perception of Teacher Effectiveness with Educational Problem Solving is negative and the relationship with the remaining criterion variables are positive.

When the shared variances are considered the variable Teacher Perception of Teacher Effectiveness contribute more to the variation in Creativity, that is  $1.538\%$  of the variation. The shared variances vary from  $0.026$  to  $1.538$ .

$0.95$  confidence intervals of r's were estimated and these suggest that when 100 samples are studied, in 95 cases the population 'r' of Teacher Perception of Teacher Effectiveness with

- (i) Instructional Awareness would lie between  $-0.124$  and  $0.156$ .
- (ii) Educational Problem Solving would lie between  $-0.233$  and  $0.045$ .
- (iii) Creativity would lie between  $-0.014$  and  $0.262$ .
- (iv) Mental Ability would lie between  $-0.096$  and  $0.184$ .
- (v) Teacher Aptitude would lie between  $-0.053$  and  $0.225$ .

**f) Unaided sample**

In the case of the sub sample (Unaided) the relationship of the predictor variable Teacher Perception of Teacher Effectiveness with criterion variable Instructional Awareness is significant at 0.05 level of significance and the corresponding index is 0.116. The relationship of Teacher Perception of Teacher Effectiveness with the criterion variables like Educational Problem Solving, creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

The magnitude of 'r' shows that the relationship of the variable Teacher Perception of Teacher Effectiveness with the criterion variables are very low as the indices lies between  $-0.090$  and  $0.116$ .

The sign of 'r' indicate that the relationship of Teacher Perception of Teacher Effectiveness with Instructional Awareness is positive and the relationship with the criterion variables like Educational Problem Solving Creativity, Mental Ability and Teacher Aptitude are negative.

When the shared variances are considered, the variable Teacher Perception of Teacher Effectiveness contribute more to the variation in Instructional Awareness and the contribution is 1.346% of the variation. The indices vary between 0.0001 and 1.346.

The estimated 0.95 confidence interval of  $r$ 's suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Teacher Perception of Teacher Effectiveness with

- (i) Instructional Awareness would lie between  $-0.061$  and  $0.293$ .
- (ii) Educational Problem Solving would lie between  $-0.180$  and  $0.178$ .
- (iii) Creativity would lie between  $-0.267$  and  $0.087$ .
- (iv) Mental Ability would lie between  $-0.234$  and  $0.122$ .
- (v) Teacher Aptitude would lie between  $-0.211$  and  $0.147$ .

#### **4.1.5. Relationship of Criterion Variables with Self Concept in Teaching**

Correlation coefficients ' $r$ ' of criterion variables with Self Concept in Teaching are given in Table 25.

TABLE 25

## Correlation coefficients of the Criterion Variables with Self Concept in Teaching

Sample	Criterion variables	r	S.E <sub>r</sub>	r <sup>2</sup> x100	Confidence Interval CI (95%)
Total	Instructional Awareness	-0.024	0.044	0.057	(-0.063, 0.111)
	Educational Problem solving	-0.006	0.044	0.004	(-0.093, 0.080)
	Creativity	0.055	0.044	0.302	(-0.032, 0.142)
	Mental Ability	0.057	0.044	0.325	(-0.030, 0.144)
	Teacher Aptitude	0.049	0.044	0.240	(-0.038, 0.136)
Rural	Instructional Awareness	-0.116**	0.065	1.346	(-0.242, 0.010)
	Educational Problem solving	0.064	0.065	0.410	(-0.063, 0.191)
	Creativity	-0.090	0.065	0.810	(-0.217, 0.037)
	Mental Ability	-0.050	0.065	0.250	(-0.178, 0.078)
	Teacher Aptitude	-0.096	0.065	0.922	(-0.223, 0.031)
Urban	Instructional Awareness	0.019	0.061	0.036	(-0.100, 0.138)
	Educational Problem solving	-0.028	0.061	0.078	(-0.142, 0.091)
	Creativity	0.096	0.061	0.922	(-0.022, 0.214)
	Mental Ability	0.166**	0.059	5.930	(0.050, 0.282)
	Teacher Aptitude	0.153*	0.060	2.341	(0.036, 0.270)
Government	Instructional Awareness	0.131*	0.072	1.716	(-0.009, 0.271)
	Educational Problem solving	0.028	0.073	0.078	(-0.115, 0.171)
	Creativity	-0.057	0.073	0.324	(-0.200, 0.086)
	Mental Ability	0.054	0.073	0.292	(-0.089, 0.197)
	Teacher Aptitude	-0.010	0.073	0.010	(-0.153, 0.133)
Aided	Instructional Awareness	-0.037	0.072	0.137	(-0.177, 0.103)
	Educational Problem solving	0.037	0.072	0.137	(-0.103, 0.177)
	Creativity	0.141*	0.070	1.988	(-0.003, 0.420)
	Mental Ability	0.153*	0.069	2.341	(-0.160, 0.290)
	Teacher Aptitude	0.136*	0.070	1.850	(-0.002, 0.274)
Unaided	Instructional Awareness	-0.213*	0.087	4.537	(-0.384, -0.042)
	Educational Problem solving	-0.174*	0.089	3.028	(-0.348, 0.0004)
	Creativity	-0.001	0.091	0.001	((-0.179, 0.178)
	Mental Ability	-0.140*	0.089	1.960	(-0.315, 0.035)
	Teacher Aptitude	-0.173**	0.089	2.993	(-0.346, 0.001)

## **Discussion of Results**

### **a) Total Sample**

For the total sample the relationship of the predictor variable self Concept in Teaching with the criterion variables are found not significant by the test of significance.

The magnitude of 'r's show that the relationship of Self Concept in Teaching with the criterion variables are very low as the indices lie between  $-0.024$  and  $0.057$ .

Considering the sign of 'r' it can be seen that the self concept in Teaching has positive relationship with Educational Problem Solving and negative relationship with the remaining criterion variables.

When the shared variances are considered, the variable Self Concept in Teaching contribute more to the variation in Mental Ability and the contribution is 0.325% of the variation. The shared variances lie between 0.004 and 0.325.

The estimated 0.95 confidence interval of r's indicate that when 100 samples are studied, in 95 cases the population 'r' of Self Concept in Teaching with

(i) Instructional Awareness would lie between  $-0.063$  and  $0.111$ .

- (ii) Educational Problem Solving would lie between  $-0.093$  and  $0.081$ .
- (iii) Creativity would lie between  $-0.032$  and  $0.142$ .
- (iv) Mental Ability would lie between  $-0.030$  and  $0.144$ .
- (v) Teacher Aptitude would lie between  $-0.038$  and  $0.136$ .

**b) Rural Sample**

In the case of the Rural sample the relationship of the predictor variable Self concept in Teaching with the criterion variable Instructional Awareness is significant at 0.01 level of significance and the corresponding index is  $-0.116$ . The relationship of self concept in Teaching with Educational Problem Solving, Creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

When the magnitude of 'r' are considered, the relationship of the variable Self Concept in Teaching with the criterion variables are very low as the indices lie between  $-0.116$  and  $0.064$ .

Considering the sign of 'r' the variable Self Concept in Teaching has positive relationship with Educational problem solving and negative relationship with the remaining criterion variables.

The shared variances indicate that the variable Self Concept in Teaching contribute more to the variation in Instructional Awareness,

that is, 1.346% of the variation and the shared variances lie between 0.250 and 1.346.

0.95 confidence interval of  $r$ 's are estimated and these suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Self Concept in Teaching with

- (i) Instructional Awareness would lie between  $-0.242$  and  $0.010$ .
- (ii) Educational Problem Solving would lie between  $-0.063$  and  $0.191$ .
- (iii) Creativity would lie between  $-0.217$  and  $0.037$ .
- (iv) Mental Ability would lie between  $-0.178$  and  $0.078$ .
- (v) Teacher Aptitude would lie between  $-0.223$  and  $0.031$ .

**c) Urban Sample**

In the case of the urban sample, the relationship of the predictor variable Self Concept in Teaching with criterion variable Mental Ability is significant at 0.01 level of significance and the corresponding index is 0.166. The relationship of Self Concept in Teaching with Teacher Aptitude is significant at 0.05 level of significance with corresponding index 0.153. The relationship of Self Concept in Teaching with criterion variables like Instructional Awareness, Educational Problem Solving and Creativity are found not significant by the test of significance.

Considering the magnitude of 'r', the relationship of Self Concept in Teaching with the criterion variables are very low as the indices vary from  $-0.028$  to  $0.156$ .

When the sign of 'r's are considered, the variable Self Concept in Teaching has negative relationship with Educational Problem Solving and the relationship with the remaining criterion variables are positive.

The shared variances suggest that the variable Self Concept in Teaching contribute more to the variation in Mental Ability and the contribution is 5.93% of the variation. The shared variances lie between 0.036 and 5.93.

0.95 confidence interval of r's estimated suggest that when 100 samples are studied, in 95 cases the population 'r' of Self Concept in Teaching with

- (i) Instructional Awareness would lie between  $-0.100$ ,  $0.138$ .
- (ii) Educational Problem Solving would lie between  $-0.142$  and  $0.091$ .
- (iii) Creativity would lie between  $-0.022$  and  $0.214$ .
- (iv) Mental Ability would lie between  $0.050$  and  $0.282$
- (v) Teacher Aptitude would lie between  $0.036$  and  $2.70$ .

**d) Government Sample**

For the sub sample (Government) the predictor variable Self Concept in Teaching has Significant relationship with criterion variable Instructional Awareness at 0.05 level of significance and the corresponding index is 0.131. The relationship of self concept in Teaching with criterion variables like Educational Problem Solving, Creativity, Mental Ability and Teacher Aptitude are found not significant by the test of significance.

When the magnitudes of 'r' are considered it can be seen that the relationship of Self Concept in Teaching with the criterion variables are very low as the indices vary between  $-0.057$  and  $0.131$ .

The sign of 'r's show that the relationship of Self Concept in Teaching with the criterion variables Instructional Awareness, Educational Problem Solving and Mental Ability are positive and the relationship with criterion variables Creativity and Teacher aptitude are negative.

Considering the shared variances, the variable Self Concept in Teaching contribute more to the variation in Instructional Awareness, that is, 1.716% of the variation and the indices lie between 0.010 and 1.716.

0.95 confidence interval of  $r$ 's were estimated and these suggest that when 100 samples are studied, in 95 cases the population ' $r$ ' of Self Concept in Teaching with

- (i) Instructional Awareness would lie between  $-0.009$  and  $0.271$
- (ii) Educational Problem Solving would lie between  $-0.115$  and  $0.171$ .
- (iii) Creativity would lie between  $-0.200$  and  $0.086$ .
- (iv) Mental Ability would lie between  $-0.089$  and  $0.197$ .
- (v) Teacher Aptitude would lie between  $-0.153$  and  $0.133$ .

**e) Aided Sample**

In the case of the sub sample (Aided) the relationship of the predictor variable Self Concept in Teaching with the criterion variables like Creativity, Mental Ability and Teacher Aptitude are significant at 0.05 level of significance with respective indices 0.124, 0.153 and 0.136. The relationship of Self Concept with criterion variables Instructional Awareness and Educational Problem Solving are found not significant by the test of significance.

Considering the magnitude of ' $r$ ' the relationship of Self concept in Teaching with the criterion variables are very low as the indices lie between  $-0.037$  and  $0.153$ .

The sign of 'r' indicate that the variable Self Concept in Teaching has negative relationship with Instructional Awareness and positive relationship with the remaining criterion variables.

When the shared variances are considered the variable Self Concept in Teaching contribute 2.341% of the variation to the variation in Mental Ability and the shared variances lie between 0.137 and 2.341.

0.95 confidence interval of r's estimated suggest when 100 samples are studied, in 95 cases the population 'r' of Self Concept in Teaching with

- (i) Instructional Awareness would lie between  $-0.177$  and  $0.103$ .
- (ii) Educational Problem Solving would lie between  $-0.103$  and  $0.177$ .
- (iii) Creativity would lie between  $-0.003$  and  $0.420$ .
- (iv) Mental Ability would lie between  $0.160$  and  $0.290$ .
- (v) Teacher Aptitude would lie between  $-0.002$  and  $0.274$ .

**f) Unaided Sample**

In the case of subsample (Unaided) the predictor variable Self Concept in Teaching has significant relationship with the criterion variable Teacher Aptitude at 0.01 level of significance and the corresponding index is  $-0.173$ . The relationship of Self Concept in Teaching with criterion variables like Instructional Awareness, Educational Problem Solving and Mental Ability are significant at 0.05

level of significance and the respective indices are  $-0.213$ ,  $-0.174$  and  $-0.140$ . The relationship of Self Concept in Teaching with Creativity is found not significant by the test of significance.

Magnitude of 'r' suggest that the relationship of Self Concept in Teaching with criterion variables are very low as the indices vary between  $-0.213$  and  $-0.001$ .

Sign of 'r' reveal that the relationship of Self Concept in Teaching with criterion variables are negative.

The shared variances indicate that the variable Self Concept in Teaching contribute more to the variation in Instructional Awareness, that is, 4.537% of the variation and the shared variance lie between 0.0001 and 4.537.

0.95 confidence intervals of 'r' is were estimated and these suggest that when 100 samples are studied, in 95 cases the population 'r' of Self Concept in Teaching with

- (i) Instructional Awareness would lie between  $-0.384$  and  $-0.042$ .
- (ii) Educational Problem Solving would lie between  $-0.348$  and  $-0.0004$ .
- (iii) Creativity would lie between  $-0.179$  and  $0.178$ .
- (iv) Mental Ability would lie between  $-0.315$  and  $0.035$ .
- (v) Teacher Aptitude would lie between  $-0.346$  and  $0.0001$ .

## Summary of Findings

Pearson's Product Moment Coefficient of Correlations were estimated between the criterion variables and the predictor variables. *Significant relationships* were found between the following pairs of variables.

### 1. Teacher Aptitude with Academic Achievement in Teacher Education

[r = 0.104\*\* for Total sample]

[r = 0.101\* for Rural sample]

[r = 0.125\* for Urban sample]

[r = 0.107\* for Aided sample]

### 2. Teacher Aptitude with Attitude towards Teaching Profession

[r = 0.305\*\* for Total sample]

[r = 0.363\*\* for Rural sample]

[r = 0.283\*\* for Urban sample]

[r = 0.242\*\* for Government sample]

[r = 0.373\*\* for Aided sample]

### 3. Teacher Aptitude with Teacher Perception of Teacher Effectiveness

[r = -0.149\* for Government sample]

### 4. Teacher Aptitude with Self Concept in Teaching

[r = 0.153\* for Urban sample]

[ $r = 0.136^*$  for Aided sample]

[ $r = -0.173^*$  for Unaided sample]

5. Instructional Awareness with Achievement in teacher Education

[ $r = 0.123^{**}$  for Total sample]

[ $r = 0.164^{**}$  for Urban sample]

[ $r = 0.191^{**}$  for Government sample]

[ $r = 0.185^*$  for Unaided sample]

6. Instructional Awareness with Attitude towards Teaching Profession

[ $r = 0.187^{**}$  for Total sample]

[ $r = 0.262^{**}$  for Rural sample]

[ $r = 0.102^*$  for Urban sample]

[ $r = 0.219^{**}$  for Aided sample]

[ $r = 0.103^*$  for Unaided sample]

7. Instructional Awareness with Teacher Perception of Teacher Effectiveness

[ $r = 0.116^*$  for Unaided sample]

8. Instructional Awareness with Self Concept in Teaching

[ $r = -0.116^*$  for Rural sample]

[ $r = 0.131^*$  for Government sample]

[ $r = 0.213^*$  for Unaided sample]

9. Educational Problem Solving with Achievement in teacher Education

[ $r = 0.117^*$  for Government sample]

[ $r = -0.127^*$  for Aided sample]

10. Educational Problem Solving with Teaching Interest

[ $r = 0.105$  for Government sample]

11. Educational Problem Solving with Attitude towards Teaching Profession

[ $r = 0.149^*$  for Total sample]

[ $r = 0.306^{**}$  for Rural sample]

[ $r = 0.172^*$  for Government sample]

[ $r = 0.262^*$  for Aided sample]

12. Educational Problem Solving with Self Concept in Teaching

[ $r = -0.174^*$  for Unaided sample]

13. Creativity with Achievement in Teacher Education

[ $r = 0.105^*$  for Rural sample]

[ $r = 0.165^*$  for Aided sample]

14. Creativity with Teaching Interest

[ $r = 0.127^*$  for Unaided sample]

15. Creativity with Attitude towards Teaching Profession

[ $r = 0.221^{**}$  for Total sample]

[ $r = 0.281^{**}$  for Rural sample]

[r = 0.205\*\* for Urban sample]

[r = 0.158\* for Government sample]

[r = 0.309\*\* for Aided sample]

16. Creativity with Teacher Perception of Teacher Effectiveness

[r = -0.188\*\* for Government sample]

[r = 0.124\* for Aided sample]

17. Creativity with Self Concept in Teaching

[r = 0.141\* for Aided sample]

18. Mental Ability with Achievement in Teacher Education

[r = 0.103\* for Total sample]

[r = 0.128\* for Urban sample]

[r = 103\* for Government sample]

19. Mental Ability with Attitude towards Teaching Profession

[r = 0.248\*\* for Total sample]

[r = 0.203\*\* for Rural sample]

[r = 0.261\*\* for Urban sample]

[r = 0.305\*\* for Government sample]

[r = 0.189\* for Aided sample]

[r = 0.135\* for Unaided sample]

20. Mental Ability with Self Concept in teaching

[r = 0.166\*\* for Urban sample]

[r = 0.153\* for Aided sample]

[r -0.140\* for Unaided sample]

Relationship is *not significant* in the case of the following pairs of variables:

1. Teacher Aptitude with Academic Achievement in Teacher Education

[r = 0.048 for Government sample]

[r = 0.048 for Unaided sample]

2. Teacher Aptitude with Teaching Interest

[r = 0.023 for Total sample]

[r = 0.085 for Rural sample]

[r = -0.025 for Urban sample]

[r = 0.040 for Government sample]

[r = 0.046 for Aided sample]

[r = 0.095 for Unaided sample]

3. Teacher Aptitude with Attitude towards Teaching Profession

[r = 0.046 for Unaided]

4. Teacher Aptitude with Teacher Perception of Teacher Effectiveness

[r = 0.038 for Total sample]

[r = -0.066 for Rural sample]

[r = -0.030 for Urban sample]

[r = 0.086 for Aided sample]

[ $r = -0.032$  for Unaided sample]

5. Teacher Aptitude with Self Concept in Teaching

[ $r = 0.049$  for Total sample]

[ $r = -0.096$  for Rural sample]

[ $r = -0.010$  for Government sample]

6. Instructional Awareness with Achievement in Teacher Education

[ $r = 0.069$  for Rural sample]

[ $r = 0.004$  for Aided sample]

7. Instructional Awareness with Teaching Interest

[ $r = 0.006$  for Total sample]

[ $r = 0.057$  for Rural sample]

[ $r = -0.053$  for Urban sample]

[ $r = 0.008$  for Government sample]

[ $r = -0.017$  for Aided sample]

[ $r = 0.091$  for Unaided sample]

8. Instructional Awareness with Attitude towards Teaching Profession

[ $r = 0.089$  for Government sample]

9. Instructional Awareness with Teacher Perception of Teacher Effectiveness

[ $r = 0.043$  for Total sample]

[ $r = 0.005$  for Rural sample]

[ $r = 0.061$  for Urban sample]

[ $r = 0.019$  for Government sample]

[ $r = 0.016$  for Aided sample]

10. Instructional Awareness with Self Concept in Teaching

[ $r = -0.024$  for Total sample]

[ $r = 0.019$  for Urban sample]

[ $r = -0.037$  for Aided sample]

11. Educational Problem Solving with Achievement in Teacher Education

[ $r = -0.015$  for Total sample]

[ $r = -0.021$  for Rural sample]

[ $r = 0.001$  for Urban sample]

[ $r = -0.059$  for Unaided sample]

12. Educational Problem Solving with Teaching Interest

[ $r = -0.003$  for Total sample]

[ $r = 0.080$  for Rural sample]

[ $r = -0.060$  for Urban sample]

[ $r = -0.019$  for Aided sample]

[ $r = -0.042$  for Unaided sample]

13. Educational Problem Solving with Attitude towards Teaching Profession

[ $r = 0.037$  for Urban sample]

[r = -0.031 for Unaided sample]

14. Educational Problem Solving with Teacher Perception of Teacher Effectiveness

[r = -0.024 for Total sample]

[r = -0.075 for Rural sample]

[r = -0.007 for Urban sample]

[r = 0.028 for Government sample]

[r = -0.094 for Aided sample]

[r = -0.001 for Unaided sample]

15. Educational Problem Solving with Self Concept in Teaching

[r = -0.006 for Total sample]

[r = 0.064 for Rural sample]

[r = -0.028 for Urban sample]

[r = 0.012 for Government sample]

[r = 0.037 for Aided sample]

16. Creativity with Academic Achievement in Teacher Education

[r = 0.071 for Total sample]

[r = 0.064 for Urban sample]

[r = -0.034 for Government sample]

[r = -0.012 for Unaided sample]

17. Creativity with Teaching Interest

[r = 0.037 for Total sample]

[r = 0.094 for Rural sample]

[r = 0.002 for Urban sample]

[r = 0.037 for Government sample]

[r = 0.083 for Aided sample]

18. Creativity with Attitude towards Teaching Profession

[r = -0.031 for Unaided sample]

19. Creativity with Teacher Perception of Teacher Effectiveness

[r = -0.057 for Total sample]

[r = -0.080 for Rural sample]

[r = -0.051 for Urban sample]

[r = -0.090 for Unaided sample]

20. Creativity with Self Concept in Teaching

[r = 0.055 for Total sample]

[r = -0.090 for Rural sample]

[r = 0.096 for Urban sample]

[r = -0.057 for Government sample]

[r = -0.001 for Unaided sample]

21. Mental Ability with Achievement in Teacher Education

[r = 0.045 for Rural sample]

[r = 0.085 for Aided sample]

[r = 0.045 for Unaided sample]

22. Mental Ability with Teaching Interest

[r = -0.028 for Total sample]

[r = -0.058 for Rural sample]

[r = -0.027 for Urban sample]

[r = -0.045 for Government sample]

[r = -0.002 for Aided sample]

[r = 0.011 for Unaided sample)

23. Mental Ability with Teacher Perception of Teacher Effectiveness

[r = -0.021 for Total sample]

[r = -0.020 for Rural sample]

[r = -0.046 for Urban sample]

[r = 0.046 for Government sample]

[r = 0.044 for Aided sample]

[r = -0.056 for Unaided sample]

24. Mental Ability with Self Concept in Teaching

[r = 0.057 for Total sample]

[r = -0.050 for Rural sample]

[r = 0.054 for Government sample]

#### **4.2. REGRESSION ANALYSIS TO TEST THE EFFICIENCY OF THE PREDICTOR VARIABLES IN PREDICTING TEACHER APTITUDE AND ITS FOUR CONSTRUCTS**

Stepwise multiple regression analysis (ANOVA approach) was adopted to find out the efficiency of the predictor variables viz., Achievement in Teacher Education, Teaching Interest, Attitude towards Teaching Profession, Teacher Perception of Teacher Effectiveness and Self Concept in teaching in predicting the criterion variable Teacher Aptitude and its four constructs. This analysis was carried out using the software of the SPSS programme of the stepwise Multiple Regression Analysis. This analysis was done not only to select the variables that best predict Teacher Aptitude, but also to eliminate superfluous predictor variables.

The input for this Regression analysis are:

- (i) basic statistics like mean and standard deviation of variables involved in the study, and
- (ii) correlation matrix of the criterion variables with predictor variables.

These are given in Tables 26 and 27 respectively.

TABLE 26

**Input Data for Step-wise Regression Analysis**

Sl. No.	Variables	Mean	Standard deviation
	<b><i>Criterion Variables</i></b>		
1	Instructional Awareness (X <sub>3</sub> )	15.95	2.364
2	Educational problem solving (X <sub>4</sub> )	18.56	1.606
3	Creativity (X <sub>5</sub> )	22.84	6.959
4	Mental ability (X <sub>6</sub> )	6.38	1.877
5	Teacher aptitude (X <sub>7</sub> )	63.55	9.311
	<b><i>Predictor Variables</i></b>		
6	Achievement in Teacher Education (X <sub>2</sub> )	49.999	9.999
7	Teaching interest (X <sub>8</sub> )	15.09	5.151
8	Attitude towards Teaching Profession (X <sub>1</sub> )	198.07	19.372
9	Teacher perception of Teacher Effectiveness (X <sub>9</sub> )	91.63	16.306
10	Self Concept in Teaching (X <sub>10</sub> )	24.26	11.670

TABLE 27

## Correlation Matrix of the Criterion Variables with Predictor Variables

Sl. No.	Variables	Instruc-tional aware-ness	Educa-tional problem solving	Creati-ty	Mental Ability	Teacher Aptitude	Academic Achieve-ment in Teacher Education	Teaching Interest	Attitude towards Teaching Profe-ssion	Teacher percep-tion of Teacher Effecti-veness	Self Concept in Teaching
	<i>Criterion Variables</i>										
1	Instructional Awareness	1									
2	Educational Problem Solving	0.241**	1								
3	Creativity	0.165**	0.200**	1							
4	Mental Ability	0.299**	0.174**	0.263**	1						
5	Teacher Aptitude	--	--	--	--	1					
	<i>Predictor Variables</i>										
6	Academic Achievement in Teacher Education	0.123**	-0.015	0.71	0.103**	0.104**	1				
7	Teaching Interest	0.006	-0.003	0.037	-0.028	0.023	0.132**	1			
8	Attitude towards Teaching Profession	0.187**	0.149**	0.221**	0.248**	0.305**	0.074	0.258**	1		
9	Teacher Perception of Teacher Effectiveness	0.043	-0.024	-0.057	-0.021	-0.038	0.041	0.081	0.040	1	
10	Self Concept in Teaching	-0.024	-0.006	0.005	0.057	0.049	0.096	-0.071	.0.065	-0.055	1

\*\* indicates significance of 'r' at 0.01 level.

#### **4.2.1. Regression Analysis to Predict Instructional Awareness, a Construct of Teacher Aptitude**

The correlation matrix of the criterion variables with Predictor variables reveals that out of the five predictor variables, only two variables have significant relation with Instructional Awareness. Out of these two, Attitude towards Teaching Profession has the highest correlation with Instructional Awareness. Hence Attitude towards Teaching profession was taken as the first variable to be entered for regression analysis. This variable was labelled as  $X_1$  and Academic Achievement in Teacher Education as  $X_2$ . The dependent variable Instructional Awareness was labelled as  $X_3$ .

##### **Step 1**

The construct selected as criterion variable for Step 1 analysis is Instructional Awareness (labelled as  $X_3$ ).

The result of Step-1 analysis is given in Table 28.

TABLE 28

**Results of Step-I Regression Analysis**

Dependent Variable	:	Instructional Awareness ( $X_3$ )
Variable entered	:	Attitude towards teaching profession ( $X_1$ )
Correlation 'r'	=	0.187
Percentage variance ( $r^2 \times 100$ )	=	3.497
Beta ( $\beta_1$ )	=	0.187
$SE_r$	=	0.043
$B_1$	=	0.023
$SE B_1$	=	0.005
Constant	=	11.425

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	1	98.839	98.839	18.288
Residual	504	2723.825	5.404	( $P < 0.01$ )

**Discussion of Results**

The results shown in Table 28 suggest that the correlation 'r' is 0.187. This is significant as  $SE_r = 0.043$ . The 'B' weight of this variable in writing the regression equation is 0.023. The standard error of B is 0.005.

The F-value obtained ( $F = 18.288$ ) is much greater than the value set for significance at 0.01 level (table value of  $F = 6.66$ ) for (1,504) degrees of freedom. This suggests that the variable, Attitude towards

Teaching Profession is highly significant in predicting Instructional Awareness.

The percentage variance accounted for the variable Attitude towards Teaching profession is 3.497. This suggests that 3.497 percent of the variation in the variable Instructional awareness can be accounted for by the variation in the variable, Attitude towards teaching profession. This also suggests that the remaining percentage of variance is attributable to the variation of the variables not used in Step-I analysis.

The regression equation in this case with Attitude towards teaching profession as the single predictor variable is

$$\begin{aligned} X_3 &= B_1 X_1 + \text{constant} \\ X_3 &= 0.023 X_1 + 11.425 \end{aligned}$$

This equation suggest that for one unit increase in the variable  $X_1$  the criterion variable  $X_3$  increases by 0.023 units.

## **Step II**

Step II analysis enable us to say whether there is any increase in the percentage variance accounted for by the predictor variable used in the second stage.

The second predictor input variable is the one which has the highest partial correlation with the criterion variable. In this case the variable is Academic Achievement in Teacher Education ( $X_2$ ).

The result of Step II analysis is given in Table 29.

**TABLE 29**  
**Results of Step II Regression Analysis**

Variable entered in Step II : Attitude towards Teaching Profession ( $X_1$ ) and Academic Achievement ( $X_2$ )

Multiple correlation (R) = 0.217

$SE_R$  = 0.042

Percentage variance ( $R^2 \times 100$ ) = 4.709

$\beta_1 = 0.179$                        $B_1 = 0.022$                        $SE B_1 = 0.005$

$\beta_2 = 0.110$                        $B_2 = 0.026$                        $SE B_2 = 0.010$

Constant = 10.320

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	2	132.911	66.455	12.428 ( $P < 0.01$ )
Residual	503	2689.753	5.347	

### Discussion of Results

Results shown in Table 29 suggests that the index of predictability at this stage is 0.217. The B weights of the two variables  $X_1$  and  $X_2$  are

0.022 and 0.026 respectively, the standard errors of  $B_1$  and  $B_2$  being 0.005 and 0.010 respectively.

The F-value obtained ( $F = 12.428$ ) is greater than the value set for significance (4.68) at 0.01 level for (2,503) degrees of freedom. This indicates that Academic Achievement ( $X_2$ ) is also highly significant in predicting Instructional Awareness.

The percentage variance accounted for by the variables Attitude towards teaching profession and academic Achievement is 4.709. This suggests that 4.709 percent of the variation in Instructional Awareness can be accounted for by the variation in the variables viz., Attitude towards Teaching Profession and Academic Achievement.

This again suggest that by adding the variable Academic Achievement to Attitude towards Teaching Profession, the index of prediction 'R' has changed from 0.187 to 0.217 and the percentage variance has increased from 3.497 to 4.709,. The increase in R is 0.030 and the increase in percentage variance is 1.212.

The equation to the regression line in this case is

$$X_3 = B_1 X_1 + B_2 X_2 + \text{constant}$$

$$X_3 = 0.022 X_1 + 0.026 X_2 + 10.320.$$

This equation suggests that for one unit increase in  $X_1$ ,  $X_3$  increases by 0.022 units when the effect of  $X_2$  is held constant and that for unit increase in  $X_2$ ,  $X_3$  increases by 0.026 units when the effect of the variable  $X_1$  is nullified.

Variables viz., Teaching Interest, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching were not entered in the analysis as the partial correlations 'r's were negligible and not significant.

Summary of the Step-wise Regression Analysis is presented in Table 30.

TABLE 30

**Summary of the Results of Step-wise Regression Analysis**

Step	Variables entered	R	Increase in R	Percentage Variance $R^2 \times 100$	Increase in Percentage variance	Unstandardised co-efficients		Standardised co-efficients	
						B	$SE_r$	$\beta$	T
1	Attitude towards Teaching Profession	0.187	--	3.497	--	0.023	0.005	0.179	4.101
2	Academic Achievement in Teacher Education	0.217	0.030	4.709	1.212	0.026	0.010	0.110	2.524

Constant = 10.320

The Regression equations for predicting Instructional Awareness by means of Attitude towards Teaching Profession and Academic Achievement in Teacher Education are the following:

$$X_3 = 0.023 X_1 + 11.425$$

$$X_3 = 0.022 X_1 + 0.026 X_2 + 10.320$$

To find out the relative efficiency of the variables Attitude towards Teaching Profession and Academic Achievement in Teacher Education to predict Instructional Awareness, the coefficient of determination,  $R^2$  as  $\Sigma\beta r$  was computed and presented in Table 31.

TABLE 31

**Relative Weights of the Predictor Variables**

Variable No.	Variables	$\beta$ Regression Coefficient	Coefficient of Correlation 'r'	$\beta r$
1	Attitude towards Teaching Profession	0.179	0.187	0.0335
2	Academic Achievement in Teacher Education	0.110	0.123	0.0135
$R^2 = 0.0470$				
$R = 0.217$				

## Discussion of Results

$R^2$  is found to be 0.0470 and accordingly 4.70 percent of whatever makes teacher trainees differ in Instructional Awareness can be attributed to difference in Attitude towards Teaching Profession and Academic Achievement in Teacher Education. The total contribution of 4.70 percent can be further broken down to the independent contribution of Attitude towards Teaching Profession and Academic Achievement in Teacher Education. Since  $R^2 = 0.0335 + 0.0135$ , the contribution of Attitude towards Teaching Profession to the variation of Instructional Awareness is 3.35 percent. The contribution of Academic Achievement in Teacher Education is 1.35 percent. The remaining 95.30 percent of the variance of Instructional Awareness may be attributed to some other variables.

### 4.2.2. Regression Analysis to Predict Educational Problem Solving, a Second Construct of Teacher Aptitude

The correlation matrix of the criterion variables with the predictor variables (Table 27) reveals that out of the five predictor variables, only one variable having significant relation with Educational Problem Solving is the variable Attitude towards Teaching Profession. Hence Attitude towards Teaching Profession became the single variable for regression analysis. This variable was labelled as  $X_1$  and the dependent variable Educational Problem Solving was labelled as  $X_4$ .

**Step I**

Results of Regression Analysis with criterion variable as Educational Problem Solving and Predictor variable as Attitude towards Teaching Profession is given in Table 32.

**TABLE 32**

**Results of Regression Analysis**

Criterion Variable :	Educational Problem Solving ( $X_4$ )
Predictor Variable :	Attitude towards Teaching Profession ( $X_1$ )
Correlation 'r'	= 0.149
Percentage variance ( $r^2 \times 100$ )	= 2.220
Beta ( $\beta_1$ )	= 0.148
$SE_r$	= 0.004
$B_1$	= 0.012
$SE B_1$	= 0.004
Constant	= 16.128

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	1	28.462	28.462	11.362 ( $P < 0.01$ )
Residual	504	1262.489	2.505	

## Discussion of Results

Results shown in Table 32 suggests that the correlation 'r' between Educational Problem Solving and Attitude towards Teacher Profession is 0.149. This is significant as  $SE_r = 0.004$ . The B weight of this variable in writing the regression equation is 0.012. The standard error of B is 0.004.

The F-value obtained ( $F = 11.362$ ) is much greater than the value set for significance ( $F = 6.66$ ) at 0.01 level for (1,504) degrees of freedom. This suggests that the variable Attitude towards Teaching Profession is significant in predicting Educational Problem Solving.

The percentage variance accounted for by the variable Attitude towards Teaching Profession is 2.220. This suggests that 2.22 percent of the variation in the variable Educational problem solving can be accounted for by the variation in the variable, Attitude towards Teaching Profession. This also suggests that the remaining percentage of variance is attributable to the variation of the variables not used in the analysis.

The regression equation in this case with Attitude towards Teaching profession as the single predictor variable is

$$X_4 = B_1 X_1 + \text{constant}$$

$$X_4 = 0.012 X_1 + 16.128$$

This equation suggest that for a unit increase in the variable  $X_1$ , the criterion variable  $X_4$  increases by 0.012 units.

Variables viz., Academic Achievement in Teacher Education, Teaching Interest, Teacher Perception of Teacher effectiveness and Self Concept in Teaching were not entered in the analysis as the partial correlations 'r's were negligible and not significant.

Summary of this Regression Analysis in terms of R is presented in Table 33.

TABLE 33

**Summary of the Results of Regression Analysis**

Step	Variables entered	R	Increase in R	Percentage Variance $R^2 \times 100$	Increase in Percentage variance	Unstandardised co-efficients		Standardised co-efficients	
						B	$SE_r$	$\beta$	T
1	Attitude towards Teaching Profession	0.149	--	2.220	--	0.012	0.004	0.148	3.371

Constant = 16.128

To find out the relative efficiency of the variables Attitude towards Teaching Profession to predict Educational problem solving, the coefficient of determination,  $R^2$  as  $\Sigma \beta r$  was computed and presented in Table 34.

TABLE 34

**Relative Weights of the Predictor Variable**

Variable No.	Variables	Regression Coefficient $\beta$	Coefficient of Correlation 'r'	$\beta r$
1	Attitude towards Teaching Profession	0.148	0.149	0.022
$R^2 = 0.022$				
$R = 0.149$				

**Discussion of Results**

$R^2$  ( $\beta r$ ) is found as 0.022 and accordingly 2.2 percentage of the variance in Educational Problem Solving can be attributed to the differences in Attitude towards Teaching Profession.

#### **4.2.3. Regression Analysis to Predict Creativity, a Third Constant of Teacher Aptitude**

The correlation matrix of the criterion variables with predictor variables (Table 27) reveals that, out of the five predictor variables, Attitude towards Teaching Profession is the only variable having significant correlation with Creativity. Hence Regression analysis was done with Attitude towards Teaching Profession as the single predictor variable. This variable was labelled as  $X_1$  and the criterion variable creativity was labelled as  $X_5$ .

Results of Regression analysis is given in Table 35.

TABLE 35

**Results of Regression Analysis**

Criterion Variable :	Creativity ( $X_5$ )
Predictor Variable :	Attitude towards Teaching Profession ( $X_1$ )
Correlation 'r'	= 0.221
Percentage variance ( $r^2 \times 100$ )	= 4.884
Beta ( $\beta_1$ )	= 0.221
$SE_r$	= 0.042
$B_1$	= 0.079
$SE B_1$	= 0.016
Constant	= 7.120

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	1	1194.223	1194.223	25.878
Residual	504	23258.443	46.148	( $P < 0.01$ )

**Discussion of Results**

Results shown in Table 35 suggests that the correlation between Creativity and Attitude towards Teaching Profession 'r' is 0.221. This is significant as  $SE_r = 0.042$ . The 'B' weight of this variable in writing the regression equation is 0.079. The standard error of B is 0.016.

The F-value obtained ( $F = 25.878$ ) is greater than the value set for significance ( $F = 6.66$ ) at 0.01 level for (1,504 degrees of freedom). This suggests that the variable Attitude towards teaching profession is significant in predicting Creativity.

The percentage variance accounted for by the variable Attitude towards Teaching Profession is 4.884. This suggests that 4.88 percent of the variation in the variable Creativity can be accounted for by the variation in the variable, Attitude towards Teaching Profession. This also suggests that the remaining percentage of variance is attributable to the variation of the variables not used in analysis.

The regression equation in this case with Attitude towards Teaching Profession as the single predictor variable is,

$$X_5 = B_1 X_1 + \text{constant}$$

$$X_5 = 0.079 X_1 + 7.120$$

- This equation suggests that for unit increase in the variable  $X_1$  the criterion variable  $X_5$  increases by 0.079 units.

Variables viz., Academic Achievement in teacher Education, Teaching Interest, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching were not entered in the analysis as the partial correlation 'r's were negligible.

Summary of the Regression Analysis is presented in Table 36.

TABLE 36

**Summary of the Results of Regression Analysis**

Step	Variables entered	R	Increase in R	Percentage Variance $R^2 \times 100$	Increase in Percentage variance	Unstandardised co-efficients		Standardised co-efficients	
						B	SE <sub>r</sub>	$\beta$	T
1	Attitude towards Teaching Profession	0.221	--	4.884	--	0.079	0.016	0.221	5.087

Constant = 7.120

To find out the relative efficiency of the variable Attitude towards Teaching Profession to predict Creativity, the Coefficient of determination,  $R^2$  as  $\Sigma \beta r$  was computed and presented in Table 37.

TABLE 37

**Relative Weight of the Predictor Variable**

Variable No.	Variables	Regression Coefficient $\beta$	Coefficient of Correlation 'r'	$\beta r$
1	Attitude towards Teaching Profession	0.221	0.221	0.0488
$R^2 = 0.0488$				
$R = 0.221$				

## **Discussion of Results**

$R^2$ , ( $\Sigma\beta r$ ) is 0.0488 and accordingly 4.88 percent of variation in Creativity can be attributed to differences in Attitude towards Teaching Profession.

### **4.2.4. Regression Analysis to Predict Mental Ability, a Fourth Construct of Teacher Aptitude**

The correlation matrix (Table 27) of the criterion variables with predictor variables reveals that out of the five predictor variables, Attitude towards Teaching Profession and Achievement in Teacher Education have the significant correlation with Mental Ability and the Attitude towards Teaching profession has the highest correlation. Hence Attitude towards Teaching Profession was taken as the first variable to be entered for Regression Analysis. This variable was labelled as  $X_1$  and the dependent variable Mental ability was labelled as  $X_6$ .

#### **Step I**

The result of step I analysis is given in Table 38.

TABLE 38

**Results of Step I Regression Analysis**

Criterion Variable :	Mental Ability ( $X_6$ )
Predictor Variable :	Attitude towards Teaching Profession ( $X_1$ )
Correlation 'r'	= 0.248
Percentage variance ( $r^2 \times 100$ )	= 6.150
$SE_r$	= 0.042
$\beta_1$	= 0.248
$B_1$	= 0.024
$SE B_1$	= 0.004
Constant	= 1.616

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	1	109.763	109.763	33.129 ( $P < 0.01$ )
Residual	504	1669.857	3.313	

**Discussion of Results**

Results shown in Table 38 suggests that the correlation 4 between Mental Ability and Attitude towards Teaching Profession is 0.248. This is significant at  $SE_r = 0.042$ . The 'B' weight of this variable in writing the regression equation is 0.024. The standard error of B is 0.004.

The F-value obtained ( $F = 33.129$ ) is greater than the value set for significance ( $F = 6.66$ ) at 0.01 level for (1,504) degrees of freedom. This

suggests that the variable Attitude towards Teaching Profession is significant in predicting Mental Ability.

The percentage variance accounted for by the variable Attitude towards Teaching Profession is 6.15. This suggests that 6.15 percent of the variation in the variable Mental Ability can be accounted for by the variation in the variable Attitude towards Teaching Profession.

The regression equation in this case with Attitude towards Teaching Profession as the predictor variable is,

$$X_6 = B_1 X_1 + \text{constant}$$

$$X_6 = 0.024 X_1 + 1.616$$

This equation suggests that for unit increase in the variable  $X_1$  the criterion variable  $X_6$  increases by 0.024 units.

## **Step II**

The second predictor input variable is the one which has the highest partial correlation with the criterion variable. In this case the variable is Teaching Interest (labelled as  $X_8$ ) having the partial correlation  $-0.099$ .

The Results of Step II Analysis is given in Table 39.

TABLE 39

**Results of Step II Regression Analysis**

Variables entered in Step II : Attitude towards teaching profession  
( $X_1$ ) and Teaching Interest ( $X_8$ )

Multiple correlation (R) = 0.266

$SE_R$  = 0.041

Percentage Variance ( $R^2 \times 100$ ) = 7.076

$\beta_1 = 0.274$                        $B_1 = 0.027$                        $SE B_1 = 0.004$

$B_2 = -0.099$                        $B_2 = -0.036$                        $SE B_2 = 0.016$

Constant = 1.671

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	2	126.005	63.002	19.164 ( $P < 0.01$ )
Residual	503	1653.616	3.288	

**Discussion of Results**

Results shown in Table 39 suggests that the index of predictability at this stage is 0.274. The B weights of the two variables  $X_1$  and  $X_8$  are 0.027 and  $-0.036$  respectively. The standard errors of  $B_1$  and  $B_2$  being 0.004 and 0.016 respectively.

The F-value obtained ( $F = 19.164$ ) is much greater than the value set for significance ( $F = 4.68$ ) at 0.01 level for (2,503) degrees of freedom.

This suggest that Teaching Interest ( $X_8$ ) is also highly significant in predicting Mental Ability.

The percentage of variance accounted for by the variables Attitude towards Teaching Profession and Teaching Interest is 7.076. This suggests that 7.076 percent of the variation in Mental Ability can be accounted for by the variation in the variables viz., Attitude towards Teaching Profession and Teaching Interest.

This again suggest that by adding the variable Teaching Interest to Attitude towards Teaching Profession, the index of prediction 'R' has changed from 0.248 to 0.266 and the percentage variance has changed from 6.150 to 7.076. The increase in R is 0.018 and increase in percentage variance is 0.926.

The equation to the regression line in this case is,

$$X_6 = B_1 X_1 + B_2 X_8 + \text{constant}$$

$$X_6 = 0.027 X_1 + -0.036 X_8 + 1.671$$

This equation suggests that for unit increase in  $X_1$ ,  $X_6$  increases by 0.027 units when the effect of  $X_8$  is held constant and that for unit increase in  $X_8$ ,  $X_6$  increases by 0.036 units when the effect of the variable  $X_1$  is nullified.

**Step III**

The third predictor input variable having highest partial correlation with the criterion variable is Academic Achievement in Teacher Education (labelled as  $X_2$ ).

The results of Step III analysis is given in table 40.

TABLE 40

**Results of Step III Regression Analysis**

Variables entered : Attitude towards teaching profession ( $X_1$ )  
Teaching Interest ( $X_3$ )  
Academic Achievement  
in Teacher Education ( $X_2$ )

Multiple correlation (R) = 0.283

Percentage variance = 8.009

$\beta_1 = 0.270$                        $B_1 = 0.026$                       SE  $B_1 = 0.004$

$\beta_2 = -0.111$                        $B_2 = -0.040$                       SE  $B_2 = 0.016$

$\beta_3 = 0.098$                        $B_3 = 0.018$                       SE  $B_3 = 0.008$

Constant = 0.897

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	3	142.791	47.597	14.598 ( $P < 0.01$ )
Residual	502	1636.829	3.261	

## **Discussion of Results**

Results of step III analysis shown in Table 40 reveals that the index of predictability at this stage is 0.283. The B weight of variables  $X_1$ ,  $X_8$  and  $X_2$  are 0.026, -0.040 and 0.018 respectively and standard errors of B are 0.004, 0.016 and 0.008 respectively.

The F-value obtained ( $F = 14.598$ ) is greater than the value set for significance ( $F = 3.80$ ) at 0.01 level for (3,502) degrees of freedom. This indicates that Academic Achievement in Teacher Education ( $X_2$ ) is significant in predicting Mental Ability.

The percentage variance accounted for by the variable Attitude towards Teaching Profession, Teaching Interest and Academic Achievement in Teacher Education is 8.009. This suggests that 8.009 percent of variation in Mental ability can be accounted for by the variation in the variables viz., Attitude towards Teaching Profession, Teaching Interest and Academic Achievement in Teacher Education.

This again suggests that by adding the variable Academic Achievement to Teaching Interest and Attitude towards Teaching Profession the index of prediction 'R' has changed from 0.266 to 0.283 and the percentage variance has increased from 7.076 to 8.009. The increase in R is 0.017 and the increase in percentage variance is 0.933.

The equation to the regression line in this case is,

$$X_6 = B_1X_1 + B_2X_8 + B_3X_2 + \text{constant}$$

$$X_6 = 0.026 X_1 + -0.040 X_8 + 0.018 X_2 + 0.897$$

This equation suggests that for unit increase in  $X_1$ , the increase in  $X_6$  is 0.026 units when the effects of  $X_8$  and  $X_2$  are held constant; for unit increase in  $X_8$ ,  $X_6$  increases by 0.040 units when the effects of  $X_1$  and  $X_2$  are held constant and for unit increase in  $X_2$ ,  $X_6$  increases by 0.018 units when the effects of  $X_1$  and  $X_8$  are nullified.

Variables viz., Teacher Perception of Teacher Effectiveness, Self Concept in Teaching were not entered in the analysis as the partial correlations 'r's were negligible.

Summary of the results of Step wise Regression Analysis is presented in Table 41.

TABLE 41

**Summary of the Results of Step wise Regression Analysis**

Step	Variables entered	R	Increase in R	Percentage Variance $R^2 \times 100$	Increase in Percentage variance	Unstandardised co-efficients		Standardised co-efficients	
						B	SE <sub>r</sub>	$\beta$	T
1	Attitude towards Teaching Profession	0.248	--	6.150	--	0.026	0.004	0.270	6.081
2	Teaching Interest	0.266	0.018	7.076	0.926	-0.040	0.016	0.111	2.483
3	Academic Achievement in Teacher Education	0.283	0.017	8.009	0.933	0.018	0.008	0.098	2.269

Constant = 0.897

The regression equations for predicting Mental Ability by means of Attitude towards Teaching Profession, Teaching Interest, and Academic Achievement in Teacher Education are the following:

$$X_6 = 0.024 X_1 + 1.616$$

$$X_6 = 0.027 X_1 + -0.036 X_8 + 1.671$$

$$X_6 = 0.026 X_1 + -0.040 X_8 + 0.018 X_2 + 0.897$$

To find out the relative efficiency of the variables, Attitude towards Teaching Profession, Teaching Interest, and Academic Achievement in Teacher Education to predict Mental Ability, the coefficient of determination  $R^2$  as  $\Sigma \beta r$  was computed and presented in the table 42.

TABLE 42

**Relative Weight of the Predictor Variable**

Variable No.	Variables	Regression Coefficient $\beta$	Coefficient of Correlation 'r'	$\beta r$
1	Attitude towards Teaching Profession	0.248	0.270	0.067
2	Teaching Interest	-0.111	-0.028	0.003
3	Academic Achievement in Teacher Education	0.098	0.103	0.010
$R^2 = 0.080$				
$R = 0.283$				

**Discussion of Results**

$R^2$  is found to be 0.080 and accordingly 8.01 percent of teacher trainees differ in Mental Ability can be attributed to differences in Attitude towards Teaching profession, Teaching Interest and Academic Achievement in Teacher Education. The total contribution of 8.00 can be further broken down to the independent contribution of Attitude towards Teaching Profession, Teaching Interest and Academic Achievement in teacher Education. Since  $R^2 = 0.06696 + 0.003108 + 0.010094$ , the contribution of Attitude towards Teaching Profession to the variation of Mental Ability is 6.70 percent. The contribution of Teaching Interest is 0.31 percent and the contribution of Academic Achievement in teacher

Education is 1.01 percent. The remaining 92 percent of the variance of Mental Ability may be attributed to some other factors not considered in this analysis.

#### **4.2.5. Regression Analysis to find out the Efficiency of the Predictor Variables to predict Teacher Aptitude**

The correlation matrix of Teacher Aptitude and the predictor variables (Table 27) reveals that out of the five predictor variables, the variable Attitude towards Teaching Profession has the highest and significant correlation with Teacher Aptitude. Hence Attitude towards Teaching Profession was taken as the variable to be entered for regression analysis. This variable was labelled as  $X_1$  and the criterion variable, Teacher Aptitude as  $X_7$ .

#### **Step I**

The criterion variable for step I analysis is Teacher Aptitude (labelled as  $X_7$ ).

The results of Regression analysis is given in Table 43.

TABLE 43

**Results of Regression Analysis**

Criterion variable :	Teacher Aptitude ( $X_7$ )
Variable entered :	Attitude towards Teaching Profession ( $X_1$ )
Correlation 'r'	= 0.305
Percentage variance ( $r^2 \times 100$ )	= 9.303
Beta ( $\beta_1$ )	= 0.305
$SE_r$	= 0.040
$B_1$	= 0.147
$SE B_1$	= 0.020
Constant	= 34.506

Source	d.f	Sum of squares	Mean sum of squares	F-value
Regression	1	4075.647	4075.647	51.737
Residual	504	39703.412	78.777	( $P < 0.01$ )

**Discussion of Results**

The results shown in the table 43 suggests that the correlation 'r' is 0.305. This is significant as  $SE_r$  is 0.040. The 'B' weight of this variable in writing the regression equation is 0.147. The standard error of B is 0.020.

The F-value obtained ( $F = 51.737$ ) is much greater than the value set for significance ( $F = 6.66$ ) at 0.01 level for (1,504) degrees of freedom. This suggests that the variable Attitude towards Teaching Profession is highly significant in predicting Teacher Aptitude.

The percentage variance accounted for the variable Attitude towards Teaching Profession is 9.303. This suggests that 9.303 percent of the variation in variable, Teacher Aptitude can be accounted for by the variation in the variable Attitude towards Teaching Profession.

The regression equation in this case with Attitude towards Teaching Profession as the single predictor variable is,

$$X_7 = B_1 X_1 + \text{constant}$$

$$X_7 = 0.147 X_1 + 34.506$$

This equation suggests that for unit increase in the variable  $X_1$ , the criterion variable  $X_7$  increases by 0.147 units.

Variables viz., Academic Achievement in Teacher Education, Teaching Interest, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching were not entered in the analysis as the partial correlations 'r's were negligible.

Summary of the Step wise Regression Analysis is presented in Table 44.

TABLE 44

**Summary of the Results of Regression Analysis**

Step	Variable entered	R	Increase in R	Percentage Variance $R^2 \times 100$	Increase in Percentage variance	Unstandardised co-efficients		Standardised co-efficients	
						B	SE <sub>r</sub>	$\beta$	T
1	Attitude towards Teaching Profession	0.305	--	9.303	--	0.147	0.020	0.305	7.193

Constant = 34.506

The regression equation for predicting Teacher Aptitude by means of Attitude towards Teaching Profession is

$$X_7 = 0.147 X_1 + 34.506$$

To find out the relative efficiency of the variable Attitude towards Teaching Profession to predict Teacher Aptitude, the Coefficient of Determination,  $R^2$  as  $\Sigma \beta r$  was computed and presented in Table 45.

TABLE 45

**Relative Weight of the Predictor Variable**

Variable No.	Variables	Regression Coefficient $\beta$	Coefficient of Correlation 'r'	$\beta r$
1	Attitude towards Teaching Profession	0.305	0.305	0.093
$R^2 = 0.093$				
$R = 0.305$				

## Discussion of Results

$R^2$  is found to be 0.093 and accordingly 9.30 percent of teacher trainees differ in Teacher Aptitude can be attributed to difference in Attitude towards Teaching Profession.

It was found that, out of the five predictor variables, only one, Attitude towards Teaching Profession is the best predictor of Teacher Aptitude.

## Summary of Findings

When stepwise Multiple Regression Analysis was done to estimate the predictive efficiency of the predictor variables to predict the criterion variable, Teacher Aptitude and its four constructs, major findings evolved are the following.

1. Criterion variable, *Teacher Aptitude ( $X_7$ )* can be significantly predicted by only one predictor variable. *Attitude towards Teaching Profession ( $X_1$ )*

The regression equation developed is,

$$X_7 = 0.147 X_1 + 34.506$$

Predictive efficiency of the variable Attitude towards teaching profession is 9.30 per cent indicating that 9.30 per cent of the variable in

Teacher Aptitude is accounted for by the predictor variable, Attitude towards Teaching Profession.

2. Predictor Variables, *Attitude towards Teaching Profession ( $X_1$ ) and Achievement in Teacher Education ( $X_2$ ) are capable of predicting significantly Instructional Awareness ( $X_3$ )*

The regression equation developed is,

$$X_3 = 0.022X_1 + 0.026X_2 + 10.320$$

Predictive efficiency of the two variables are 3.35 per cent and 1.35 per cent respectively. So that 4.70 per cent of the variable in Instructional Awareness is accounted for by Attitude towards Teaching Profession and Achievement in Teacher Education.

3. *Attitude Towards Teaching Profession ( $X_1$ ) is the single predictor variable capable of predicting Educational problem solving ( $X_4$ ), the second construct of Teacher Aptitude.*

The regression equation developed is,

$$X_4 = 0.012X_1 + 16.128$$

Predictive efficiency of the variable Attitude towards teaching profession is 2.20 per cent, indicating 2.20 per cent of the variance in

Educational Problem Solving is accounted for by Attitude Towards Teaching Profession.

4. *Creativity ( $X_5$ ), the third construct of Teacher Aptitude can be predicted significantly by the single, predictor variable Attitude towards teaching profession ( $X_1$ )*

The regression equation developed is,

$$X_5 = 0.079 X_1 + 7.120$$

Predictive efficiency of Attitude towards teaching profession is 4.88 per cent indicating that 4.88 per cent of the variance in Creativity is accounted for by Attitude towards Teaching Profession.

5. *Mental Ability ( $X_6$ ), the fourth construct of Teacher Aptitude can be predicted significantly by three predictor variables, Attitude towards Teaching Profession ( $X_1$ ), Teaching Interest ( $X_8$ ), and Achievement in Teacher Education ( $X_2$ ).*

The regression equation developed is,

$$X_6 = 0.026X_1 + -0.040X_8 + 0.018X_2 + 0.897$$

Predictive efficiency of the three variables are 6.70 per cent, 0.30 per cent and 1.00 per cent respectively. This indicates 8.00 per cent of the variance in Mental Ability is accounted for by the predictor variables

Attitude towards Teaching Profession, Teaching Interest and Achievement in Teacher Education.

#### **4.3. NATURE OF RELATIONSHIP OF THE CRITERION VARIABLES WITH THE PREDICTOR VARIABLES BETWEEN RELEVANT SUB SAMPLES**

The two classificatory variables for the study are Locale and Type of Management of institutions. As such, the relevant sub samples compared for the nature of relationship were,

1. Rural with Urban
2. Government with Aided
3. Government with Unaided
4. Aided with Unaided

Details of these pair wise comparison are given below.

##### **4.3.1. Rural with Urban**

Nature of relationship of the criterion variables with predictor variables between Rural and Urban samples is presented in Table 46

TABLE 46

**Comparison of the Nature of Relationship of Rural with Urban**

Variables	Rural		Urban		t-value
	Zr1	n1	Zr2	n2	
Instructional Awareness with Achievement in Teacher Education	0.069	236	0.164	270	-1.064
Educational Problems solving with Achievement in Teacher Education	0.021	236	0.001	270	0.224
Creativity with Achievement in Teacher Education	0.105	236	0.064	270	0.459
Mental Ability with Achievement in Teacher Education	0.045	236	0.128	270	-0.930
Teacher Aptitude with Achievement in Teacher Education	0.101	236	0.125	270	-0.269
Instructional Awareness with Teaching Interest	0.057	236	0.053	270	0.045
Educational Problem solving with Teaching Interest	0.08	236	0.06	270	0.224
Creativity with Teaching Interest	0.094	236	0.002	270	1.030
Mental Ability with Teaching Interest	0.058	236	0.027	270	0.347
Teacher Aptitude with Teaching Interest	0.085	236	0.025	270	0.672
Instructional Awareness with Attitude Towards Teaching Profession	0.27	236	0.102	270	1.881
Educational Problem solving with Attitude Towards Teaching Profession	0.31	236	0.037	270	3.057**
Creativity with Attitude Towards Teaching Profession	0.29	236	0.205	270	0.952
Mental Ability with Attitude Towards Teaching Profession	0.203	236	0.27	270	-0.750
Teacher Aptitude with Attitude Towards Teaching Profession	0.38	236	0.025	270	3.976**
Instructional Awareness with Teacher Perception of Teacher Effectiveness	0.005	236	0.061	270	-0.627
Problem solving with Teacher Perception of Teacher Effectiveness	0.075	236	0.007	270	0.762
Creativity with Teacher Perception of Teacher Effectiveness	0.08	236	0.051	270	0.325
Mental Ability with Teacher Perception of Teacher Effectiveness	0.02	236	0.046	270	0.325
Teacher Aptitude with Teacher Perception of Teacher Effectiveness	0.066	236	0.03	270	0.403
Instructional Awareness with Self Concept in Teaching	0.116	236	0.019	270	1.086
Problem solving with Self Concept in Teaching	0.064	236	0.028	270	0.403
Creativity with Self Concept in Teaching	0.09	236	0.166	270	-0.851
Mental Ability with Self Concept in Teaching	0.05	236	0.098	270	-0.538
Teacher Aptitude with Self Concept in Teaching	0.096	236	0.153	270	-0.638

## **Discussion of Results**

From Table 46 it can be found that relationship of Educational Problem Solving, with Attitude towards Teaching Profession and of Teacher Aptitude with Attitude towards teaching profession differ significantly between rural and urban samples. The t-values obtained were 3.057 and 3.976 respectively.

The other relationships do not differ significantly between rural and urban samples.

Results suggest that, except the two relationships, the nature of relationships between criterion variables and predictor variables do not differ between teacher trainees of rural and urban located institutions.

### **4.3.2. Government with Aided**

Nature of relationship of the criterion variables with predictor variables between Government and Aided samples is presented in Table

TABLE 47

## Comparison of the Nature of relationship of Government with aided

Variables	Government		Aided		t-value
	Zr1	n1	Zr2	n2	
Instructional Awareness with Achievement in Teacher Education	0.191	189	0.004	196	1.830
Educational Problems solving with Achievement in Teacher Education	0.117	189	0.13	196	-0.127
Creativity with Achievement in Teacher Education	0.034	189	0.17	196	-1.330
Mental Ability with Achievement in Teacher Education	0.103	189	0.09	196	0.127
Teacher Aptitude with Achievement in Teacher Education	0.048	189	0.11	196	-0.607
Instructional Awareness with Teaching Interest	0.008	189	0.02	196	-0.117
Educational Problem solving with Teaching Interest	0.105	189	0.02	196	0.832
Creativity with Teaching Interest	0.037	189	0.08	196	-0.421
Mental Ability with Teaching Interest	0.045	189	0.002	196	0.421
Teacher Aptitude with Teaching Interest	0.04	189	0.05	196	-0.098
Instructional Awareness with Attitude Towards Teaching Profession	0.089	189	0.22	196	-1.282
Educational Problem solving with Attitude Towards Teaching Profession	0.172	189	0.27	196	-0.959
Creativity with Attitude Towards Teaching Profession	0.16	189	0.32	196	-1.565
Mental Ability with Attitude Towards Teaching Profession	0.31	189	0.19	196	1.174
Teacher Aptitude with Attitude Towards Teaching Profession	0.24	189	0.39	196	-1.468
Instructional Awareness with Teacher Perception of Teacher Effectiveness	0.02	189	0.02	196	0
Problem solving with Teacher Perception of Teacher Effectiveness	0.03	189	0.09	196	-0.587
Creativity with Teacher Perception of Teacher Effectiveness	0.19	189	0.12	196	0.685
Mental Ability with Teacher Perception of Teacher Effectiveness	0.05	189	0.04	196	0.098
Teacher Aptitude with Teacher Perception of Teacher Effectiveness	0.15	189	0.09	196	0.587
Instructional Awareness with Self Concept in Teaching	0.13	189	0.04	196	0.881
Problem solving with Self Concept in Teaching	0.01	189	0.04	196	-0.294
Creativity with Self Concept in Teaching	0.06	189	0.14	196	-0.783
Mental Ability with Self Concept in Teaching	0.05	189	0.15	196	-0.978
Teacher Aptitude with Self Concept in Teaching	0.01	189	0.14	196	-1.272

## **Discussion of Results**

Results suggest that none of the relationships differ significantly between Government and Aided samples.

This again suggests that the nature of relationship between criterion variables and predictor variables do not differ significantly between teacher trainees of Government and Aided institutions.

### **4.3.3. Government with Unaided**

Nature of relationship of criterion variables with predictor variables between Government and Unaided samples is presented in Table 48.

TABLE 48

**Comparison of the Nature of relationship of Government with Unaided**

Variables	Government		Unaided		t-value
	Zr1	n1	Zr2	n2	
Instructional Awareness with Achievement in Teacher Education	0.191	189	0.16	121	0.265
Educational Problems solving with Achievement in Teacher Education	0.117	189	0.06	121	0.488
Creativity with Achievement in Teacher Education	0.034	189	0.01	121	0.205
Mental Ability with Achievement in Teacher Education	0.103	189	0.05	121	0.453
Teacher Aptitude with Achievement in Teacher Education	0.048	189	0.05	121	-0.017
<hr/>					
Instructional Awareness with Teaching Interest	0.008	189	0.09	121	-0.701
Educational Problem solving with Teaching Interest	0.105	189	0.04	121	0.556
Creativity with Teaching Interest	0.037	189	0.13	121	-0.796
Mental Ability with Teaching Interest	0.045	189	0.01	121	0.300
Teacher Aptitude with Teaching Interest	0.04	189	0.01	121	0.257
<hr/>					
Instructional Awareness with Attitude Towards Teaching Profession	0.089	189	0.1	121	-0.094
Educational Problem solving with Attitude Towards Teaching Profession	0.172	189	0.03	121	1.215
Creativity with Attitude Towards Teaching Profession	0.16	289	0.03	121	1.113
Mental Ability with Attitude Towards Teaching Profession	0.31	189	0.14	121	1.459
Teacher Aptitude with Attitude Towards Teaching Profession	0.24	189	0.05	121	1.626
<hr/>					
Instructional Awareness with Teacher Perception of Teacher Effectiveness	0.02	189	0.12	121	-0.856
Problem solving with Teacher Perception of Teacher Effectiveness	0.03	189	0.001	121	0.248
Creativity with Teacher Perception of Teacher Effectiveness	0.19	189	0.09	121	0.856
Mental Ability with Teacher Perception of Teacher Effectiveness	0.03	189	0.06	121	-0.084
Teacher Aptitude with Teacher Perception of Teacher Effectiveness	0.15	189	0.03	121	1.027
<hr/>					
Instructional Awareness with Self Concept in Teaching	0.13	189	0.21	121	-0.685
Problem solving with Self Concept in Teaching	0.01	189	0.17	121	-1.369
Creativity with Self Concept in Teaching	0.06	189	0.001	121	0.505
Mental Ability with Self Concept in Teaching	0.05	189	0.14	121	-0.770
Teacher Aptitude with Self Concept in Teaching	0.01	189	0.17	121	-1.369

## **Discussion of Results**

Results suggest that none of the relationships differ significantly between Government and Unaided samples.

This again suggests that the nature of relationships between criterion variables and predictor variables do not differ significantly between teacher trainees of Government and unaided institutions.

### **4.3.4. Unaided Vs Aided**

Nature of the relationship of criterion variables and predictor variables between Unaided and Aided samples is presented in Table 49.

TABLE 49

**Comparison of the Nature of relationship of Unaided with Aided**

Rural	Unaided		Aided		t-value
	Zr1	n1	Zr2	n2	
Instructional Awareness with Achievement in Teacher Education	0.16	121	0.004	196	1.345
Educational Problems solving with Achievement in Teacher Education	0.06	121	0.13	196	-0.603
Creativity with Achievement in Teacher Education	0.01	121	0.17	196	-1.379
Mental Ability with Achievement in Teacher Education	0.05	121	0.09	196	-0.345
Teacher Aptitude with Achievement in Teacher Education	0.05	121	0.11	196	-0.517
Instructional Awareness with Teaching Interest	0.09	121	0.02	196	0.603
Educational Problem solving with Teaching Interest	0.04	121	0.02	196	0.172
Creativity with Teaching Interest	0.13	121	0.08	196	0.431
Mental Ability with Teaching Interest	0.01	121	0.002	196	0.069
Teacher Aptitude with Teaching Interest	0.01	121	0.05	196	-0.345
Instructional Awareness with Attitude Towards Teaching Profession	0.1	121	0.22	196	-1.034
Educational Problem solving with Attitude Towards Teaching Profession	0.03	121	0.27	196	-2.069*
Creativity with Attitude Towards Teaching Profession	0.03	121	0.32	196	-2.500*
Mental Ability with Attitude Towards Teaching Profession	0.14	121	0.19	196	-0.431
Teacher Aptitude with Attitude Towards Teaching Profession	0.05	121	0.39	196	-2.930**
Instructional Awareness with Teacher Perception of Teacher Effectiveness	0.12	121	0.02	196	0.862
Problem solving with Teacher Perception of Teacher Effectiveness	0.001	121	0.09	196	-0.767
Creativity with Teacher Perception of Teacher Effectiveness	0.09	121	0.12	196	-0.517
Mental Ability with Teacher Perception of Teacher Effectiveness	0.06	121	0.04	196	0.172
Teacher Aptitude with Teacher Perception of Teacher Effectiveness	0.03	121	0.09	196	-0.517
Instructional Awareness with Self Concept in Teaching	0.21	121	0.04	196	1.465
Problem solving with Self Concept in Teaching	0.17	121	0.04	196	1.120
Creativity with Self Concept in Teaching	0.001	121	0.14	196	-1.198
Mental Ability with Self Concept in Teaching	0.14	121	0.15	196	-0.086
Teacher Aptitude with Self Concept in Teaching	0.17	121	0.14	196	0.259

## **Discussion of Results**

From Table 49 it can be found that relationships of Educational Problem Solving with Attitudes Towards Teaching profession and Creativity with Attitude towards Teaching Profession and Teacher Aptitude with Attitude Towards Teaching Profession differ significantly between Unaided and Aided samples. The 't' values obtained were  $-2.069$ ,  $-2.500$ ,  $-2.930$  respectively.

The other relationships do not differ significantly between Unaided and aided samples.

Results again suggest that, except the three relationships, the nature of relationship between criterion variables and predictor variables do not differ significantly between teacher trainees of Unaided and Aided Institutions.

## **Summary of Findings**

When nature of relationship of the criterion variables and the predictor variables between relevant sub samples were compared, it was found that, the nature of the relationship of the following variables *differ significantly*.

1. Educational Problem Solving with Attitude Towards Teaching Profession

[ $t' = 3.05^{**}$  for rural with urban]

2. Teacher Aptitude with Attitude Towards Teaching Profession

[ $t' = 3.976^{**}$  for rural and urban]

3. Educational Problem Solving with Attitude Towards Teaching Profession

[ $t' = 2.069^*$  for Unaided with Aided]

4. Creativity with Attitude Towards Teaching Profession

[ $t' = 2.500^*$  for Unaided with Aided]

5. Teacher Aptitude with Attitude towards Teaching Profession

[ $t' = 2.930^{**}$  for unaided with Aided]

The remaining relationships *do not differ significantly* between the relevant sub samples studied.

#### **4.4. LOCALE WISE AND MANAGEMENT WISE DIFFERENCE IN TEACHER APTITUDE AND ITS FOUR CONSTRUCTS**

Mean scores of Teacher Aptitude and its four constructs were compared to find out whether locale and type of management of the primary teacher training institutions having effect on the criterion variables. Two-tailed test of significance of difference between means for large independent samples was used for the purpose.

#### 4.4.1. Locale wise difference in Teacher Aptitude and its four constructs

Statistical details of the comparison are given in Table 50.

TABLE 50

#### Locale wise difference in Teacher Aptitude and its Four Constructs

Sl. No.	Variables	Rural (N = 236)		Urban (N = 270)		Critical Ratio
		Mean	SD	Mean	SD	
1	Teacher Aptitude	64.11	9.78	63.07	8.87	1.258
2	Instructional Awareness	15.85	2.461	16.03	2.277	-0.862
3	Educational Problem Solving	18.64	1.525	18.49	1.674	1.009
4	Creativity	23.46	7.318	22.31	6.595	1.859
5	Mental Ability	6.17	1.898	6.57	1.841	-2.456*

\* indicates difference in mean scores significant at 0.05 level.

#### Discussion of Results

The Critical Ratio obtained when the rural and urban groups were compared for the mean scores of Teacher Aptitude is 1.258 which is less than 1.96, the value set for significance at 0.05 level of significance of the test. This means that rural and urban groups do not differ significantly in Teacher Aptitude. This further suggest that locale of the institution is not a factor affecting Teacher Aptitude.

When rural and urban groups were compared for their mean scores of the constructs of Teacher Aptitude viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental ability, the Critical

Ratios obtained are -.862, 1.009, 1.859 and -2.456 respectively. From the values, it can be found that the value of Mental Ability is -2.456 and it is higher than 1.96, the value set for significance at 0.05 level of significance of the test and the other three constructs do not have significant difference in the mean scores.

This further suggests that the locale of the institution has no effect upon Instructional Awareness, Educational Problem Solving and Creativity.

#### 4.4.2. Locale wise difference in the Five Predictor Variables

Statistical details of the comparison are given in Table 51.

TABLE 51

#### Locale wise difference in the five Predictor Variables

Sl. No.	Variables	Rural (N = 236)		Urban (N = 270)		Critical Ratio
		Mean	SD	Mean	SD	
1	Academic Achievement in Teacher Education	48.477	9.627	51.331	10.147	-3.232**
2	Teaching Interest	14.42	5.218	15.67	5.030	-2.745**
3	Attitude towards Teaching Profession	193.82	19.766	201.79	18.261	-4.711**
4	Teacher Perception of Teacher Effectiveness	90.96	8.43	92.21	20.889	-0.860
5	Self Concept in Teaching	22.50	8.463	25.81	13.710	-3.217**

\*\* indicates difference in mean scores significant at 0.01 level.

## **Discussion of Results**

The Critical Ratio obtained when the rural and urban groups were compared for the mean scores of Academic Achievement in Teacher Education is 3.232 which is greater than the value set for the significance at 0.01 level of significance of the test. It indicates that the two groups differ significantly in their Academic Achievement, and that Academic Achievement is a variable capable of discriminating between rural and urban groups. That means Academic Achievement of teacher trainees is a factor which discriminates rural and urban groups.

When rural and urban groups were compared for their mean scores of Teaching Interest, the Critical Ratio obtained is 2.745 which is greater than 2.58 the value set for significance at 0.01 level of significance of the test. That is, the two groups differ significantly in the mean scores of Teaching Interest.

This also suggests that locale of institution is a factor which affects Teaching Interest. When rural and urban groups were compared for their mean scores of Attitude towards Teaching Profession is 4.711 which is greater than 2.58. That means two groups of teacher trainees differ significantly in their Attitude towards Teaching Profession, and that attitude towards Teaching Profession is a variable, capable of discriminating between the two groups.

This suggests that the locale of the institution is a determinant factor of Attitude towards Teaching Profession.

The Critical Ratio obtained when rural and urban groups were compared for the mean scores of Teacher Perception of Teacher Effectiveness is 0.860 which is less than 1.96, the value set for significance at 0.05 level of significance of the test. That means, the two groups do not differ significantly in the mean scores of Teacher Perception of Teacher Effectiveness and that it is not a variable capable of discriminating between the two groups.

When rural and urban groups were compared for the mean scores of Self Concept in Teaching, the Critical Ratio obtained is  $-3.217$  which is greater than 2.58, the value set for significance at 0.01 level of significance of the test. That means, the two groups differ significantly in the mean scores of Self Concept in Teaching and that, it is a variable capable of discriminating between the two groups.

#### **4.4.3. Management wise difference in Teacher Aptitude and its Four Constructs**

Based on the type of management of teacher training institutions, the total sample was classified into three groups viz., Government, Aided

and Unaided. Mean scores of these three groups were compared using One way ANOVA.

Results are presented in Table 52.

**TABLE 52**  
**Management wise difference in**  
**Teacher Aptitude and its four Constructs**

Sl. No.	Criterion Variables	Source of Variation	Sum of Squares	df	Mean sum of squares	F-value
1	Teacher Aptitude	Between	5357.734	2	2678.867	35.071**
		Within	38421.326	503	76.384	
		Total	43779.059	505		
2	Instructional Awareness	Between	93.289	2	46.645	8.596**
		Within	2729.375	503	5.426	
		Total	2822.664	505		
3	Educational Problem Solving	Between	20.095	2	10.047	3.942*
		Within	1269.418	498	2.540	
		Total	1289.513	500		
4	Creativity	Between	2613.778	2	1306.889	30.101**
		Within	21838.888	503	43.417	
		Total	24452.666	505		
5	Mental Ability	Between	83.858	2	41.929	12.437**
		Within	1695.762	503	3.371	
		Total	1779.621	505		

\*\* indicates difference in mean scores significant at 0.01 level.

\* indicates difference in mean scores significant at 0.05 level.

## **Discussion of Results**

The F-values for mean scores comparison are found to be 35.071, 8.596, 30.101 and 12.437 which are greater than the value required for significance (4.68) at 0.01 level of significance of the test for (2,503) degrees of freedom. This indicates that there is significant difference in the mean scores between the three groups formed on the basis of type of management of institutions.

In the case of Educational Problem Solving F-value obtained is 3.942 which is greater than the value required for significance (3.00) at 0.05 level of significance of the test for (2,498) degrees of freedom. This indicates that there is significant difference in the mean scores between the three groups.

This further suggests that type of management of institutions have significant effect on Teacher Aptitude and its four constructs.

### **4.4.4. Management wise difference in the Five Predictor Variables**

Mean scores of these three groups were compared using One way ANOVA .

Results are given in Table 53.

TABLE 53

**Management wise difference in the five Predictor Variables**

Sl. No.	Predictor Variables	Source of Variation	Sum of Squares	df	Mean sum of squares	F-value
1	Academic Achievement in Teacher Education	Between	630.162	2	315.081	3.178*
		Within	49869.748	503	99.145	
		Total	50499.910	505		
2	Teaching Interest	Between	72.786	2	36.393	1.374
		Within	13327.025	503	26.495	
		Total	13399.812	505		
3	Attitude towards Teaching Profession	Between	8703.468	2	4351.734	12.107**
		Within	180804.8	503	359.453	
		Total	189508.3	505		
4	Teacher Perception of Teacher Effectiveness	Between	537.393	2	268.697	1.011
		Within	133732.8	503	265.870	
		Total	134270.2	505		
5	Self Concept in Teaching	Between	3702.797	2	1851.398	14.310**
		Within	65075.717	503	129.375	
		Total	68778.514	505		

\*\* indicates difference in mean scores significant at 0.01 level.

\* indicates difference in mean scores significant at 0.05 level.

**Discussion of Results**

The F-values for mean scores comparison are found to be 12.107 and 14.310 for Attitude towards Teaching Profession and Self Concept in Teaching respectively, which are greater than the value required for significance (4.68) at 0.01 level of significance of the test for (2,503)

degrees of freedom. This indicates that there are significant difference in the mean scores between the three groups.

The F-value obtained for Academic Achievement in Teacher Education is 3.178 which is greater than the tabled value (3.00) at 0.05 level of significance of the test for (2,503) degrees of freedom. This indicates that there is significant difference in the mean scores between the three groups.

This suggests that type of management has significant effect on the variables Academic Achievement, Attitude towards Teaching Profession and Self Concept in Teaching. Teaching Interest and Teacher Perception of Teacher Effectiveness are not capable of discriminating between the three groups.

### **Summary of Findings**

When locale wise difference in the criterion variables and the predictor variables were estimated, the following are the findings.

1. Rural and urban groups *differ significantly* in the mean scores of *Mental Ability*. Teacher Aptitude, Instructional Awareness, Educational Problem solving and Creativity *do not differ significantly* between rural and urban groups.

2. Rural and Urban groups *differ significantly* in the five predictor variables except Teacher Perception of Teacher Effectiveness.

When management wise difference in the criterion variables and the predictor variables were estimated, the following are the findings.

3. Government, Aided and Unaided groups *differ significantly* in the mean scores of *Teacher Aptitude* and its *four constructs*.
4. Government, Aided and unaided groups *differ significantly* in the mean scores of Achievement in Teacher Education, Attitude towards teaching Profession and Self concept in Teaching. Teaching Interest and Teacher Perception of Teacher Effectiveness *do not differ significantly* between the these three groups.

#### **4.5. TENABILITY OF HYPOTHESES**

The study was designed with the major hypothesis that, Teacher Aptitude can be significantly predicted by one or more of the psychological teacher variables selected for the study.

It was further hypothesised that this will be evidenced by each of the following.

1. The existence of significant correlations of the criterion variables Teacher Aptitude and its four constructs with each of the five predictor variables for the total sample and for the sub samples.
2. Efficiency of each of the predictor variables to predict significantly Teacher Aptitude and its four constructs.
3. Significant difference exists in the nature of relationship of the criterion variables with the predictor variables between relevant sub samples studied.
4. There exists significant locale wise and management wise difference in Teacher Aptitude and its four constructs.
5. There exists significant locale wise and management wise difference in each of the five predictor variables.

Tenability of hypotheses is described as follows:

1. With regard to the first hypothesis, it was found that the criterion variable Teacher Aptitude is significantly related to the predictor variables Attitude towards teaching profession and Academic Achievement in Teacher Education only. In the case of its four constructs, the first construct, Instructional Awareness is significantly related only to Attitude towards teaching profession and Achievement in Teacher Education. The second construct Educational problem solving and the third construct Creativity are significantly related to Attitude Towards Teaching Profession only. Mental Ability is significantly related to Attitude Towards Teaching profession and Achievement in Teacher Education. Teaching Interest, Teacher perception of Teacher Effectiveness and Self Concept in Teaching have no significant relationship with Teacher Aptitude and its four constructs.

Hence, *the first hypothesis is not fully substantiated.*

2. In the case of second hypothesis, it was found that out of the five prediction variables, Attitude Towards Teaching Profession is the single variable capable of predicting significantly Teacher Aptitude and its four constructs. Achievement in Teacher Education is

capable of predicting Instructional Awareness and Mental Ability.

Teaching Interest also can be used to predict Mental Ability.

Hence, *the second hypothesis is partially substantiated.*

3. With regard to the third hypothesis, it was found that the nature of relationship of the following variables *differ significantly*

Educational problem solving with Attitude towards Teaching Profession for rural with urban and aided with unaided. Creativity with Attitude Towards Teaching Profession for unaided with aided. And Teacher Aptitude with Attitude towards Teaching Profession for rural with urban and unaided with aided. The remaining relationships *do not differ significantly* between the relevant subs samples.

Hence, *the third hypothesis is least substantiated*

4. With regard to the fourth hypothesis, it was found that the locale of institutions have significant effect on Mental Ability and have no effect on Teacher Aptitude and its three constructs. The type of management of institutions have significant effect on Teacher Aptitude and its four constructs.

This suggests that the *fourth hypothesis is partially substantiated.*

5. In the case of fifth hypothesis, it was found that institution locale has significant effect on Academic Achievement in Teacher education, Teaching Interest and Attitude Towards Teaching Profession, whereas no effect on Teacher perception of Teacher Effectiveness and Self Concept in Teaching, Achievement in Teacher Education, Attitude towards Teaching Profession and Self Concept in Teaching are capable of discriminating significantly between government, aided and unaided teacher training institutions. Type of management of institutions have no effect on Teaching Interest and Teacher Perception of Teacher Effectiveness.

This suggests that the *fifth hypothesis is not fully substantiated*.

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**RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT  
AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY  
TEACHER TRAINEES OF KERALA**

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## Chapter Five

# **MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS**

- ❖ *Major Findings of the Study*
- ❖ *Discussion of Findings*
- ❖ *Conclusions*
- ❖ *Educational Implications*
- ❖ *Suggestions for Further Research*

*M*ajor objective of the study is, to find out the predictive efficiency of the psychological teacher variables selected for the study.

This was found out by means of the following:

1. To estimate the extent of relationship of Teacher Aptitude and its four constructs with each of the five predictor variables for the total sample and subsamples.
2. To derive the Multiple Regression equation of Teacher Aptitude and its four constructs in terms of the predictor variables and to estimate the relative efficiency of the predictor variables in predicting Teacher Aptitude and each of its constructs.
3. To test whether there exists significant difference in the nature of relationship of the criterion variables with the predictor variables between relevant subsamples.
4. To test locale wise and school management wise difference in Teacher Aptitude and its four constructs.

5. To test locale wise and school management wise difference in the five predictor variables.

Major findings derived by means of the above procedures are summarised and presented in this chapter. Conclusions based on the findings, educational implications of the findings, and suggestions for further research in the area are also given in this chapter.

### 5.1. MAJOR FINDINGS

Major findings derived by means of the above procedures are summarised and presented as follows:

**5.1.1:** Pearson's Product Moment Coefficient of Correlations were estimated between the criterion variables and the predictor variables. *Significant relationships* were found between the following pairs of variables.

1. Teacher Aptitude with Academic Achievement in Teacher Education

[ $r = 0.104^{**}$  for Total sample]

[ $r = 0.101^*$  for Rural sample]

[ $r = 0.125^*$  for Urban sample]

[ $r = 0.107^*$  for Aided sample]

2. Teacher Aptitude with Attitude towards Teaching Profession

[ $r = 0.305^{**}$  for Total sample]

[r = 0.363\*\* for Rural sample]

[r = 0.283\*\* for Urban sample]

[r = 0.242\*\* for Government sample]

[r = 0.373\*\* for Aided sample]

3. Teacher Aptitude with Teacher Perception of Teacher Effectiveness

[r = -0.149\* for Government sample]

4. Teacher Aptitude with Self Concept in Teaching

[r = 0.153\* for Urban sample]

[r = 0.136\* for Aided sample]

[r = -0.173\* for Unaided sample]

5. Instructional Awareness with Achievement in teacher Education

[r = 0.123\*\* for Total sample]

[r = 0.164\*\* for Urban sample]

[r = 0.191\*\* for Government sample]

[r = 0.185\* for Unaided sample]

6. Instructional Awareness with Attitude towards Teaching Profession

[r = 0.187\*\* for Total sample]

[r = 0.262\*\* for Rural sample]

[r = 0.102\* for Urban sample]

[r = 0.219\*\* for Aided sample]

[r = 0.103\* for Unaided sample]

7. Instructional Awareness with Teacher Perception of Teacher Effectiveness

[r = 0.116\* for Unaided sample]

8. Instructional Awareness with Self Concept in Teaching

[r = -0.116\* for Rural sample]

[r = 0.131\* for Government sample]

[r = 0.213\* for Unaided sample]

9. Educational Problem Solving with Achievement in teacher Education

[r = 0.117\* for Government sample]

[r = -0.127\* for Aided sample]

10. Educational Problem Solving with Teaching Interest

[r = 0.105 for Government sample]

11. Educational Problem Solving with Attitude towards Teaching Profession

[r = 0.149\* for Total sample]

[r = 0.306\*\* for Rural sample]

[r = 0.172\* for Government sample]

[r = 0.262\* for Aided sample]

12. Educational Problem Solving with Self Concept in Teaching

[r = -0.174\* for Unaided sample]

13. Creativity with Achievement in Teacher Education

[r = 0.105\* for Rural sample]

[r = 0.165\* for Aided sample]

14. Creativity with Teaching Interest

[r = 0.127\* for Unaided sample]

15. Creativity with Attitude towards Teaching Profession

[r = 0.221\*\* for Total sample]

[r = 0.281\*\* for Rural sample]

[r = 0.205\*\* for Urban sample]

[r = 0.158\* for Government sample]

[r = 0.309\*\* for Aided sample]

16. Creativity with Teacher Perception of Teacher Effectiveness

[r = -0.188\*\* for Government sample]

[r = 0.124\* for Aided sample]

17. Creativity with Self Concept in Teaching

[r = 0.141\* for Aided sample]

18. Mental Ability with Achievement in Teacher Education

[r = 0.103\* for Total sample]

[r = 0.128\* for Urban sample]

[r = 0.103\* for Government sample]

19. Mental Ability with Attitude towards Teaching Profession

[r = 0.248\*\* for Total sample]

[r = 0.203\*\* for Rural sample]

[ $r = 0.261^{**}$  for Urban sample]

[ $r = 0.305^{**}$  for Government sample]

[ $r = 0.189^*$  for Aided sample]

[ $r = 0.135^*$  for Unaided sample]

20. Mental Ability with Self Concept in teaching

[ $r = 0.166^{**}$  for Urban sample]

[ $r = 0.153^*$  for Aided sample]

[ $r = -0.140^*$  for Unaided sample]

Relationship is *not significant* in the case of the following pairs of variables:

1. Teacher Aptitude with Academic Achievement in Teacher Education

[ $r = 0.048$  for Government sample]

[ $r = 0.048$  for Unaided sample]

2. Teacher Aptitude with Teaching Interest

[ $r = 0.023$  for Total sample]

[ $r = 0.085$  for Rural sample]

[ $r = -0.025$  for Urban sample]

[ $r = 0.040$  for Government sample]

[ $r = 0.046$  for Aided sample]

[ $r = 0.095$  for Unaided sample]

3. Teacher Aptitude with Attitude towards Teaching Profession

[r = 0.046 for Unaided]

4. Teacher Aptitude with Teacher Perception of Teacher Effectiveness

[r = 0.038 for Total sample]

[r = -0.066 for Rural sample]

[r = -0.030 for Urban sample]

[r = 0.086 for Aided sample]

[r = -0.032 for Unaided sample]

5. Teacher Aptitude with Self Concept in Teaching

[r = 0.049 for Total sample]

[r = -0.096 for Rural sample]

[r = -0.010 for Government sample]

6. Instructional Awareness with Achievement in Teacher Education

[r = 0.069 for Rural sample]

[r = 0.004 for Aided sample]

7. Instructional Awareness with Teaching Interest

[r = 0.006 for Total sample]

[r = 0.057 for Rural sample]

[r = -0.053 for Urban sample]

[r = 0.008 for Government sample]

[r = -0.017 for Aided sample]

[r = 0.091 for Unaided sample]

8. Instructional Awareness with Attitude towards Teaching Profession

[r = 0.089 for Government sample]

9. Instructional Awareness with Teacher Perception of Teacher Effectiveness

[r = 0.043 for Total sample]

[r = 0.005 for Rural sample]

[r = 0.061 for Urban sample]

[r = 0.019 for Government sample]

[r = 0.016 for Aided sample]

10. Instructional Awareness with Self Concept in Teaching

[r = -0.024 for Total sample]

[r = 0.019 for Urban sample]

[r = -0.037 for Aided sample]

11. Educational Problem Solving with Achievement in Teacher Education

[r = -0.015 for Total sample]

[r = -0.021 for Rural sample]

[r = 0.001 for Urban sample]

[r = -0.059 for Unaided sample]

12. Educational Problem Solving with Teaching Interest

[r = -0.003 for Total sample]

[r = 0.080 for Rural sample]

[r = -0.060 for Urban sample]

[r = -0.019 for Aided sample]

[r = -0.042 for Unaided sample]

13. Educational Problem Solving with Attitude towards Teaching Profession

[r = 0.037 for Urban sample]

[r = -0.031 for Unaided sample]

14. Educational Problem Solving with Teacher Perception of Teacher Effectiveness

[r = -0.024 for Total sample]

[r = -0.075 for Rural sample]

[r = -0.007 for Urban sample]

[r = 0.028 for Government sample]

[r = -0.094 for Aided sample]

[r = -0.001 for Unaided sample]

15. Educational Problem Solving with Self Concept in Teaching

[r = -0.006 for Total sample]

[r = 0.064 for Rural sample]

[r = -0.028 for Urban sample]

[r = 0.012 for Government sample]

[r = 0.037 for Aided sample]

16. Creativity with Academic Achievement in Teacher Education

[r = 0.071 for Total sample]

[r = 0.064 for Urban sample]

[r = -0.034 for Government sample]

[r = -0.012 for Unaided sample]

17. Creativity with Teaching Interest

[r = 0.037 for Total sample]

[r = 0.094 for Rural sample]

[r = 0.002 for Urban sample]

[r = 0.037 for Government sample]

[r = 0.083 for Aided sample]

18. Creativity with Attitude towards Teaching Profession

[r = -0.031 for Unaided sample]

19. Creativity with Teacher Perception of Teacher Effectiveness

[r = -0.057 for Total sample]

[r = -0.080 for Rural sample]

[r = -0.051 for Urban sample]

[r = -0.090 for Unaided sample]

20. Creativity with Self Concept in Teaching

[r = 0.055 for Total sample]

[r = -0.090 for Rural sample]

[r = 0.096 for Urban sample]

[r = -0.057 for Government sample]

[r = -0.001 for Unaided sample]

21. Mental Ability with Achievement in Teacher Education

[r = 0.045 for Rural sample]

[r = 0.085 for Aided sample]

[r = 0.045 for Unaided sample]

22. Mental Ability with Teaching Interest

[r = -0.028 for Total sample]

[r = -0.058 for Rural sample]

[r = -0.027 for Urban sample]

[r = -0.045 for Government sample]

[r = -0.002 for Aided sample]

[r = 0.011 for Unaided sample]

23. Mental Ability with Teacher Perception of Teacher Effectiveness

[r = -0.021 for Total sample]

[r = -0.020 for Rural sample]

[r = -0.046 for Urban sample]

[r = 0.046 for Government sample]

[r = 0.044 for Aided sample]

[r = -0.056 for Unaided sample]

24. Mental Ability with Self Concept in Teaching

[r = 0.057 for Total sample]

[r = -0.050 for Rural sample]

[r = 0.054 for Government sample]

**5.1.2:** When stepwise Multiple Regression Analysis was done to estimate the predictive efficiency of the predictor variables to predict the criterion variable, Teacher Aptitude and its four constructs, major findings evolved are the following.

1. Criterion variable, *Teacher Aptitude (X<sub>7</sub>)* can be significantly predicted by only one predictor variable. *Attitude towards Teaching Profession (X<sub>1</sub>)*

The regression equation developed is,

$$X_7 = 0.147 X_1 + 34.506$$

Predictive efficiency of the variable Attitude towards teaching profession is 9.30 per cent indicating that 9.30 per cent of the variable in Teacher Aptitude is accounted for by the predictor variable, Attitude towards Teaching Profession.

2. Predictor Variables, *Attitude towards Teaching Profession (X<sub>1</sub>)* and *Achievement in Teacher Education (X<sub>2</sub>)* are capable of predicting significantly *Instructional Awareness (X<sub>3</sub>)*

The regression equation developed is,

$$X_3 = 0.022X_1 + 0.026X_2 + 10.320$$

Predictive efficiency of the two variables are 3.35 per cent and 1.35 per cent respectively. So that 4.70 per cent of the variable in Instructional

Awareness is accounted for by Attitude towards Teaching Profession and Achievement in Teacher Education.

3. *Attitude Towards Teaching Profession ( $X_1$ ) is the single predictor variable capable of predicting Educational problem solving ( $X_4$ ), the second construct of Teacher Aptitude.*

The regression equation developed is,

$$X_4 = 0.012X_1 + 16.128$$

Predictive efficiency of the variable Attitude towards teaching profession is 2.20 per cent, indicating 2.20 per cent of the variance in Educational Problem Solving is accounted for by Attitude Towards Teaching Profession.

4. *Creativity ( $X_5$ ), the third construct of Teacher Aptitude can be predicted significantly by the single, predictor variable Attitude towards teaching profession ( $X_1$ )*

The regression equation developed is,

$$X_5 = 0.079 X_1 + 7.120$$

Predictive efficiency of Attitude towards teaching profession is 4.88 per cent indicating that 4.88 per cent of the variance is Creativity is accounted for by Attitude towards Teaching Profession.

5. *Mental Ability ( $X_6$ ), the fourth construct of Teacher Aptitude can be predicted significantly by three predictor variables, Attitude towards Teaching Profession ( $X_1$ ), Teaching Interest ( $X_8$ ), and Achievement in Teacher Education ( $X_2$ ).*

The regression equation developed is,

$$X_6 = 0.026X_1 + -0.040X_8 + 0.018X_2 + 0.897$$

Predictive efficiency of the three variables are 6.70 per cent, 0.30 per cent and 1.00 per cent respectively. This indicates 8.00 per cent of the variance in Mental Ability is accounted for by the predictor variables Attitude towards Teaching Profession, Teaching Interest and Achievement in Teacher Education.

**5.1.3:** When nature of relationship of the criterion variables and the predictor variables between relevant sub samples were compared, it was found that, the nature of the relationship of the following variables *differ significantly*.

1. Educational Problem Solving with Attitude Towards Teaching Profession

[*t*' = 3.05\*\* for rural with urban]

2. Teacher Aptitude with Attitude Towards Teaching Profession

[*t*' = 3.976\*\* for rural and urban]

3. Educational Problem Solving with Attitude Towards Teaching Profession

[ $t = 2.069^*$  for Unaided with Aided]

4. Creativity with Attitude Towards Teaching Profession

[ $t = 2.500^*$  for Unaided with Aided]

5. Teacher Aptitude with Attitude towards Teaching Profession

[ $t = 2.930^{**}$  for unaided with Aided]

The remaining relationships *do not differ significantly* between the relevant sub samples studied.

**4.5.4:** When locale wise difference in the criterion variables and the predictor variables were estimated, the following are the findings.

1. Rural and urban groups *differ significantly* in the mean scores of *Mental Ability*. Teacher Aptitude, Instructional Awareness, Educational Problem solving and Creativity *do not differ significantly* between rural and urban groups.
2. Rural and Urban groups *differ significantly* in the five predictor variables except Teacher Perception of Teacher Effectiveness.

When management wise difference in the criterion variables and the predictor variables were estimated, the following are the findings.

3. Government, Aided and Unaided groups *differ significantly* in the mean scores of *Teacher Aptitude* and its *four constructs*.
4. Government, Aided and unaided groups *differ significantly* in the mean scores of Achievement in Teacher Education, Attitude towards teaching Profession and Self concept in Teaching. Teaching Interest and Teacher Perception of Teacher Effectiveness *do not differ significantly* between the these three groups.

## 5.2. DISCUSSION OF FINDINGS

Major objective of the study was to find out the efficiency of the psychological teacher variables in predicting the criterion variables Teacher Aptitude and its four constructs. For this, firstly, relationships of the criterion variables viz., Teacher Aptitude and its four constructs with each of the predictor variables for the total sample and subsamples were estimated. Out of the 150, such, correlations, 57 were found significant and 93, not significant. Among the 57 correlations, the predictor variable, Attitude Towards Teaching Profession has the highest correlation with all the criterion variables. Almost all the reviewed studies in this area emphasize the important relationship of Attitude towards Teaching Profession with teaching related variables Studies of Sharma (1971), Roy (1971), Mahapatra (1987), Ramakrishnaih (1989), Ruscoe, *et al*, (1991)

Mathai, (1992), Skaria (1994), Kukreti (1995) Cornelius (2000), Pushpam (2003) and Devi (2005) also found the same.

The predictor variables viz., Teaching Interest and Teacher perception of Teacher Effectiveness have the least significant correlations with the criterion variables. Teaching Interest is related to only one predictor variable, that is, to Attitude Towards Teaching Profession. The same finding was revealed in the studies of Suja (2007) and Kadujevich (2008).

When the nature of relationships between the relevant sub samples were considered, out of the 100 relationships only five relationships differ significantly. These results suggest that the nature of relationships between the relevant subsamples do not differ significantly. That is, the nature of relationships between criterion variables and predictor variables do not differ significantly between teacher trainees according to their institution locale and type of management of institutions. Locale wise differences are found in the mean scores of the five predictor variables, where as, management wise differences are found in the mean scores of all the five criterion variables.

Studies of Adval (1952) Gupta (1984), Rawat and Srivastava (1984), Poozhikuth (1989), Kumar (1995) and Chidolue (1996) etc.

revealed that significant difference due to gender and locale of institutions exists in the teaching related variables.

When the predictive efficiency of the predictor variables were estimated Attitude towards Teaching Profession has the highest predictive efficiency in predicting the criterion variables viz., Teacher Aptitude and its four constructs.

This is supported by the studies of Roy (1971), Mahapatra (1987) Mathai (1992), Cornelius (2000) and Devi (2005).

With regard to the constructs of Teacher Aptitude, besides Attitude towards Teaching Profession, the predictor variables like, Achievement in Teacher education and Teaching Interest have also the capability of predicting Mental Ability.

This suggest that Teacher Aptitude of teacher trainees can be highly predicted by their Attitude Towards Teaching Profession. Achievement in Teacher Education is also a predictor to predict teaching ability, though it is not entered as a predictor for testing the predictive efficiency of Teacher Aptitude.

Studies of Gopalacharyah (1984), Bose (1993), Smith and Kenneth (2000) etc. indicated the importance of Achievement in Teacher Education and its relation with teaching.

Out of the five teachers related psychological variables selected in the study, only two variables viz., Attitude Towards Teaching Profession and Achievement in Teacher Education are significantly related to Teacher Aptitude and capable of predicting Teacher aptitude. In all the cases, Teaching Interest was found as the least related variable. However, the reviewed studies related to the area of the present study reveal that there are so many variables, related to psychological or classificatory, which are not entered in the study, directly or indirectly affecting teacher ability.

Another teacher variable notable is Teaching Interest. This variable has no relationship with Teacher Aptitude, its constructs like, Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability and with the predictor variables like, Achievement in Teacher Education, Teacher Perception of Teacher Effectiveness, and Self Concept in Teaching. The only variable having relation with Teaching Interest was found as Attitude towards Teaching Profession. This suggests that even though teacher trainees have the capacity to teaching and a favourable Attitude towards Teaching Profession, they are not interested in doing teaching or teaching related activities, pointing to the development of a group of non committed teachers.

### 5.3. CONCLUSIONS

Among the five predictor variables of the study, *Attitude towards Teaching Profession* is the single variable having significant relationship with Teacher Aptitude and all of its four constructs, viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability. So also, *Attitude towards Teaching Profession* is the single variable capable of predicting significantly Teacher Aptitude and its four constructs.

Again, it is the only relationship between Teacher Aptitude and Attitude towards Teaching Profession which differ significantly between sub samples like rural with urban and unaided with aided.

The second predictor variables that comes to this line is, Achievement in Teacher Education.

Achievement in Teacher Education has significant relation with Teacher Aptitude, but not a predicting variable. Achievement in Teacher Education is related with two constructs of Teacher Aptitude viz., Instructional Awareness and Mental Ability and in these two cases, Achievement in Teacher Education becomes a predicting variable.

Thus the study has found Attitude towards Teaching Profession as the major variable having relation with Teacher Aptitude and capable of predicting Teacher Aptitude and its four constructs. The second in this

position is Achievement in Teacher Education which is related with Teacher Aptitude but not capable of predicting.

#### **5.4. EDUCATIONAL IMPLICATIONS**

Primary teacher education and period of internship plays an important role in the field of elementary teacher education. As it is the cornerstone of the educational developments and achievements of a student, the selection of apt persons to the teaching profession is highly significant. As such, findings of this study are highly worthy and notable.

Among the five predictor variables of the study, Attitude towards Teaching Profession is the single variable having significant relationship with Teacher Aptitude and all of its four constructs. So also Attitude towards Teaching Profession is the single variable capable of predicting significantly Teacher Aptitude and its four constructs.

Achievement in Teacher Education has significant relation with Teacher Aptitude, but not a predicting variable. Achievement in Teacher Education is related with the two constructs of Teacher Aptitude viz., Instructional Awareness and Mental Ability and in these two cases Achievement in Teacher Education becomes predicting variable.

Another teacher variable noted is Teaching Interest. This variable has no relationship with Teacher Aptitude, its four constructs or with

Achievement in Teacher Education, Teacher Perception of Teacher Effectiveness and Self Concept in Teaching. The only variable having relation with Teaching Interest was found as Attitude towards Teaching Profession. This suggests that even though teacher trainees have the capacity to teaching and a favourable Attitude towards Teaching Profession, they are not interested in doing teaching or teaching related activities, pointing to the development of a group of non committed teachers.

The investigator finds some of the implications additional to note are:

1. Attitude towards Teaching Profession was found as the major factor related with Teacher Aptitude and its four constructs. Therefore at least at the beginning of pre service training, students are to be tested for either Teacher Aptitude or for Attitude towards Teaching Profession and evolve measures for developing their capacity to teach.
2. Evolve strategies and techniques by way of giving exposures to good teaching and realise them the outcomes of such teaching.
3. Ask them to prepare the life histories of successful teachers within India and outside and to narrate their contributions to the society.

4. A teacher becomes a committed teacher only when the teacher possesses the talent for teaching, Attitude towards Teaching and interest in it. Therefore, pre service teacher educators are to find out ways and means of developing Teaching Interest also along with other factors.
5. Educational administrators are to adopt a selection criteria for the primary teacher trainees by giving weightages to the Test of Teacher Aptitude and Attitude towards Teaching Profession.
6. Academic Achievement of the teacher trainees is to be seen as a determinantal factor for the selection of teaching profession.
7. At the time of preservice training, more experiences are to be given to update their Instructional Awareness.
8. By giving lively, practical and educational problematic situations for finding solutions, the ability of Educational Problem Solving can be developed.
9. Provide them with learning activities involving fluent, flexible and imaginative solution so that their creative thinking will be enhanced.
10. During preservice training, promote trainees sufficient opportunities for attending video clippings of talented teacher's classes and ask them to make creative criticisms based on those

which will create Teaching Interest and a positive attitude towards Teaching Profession.

### **5.5. SUGGESTIONS FOR FURTHER RESEARCH**

The studies reviewed and the findings of this study led the investigator to suggest the following areas for further research.

1. Study of the affective correlates discriminating between teacher trainees with high and low Teacher Aptitude.
2. Affective factor structure of teacher trainees with high Teaching Aptitude.
3. The forecasting efficiency of Teacher Aptitude when the trainees enter into teaching profession.
4. A study on the techniques and strategies to develop Attitude towards Teaching Profession.
5. The efficiency of Achievement in Teacher Education and Attitude towards Teaching Profession in predicting success in Teaching.
6. Developing a preservice training programme so as to produce teachers with favourable Attitude towards Teaching and Teaching Interest.
7. Study of socio-familial characteristics associated with High and Low Teacher Aptitude.

**RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT  
AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY  
TEACHER TRAINEES OF KERALA**

**M.B. USHAKUMARI**

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**DOCTOR OF PHILOSOPHY**  
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UNIVERSITY OF CALICUT**

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**RELATIONSHIP OF TEACHER APTITUDE WITH ACADEMIC ACHIEVEMENT  
AND CERTAIN PSYCHOLOGICAL VARIABLES OF PRIMARY  
TEACHER TRAINEES OF KERALA**

**M.B. USHAKUMARI**

*Thesis submitted for the Degree of*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
**EDUCATION**

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**2008**

## **APPENDICES**

**UNIVERSITY OF CALICUT**  
**DEPARTMENT OF EDUCATION**

**TEST OF TEACHER APTITUDE**  
**(DRAFT)**

**Dr. V.Sumangala**  
*Supervising Teacher*

**M.B. Ushakumari**  
*Research Scholar*

**Directions:**

This is a test to evaluate your aptitude in teaching having four sections. They are 'Instructional Awareness', 'Educational Problem Solving', 'Creativity' and 'Mental Ability'. All the questions are made in multiple choice model except those in the domain of creativity. The choice is limited to four: A, B, C and D to each multiple choice question. Please pick out the most appropriate answer from them and write down the corresponding letter indicator (A, B, C, D) in the answer paper given.

The instructions to answer the section of 'Creativity' is given in the question paper.

The data will be used only for the research purpose.

Name of student teacher :  
Male/Female :  
Age :  
Place of Residence : Rural/Urban  
Educational Qualifications :  
Place in which your educational institution is situated : Rural/Urban  
Type of management of your institution : Govt./Aided/Unaided  
Father's educational qualification :  
Father's occupation :  
Mother's Educational qualification :  
Mother's Occupation :

## PART I – INSTRUCTIONAL AWARENESS

1. Which of the following is the most suitable to vitalize the learning activities to the maximum?
  - A. Analyse the lesson thoroughly.
  - B. To allow the learners write on the black board.
  - C. Eventual use of audio visual media.
  - D. To allow the learner to write question answers.
  
2. While the learners are involved in self learning activities, the teachers is supposed to do
  - A. Plan for the next class
  - B. Observe the learners by keeping away form them
  - C. Help the learners who approach with doubts
  - D. Observe and help the learners by going through the groups
  
3. Which of the following is the most acceptable to motivate the learners?
  - A. Read the lesson.
  - B. Let the learners read the lesson.
  - C. Ask questions.
  - D. Present the lesson using audio-visual aids.
  
4. Which is the most important teacher competence among the following?
  - A. Plan the lesson
  - B. Read lesson aloud
  - C. Prepare the questions and answers
  - D. Help the learners to assimilate the learning material
  
5. The first step of planning is
  - A. Prepare all the curricular statements related tot he lesson concerned
  - B. Identify those curricular statements relevant to the particular day
  - C. Identify the tools for learning.
  - D. Identify the learning activities.
  
6. To continue the class keeping the interest of the learners which of the following strategy is the most suitable one?
  - A. Crack jokes frequently in the class.
  - B. Give wake up activities
  - C. Administer different types of learning strategies
  - D. Provide the learners with chances for discussions
  
7. To create confidence among the below average learners which of the following will be suitable?
  - A. Give group learning activities in heterogeneous groups
  - B. Give the learning activities suitable to their level

- C. Special coaching should be given to the learners with the help of the better students
  - D. These learners should be given activities in their homogeneous groups
8. What is intended of continuous assessment?
- A. Reinforce the learning material among the learners.
  - B. To know whether the learners can answer.
  - C. To know whether the learner has achieved the particular learning competence or the teacher has to change his teaching strategies.
  - D. To know what the learner has not achieved.
9. Which of the following is a good home assignment?
- A. It must supplement class room activities.
  - B. It must be activity oriented
  - C. Children can do it with the help of their parents
  - D. Children can do it through observation and experimentation.
10. If the evaluation shows that desirable competencies were not achieved by the students, what measure should be taken?
- A. Learning activities may be repeated
  - B. Remediation should be given along with the next learning activities
  - C. Repeat the same learning activity to the under achievers by the help of the better students.
  - D. Teacher may group them separately and repeat the earlier learning activity exclusively for them.
11. Which among the following is most suitable for effective learning?
- A. Lecture method
  - B. Discussion method
  - C. Question answer method
  - D. Use any of the above method appropriately.
12. Meaningful learning occurs
- A. When learners ask questions about content
  - B. When they participate in learning interestingly
  - C. When they ask doubts
  - D. When they answer questions.
13. Which among the following is the real discipline?
- A. Complete silence in the class
  - B. Noisy class without any activity
  - C. Disciplined class with full of activities
  - D. Noisy class with full of activities
14. A teacher should always
- A. be a model

- B. be actively engaged in learning activities
  - C. be serious in nature
  - D. be quiet in nature
15. Teaching is a serious responsibility. Why?
- A. Future of the nation is with them.
  - B. They are teaching values
  - C. They give new informations
  - D. They mingle with children
16. To be a good teacher
- A. Teach well
  - B. Teach good habits
  - C. Understand the children and teach
  - D. Teach values.
17. When we pose a question
- A. It must be appropriate to the level of the children
  - B. It must be answered by all
  - C. Pose the question to all and then ask a particular student to answer
  - D. Pose the question to an individual
18. The most important thing in planning classroom activities
- A. It can be done by all
  - B. It must be competency based
  - C. It must be easily done
  - D. It must be interesting
19. Important thing in selecting learning aids
- A. It must be low cost, accurate and suitable to achieve the necessary competencies
  - B. It must be attractive
  - C. It must be easy to operate
  - D. It must be good to look at
20. Why should we test previous knowledge?
- A. To make the teaching easy
  - B. To know the level of children
  - C. To make the class interesting
  - D. To recall
21. What is the necessity of comprehensive planning?
- A. Not to lose even a single activity or competency
  - B. To save time
  - C. To make class interesting
  - D. To arrange all learning aids

- 22. Teaching manual is prepared
  - A. To submit before the H.M
  - B. To submit before the higher authorities at the time of inspection
  - C. To make learning effective
  - D. To help the teacher understand about his experience in the class and to modify his class room learning activities.
  
- 23. What is the necessity of using learning aids in a class?
  - A. To make learning more effective
  - B. To help the teacher
  - C. To make learning quickly
  - D. To make all the children listen
  
- 24. Merit of discussion method in the class
  - A. The teacher can take rest
  - B. Inculcate value among children
  - C. Inculcate group feeling among the children
  - D. Children can express their ideas without any hesitation.
  
- 25. Correcting their written works by themselves prompts them
  - A. To understand their mistakes and thereby restricts the repetition
  - B. to make learning less interesting
  - C. To become teachers in future
  - D. To lose their self confidence
  
- 26. When we write on a Blackboard
  - A. Write everything which we tell in the class
  - B. Write only the important ideas, words, etc.
  - C. Write only the things which children ask to write
  - D. Write only the titles.
  
- 27. Which among the following is a right decision for mischief of children in the class?
  - A. Mischief may be ignored
  - B. Children may be given punishment then and there
  - C. They may be scolded
  - D. It may be discouraged
  
- 28. Most suitable method to make the parents to be associated with the school is,
  - A. To conduct PTA meeting
  - B. To conduct other parental meetings monthly
  - C. To give projects with parental involvement
  - D. To make them involve in school activities (study tour, project work, etc.) and seek their help
  
- 29. What is the necessity of the response sheets?
  - A. To record children's responses

- B. To record parent's responses
  - C. To record all the findings about the children
  - D. To record the mark of children
30. Why should we consolidate learning activities?
- A. To evaluate whether the child has learnt
  - B. To sustain interest
  - C. To arouse eagerness
  - D. To reinforce the learning points

## **PART II: EDUCATION PROBLEM SOLVING**

1. You have warned a student several times for late coming. Still he is a late comer. What measure will you take to change his habit?
  - A. To keep him outside the class for some days
  - B. Send for his parents and get necessary information about him and do remediation
  - C. Compare him with other children
  - D. Give him punishment
  
2. An adamant boy who refuses even to button his shirt properly is there. Which of the following measure is appropriate to change his attitude?
  - A. Provide books which teach good habits
  - B. Compare him with other children in the class
  - C. Provisions will be provided to develop a set of values along with learning activities
  - D. Tries to find out whether psychological problems are the reasons behind the actions and behavior of the child
  
3. You scold a child for copying. He along with other children came and teased you. what will be your decision?
  - A. Won't care copying hereafter.
  - B. He must apologies in the assembly
  - C. Keep him outside the class for some days
  - D. Not to give due attention to the child's actions.
  
4. When you write on the blackboard a child throws paper bird. The class becomes noisy. What will be your reaction?
  - A. Without giving prime attention to his action at that instant and make him realise the mischief at later time.
  - B. Scold him at that instant itself before other children
  - C. Neglect him for some days
  - D. Inform the parents.
  
5. A student is not sincere in the follow up activities given to him. He gave excuses like "father tore the book into pieces" etc. Even after several warnings he repeats the same. What measure will you take?

- A. His previous history will be collected from other teachers.
  - B. Make him to the work in the class itself.
  - C. Ask him to do the work by providing the books of other children.
  - D. Sent for his father and discuss the problem with him.
6. A child goes out from his home with lunch saying he has special class. But he reaches his friend's home and plays. His mother knows the fact and approaches you. What will be your suggestions?
- A. Will scold him.
  - B. Will talk to other children n the class blaming him
  - C. Will try to make her understand the fact that both play and study are equally important for children and she must give him adequate time for playing in the home itself.
  - D. Will advice her to inform the fact to his father and punish
7. A girl from a rich family has a habit of stealing things from her classmates. One day the children bring her with clear evidence. What action will you take?
- A. Inform the headmaster and request him to take necessary action.
  - B. Through friendly talks to understand the psychological problems behind the action.
  - C. Get a written statement from her to the effect that she would not steal.
  - D. Send for her parents and inform the fact.
8. A child along with his father approach you complaining that you beat him. How will you response?
- A. Shows your anger for the involvement of the parent in the incident
  - B. Ask him to get the transfer certificate
  - C. To make the parent realise the reasons behind the punishment.
  - D. Tell the parent that the child would not be punished thereafter.
9. A child always do mischief and blame other children for the same. What measure will you take to keep him away from this action?
- A. Tries to make him realise that his action caused hardships for many children.
  - B. Send for the parents and discuss the facts with them and solve the problem.
  - C. T.C will be issued if he repeats.
  - D. Written complaints from other children will be asked for.
10. Which among the following is the most appropriate method to develop self confidence in a child who doesn't know even to spell his name.
- A. Make him do small things which he can do and lead him to the writing process.
  - B. Make him write his name several times.
  - C. Give more written activities
  - D. With the help of other children, make him to write his name.

11. A small problem between two teachers in your school becomes a big issue and it ends in a group clash. What measure is to be taken to restore peace in the school?
- A. Request them to apply for transfer
  - B. Request help from service organisations
  - C. Request the higher authorities to suspend them
  - D. Try to create a situation conducive for a compromise through discussion.
12. Students threaten a strike due to a misunderstanding with you. What will you do under the circumstance?
- A. Try to get a transfer
  - B. With the help of PTA, student leaders will be suspended
  - C. Request the police help
  - D. A meeting of the PTA, school leaders and the striking leaders will be held and the matter will be discussed to make them realise the truth.
13. Two groups of teachers begin to argue in a staff meeting on a decision taken by the H.M and the argument becomes noisy. As a compromiser what action will you be taken to calm the situation?
- A. Agree with the H.M's decision
  - B. Support only the better points in the decision
  - C. Discuss with H.M to reach another agreeable decision.
  - D. Try to lead the group to reach in a consensus by listening to their suggestions and comments.
14. While all the children play during a drill period, one child alone sits in the class. You have noticed this for several times. How will you make the child interested in games?
- A. Force him to go to the ground and play.
  - B. Ask the other children to call the child when they go for play.
  - C. Make him realise the importance of plays.
  - D. Try to understand the reasons behind his lack of interest in plays and do remediation.
15. A student asks extraordinary questions while you teach. what will be your response?
- A. Advise him to ask the question later.
  - B. Try to explain at that instant itself.
  - C. Express intolerance
  - D. Ask him to consolidate all his doubts and to bring after the class.
16. A student approaches you and complaints, "my mother doesn't like me; she loves my younger brother", how will you console him?
- A. Try to give mother like love.
  - B. Narrates some stories which teach mother's love.
  - C. Send for his mother

- D. Try to change his attitude through friendly and informal chat.
17. A student gives toffees to his friends daily. This comes into your notice. How will you tackle this?
- A. Send for his parents and inform the fact.
  - B. Ask him to put the money he spends in to the relief box.
  - C. Make him realise that spending money unnecessarily is a crime.
  - D. Ask the other children not to take toffees from him.
18. During a staff meeting some of the teachers make unrelated and illogical statements. How will you react for this?
- A. React then and there for every statement.
  - B. Ignore the statements
  - C. Listen the whole statements and then reacts strongly against them
  - D. Listen the whole statements and then present all suggestions and opinions about them so as to make the teachers realise that the statements were not appropriate.
19. You are taking your first class and you notice children's murmuring and giggling. How will you react?
- A. Stop the class and begin friendly conversation with them and gradually lead them to the class
  - B. Ignore the children's actions and continue the class
  - C. Stop the class and go to the staff room
  - D. Report the incident to the H.M
20. You are taking a class and you notice that one child is not attending the class and disturbing other children in the class. You ask him to go out from the class. He doesn't obey your direction. How will you face this problem?
- A. Stick to your decision
  - B. Ignore him and start the class
  - C. Ask written complaints from other children
  - D. Recommend the H.M to issue T.C
21. One of your colleagues becomes a scape goat on a misunderstanding with H.M and he gets punishment. How do you react?
- A. Support the H.M's decision
  - B. Get the real facts from the concerned teacher and try to remove the misunderstanding of the H.M.
  - C. Along with other teachers try to persuade the H.M to revoke the decision.
  - D. Ignore the incident since it was not related with you.
22. When you reach the school you feel ill and you are not in a position to take class. The H.M. doesn't like the practice of not taking classes while the teachers are present. What will you do under the circumstance?
- A. Inform the H.M about the fact and get exemption.

- B. Go to the class and sit quietly.
  - C. Without informing the H.M, sit in the staff room
  - D. Without informing any body, return home
  - E.
23. One of your colleagues stands in your way and denies your promotion using political influence to overlook the seniority in his favour. How will you face the situation?
- A. Man handle the concerned teacher.
  - B. With the help of other teachers, make an enemy propaganda.
  - C. Face legally
  - D. Accept it as fate and feel sorry for it.
  - E.
24. Without assigning any reason, the H.M. always finds fault with you. How will you face the situation?
- A. Ignore the H.M
  - B. Do your duty systematically. Make your stand clear before the H.M. and try to adjust with the situation.
  - C. Try to get a transfer.
  - D. Organise teachers against the H.M.
25. You decide to conduct a special class. Some students oppose the decision. How will you tackle the situation?
- A. Make them realise the situation behind taking special class and arouse the necessity in them.
  - B. Take the class ignoring the absentees.
  - C. Send for the parents of the absentees.
  - D. Suspend the special class.
26. A teacher is very partial to a particular student of your class. He finds fault with him for everything. As a class teacher how will you manage the situation?
- A. Transfer the child to another division.
  - B. Discuss with the teacher and try to remove the misunderstanding.
  - C. Console the child.
  - D. Discuss the matter with other teachers.
27. It is come to your notice that a child usually roams here and there without attending the school. To change this nature of the child, what suggestions can you make?
- A. Send for the parents and inform the fact.
  - B. Collect all the information about the child, find out the reasons for the act and do remediation.
  - C. Inform the H.M
  - D. Discuss the matter with other teachers.

28. You used to take classes using learning aids. But the other teachers tease you. How will you react?
- A. Stop using learning aids
  - B. Inform the H.M
  - C. Try to make them understand the importance of learning aids in the teaching learning process.
  - D. Ignore their teasing
29. A child always brings his homework done by his parents. How will you discourage this habit?
- A. Ignore the action
  - B. Try to make him understand the need of doing homework by himself.
  - C. Make the parents realise the importance and need of doing homework by the child himself
  - D. Punish the child.
30. A child in your class is very selfish. He won't give even a pencil to other children. How will you react?
- A. Ignore his action.
  - B. Ask his parents to take sincere efforts to change his habit
  - C. Create incidents which necessitates help for him from other children and thereby make him realise the fact and try to change the habit
  - D. Give his articles without his consent to other children.

### **PART III: TEST OF CREATIVITY**

#### **Directions:**

Following are some probable or improbable situation that may occur in future. If the following statements become real, then write your views on the consequences with in the time limit proposed against each statement. Your answers must be free and original.

1. A law is promulgated to the effect that, lady teachers are alone eligible for the teaching profession. (2 minutes)
2. All the teachers must reside in their respective institutions and to teach. (2 minutes)
3. After five years of teaching, students have to decide, wither a teacher to be continued in the service or not. (2 minutes)
4. Mobile schools into existence. (2 minutes)
5. If a particular percentage of students failed in a particular subject, then the concerned teacher's increment would be barred.

## PART IV : TEST OF MENTAL ABILITY

Directions:

This is a test measure your Mental Ability. This test has ten items. Answer the questions after reading the directions along with each question carefully.

The time limit to the test is twelve minutes.

1. Balu started to walk from his home towards the sea to view the sunset. After sometime he turned to his left and walked. Then again he turned to his left and walked. But he couldn't see the sunset. The problem here is \_\_\_\_\_
  - A. He was walking in the East direction.
  - B. He was walking in the South direction.
  - C. He was walking in the North direction.
  - D. He was walking in the East-West direction.
  
2. When a competitive examination was held in two classes it was found that all students passed. A prize was arranged to be given to the class which secure better results. Here the winner class is to be decided on the basis of \_\_\_\_\_
  - A. The class in which the top scorer studies
  - B. The class in which there are more number of students who have scored full marks.
  - C. By finding the average of the student's marks of both classes.
  - D. The prize should be equally divided between the two classes.

**Directions:** In the following problems there will be a statement (first line) which may be true or false. There will be some information which give a clue to solve the problem. The problem is given in the second line. Find the relationship between the two words given in the first half of the problem. Apply the relationship to the second half. Four alternative answers (A, B, C, D) are given. Find out the suitable answer.

3. Paintings are made by skilled persons Novel is to author as Painting is to \_\_\_\_\_  
 [A. Creativity B. Artist C. Colour D. Wall]
  
4. Gandhi Nagar is famous for jwells. Bangalore is to Karnataka as Gandhi Nagar is to \_\_\_\_\_  
 [A. India B. Gujarat C. Delhi D. Kerala]
  
5. As star will not twinkle. Ship is to sea as star is to \_\_\_\_\_  
 [A. Sky B. Cloud C. Night D. Telescope]

6. Milli litre is basic for measuring jar. Gram is to kilogram as Milli litre is to \_\_\_\_

[A. c.c      B. Liquid      C. Litre      D. Volume]

7. Thunder make noise. Lightning is to visible as Thunder is to \_\_\_\_

[A. Scary      B. Audible      C. Cloudy      D. Dangerous]

8. All clerks are typists, Some typists are stenos

- A. Some stenos are clerks
- B. No steno is a clerk
- C. All typists are clerks
- D. All clerks are stenos

9. Akbar was popular because he was secular

- A. All popular persons are secular
- B. All secular persons are popular
- C. Only secular persons are popular
- D. None of these

In each of the following questions there are four alternative answers out of which one is correct. Choose the correct one.

10. A, B, C, D and E are five rivers. A is shorter than B but longer than E. C is the longest and D is a little shorter than B and a little longer than A. Which is the shortest river?

[A. B                      B. C                      C. D                      D. E]

APPENDIX II

UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION

TEST OF TEACHER APTITUDE  
(DRAFT)

Dr. V.Sumangala  
Supervising Teacher

M.B Ushakumari  
Research Scholar

നിർദ്ദേശങ്ങൾ

ഇത് നിങ്ങളുടെ അധ്യാപന അഭിരുചി അളക്കാനുള്ള ഒരു പരീക്ഷയാണ്. ഇതിന് നാലുഭാഗങ്ങളുണ്ട് അവ 'Instructional Awareness', 'Educational Problem Solving', 'Creativity', 'Mental Ability' ഇവയാണ്. ഇതിൽ Creativity ഒഴികെ യുള്ളതെല്ലാം ബഹുത്തര മാതൃകയിലാണ് തയ്യാറാക്കിയിരിക്കുന്നത്. ഇവയിലെ ഓരോ ചോദ്യത്തിനും A, B, C, D എന്ന് നാലുത്തരങ്ങൾ കൊടുത്തിട്ടുണ്ട്. ഇവയിൽ നിന്നും ഏറ്റവും ശരിയായ ഉത്തരത്തെ സൂചിപ്പിക്കുന്ന അക്ഷരം പ്രത്യേകം തരുന്ന ഉത്തരക്കടലാസ്സിൽ നിശ്ചിതസമയത്തിനുള്ളിൽ രേഖപ്പെടുത്തുക.

Creativity പരീക്ഷയുടെ നിർദ്ദേശങ്ങൾ അതിന്റെ ചോദ്യക്കടലാസ്സിൽ രേഖപ്പെടുത്തിയിട്ടുണ്ട്.

നിങ്ങളുടെ ഉത്തരങ്ങൾ ഗവേഷണപരമായ കാര്യത്തിനു മാത്രമാണ് ഉപയോഗിക്കുക

- അധ്യാപകവിദ്യാർത്ഥിയുടെ പേര് :
- സ്ത്രീ/പുരുഷൻ :
- വയസ്സ് :
- താമസസ്ഥലം : Rural/Urban
- വിദ്യാഭ്യാസ യോഗ്യത :
- നിങ്ങളുടെ വിദ്യാഭ്യാസ സ്ഥാപനം :
- സ്ഥിതിചെയ്യുന്ന സ്ഥലം : Rural/Urban
- ഗവ. ടി.ടി.ഐ/എയ്ഡഡ് ടി.ടി.ഐ/  
അൺഎയ്ഡഡ് ടി.ടി.ഐ. :
- പിതാവിന്റെ വിദ്യാഭ്യാസയോഗ്യത :
- പിതാവിന്റെ തൊഴിൽ :
- മാതാവിന്റെ വിദ്യാഭ്യാസയോഗ്യത :
- മാതാവിന്റെ തൊഴിൽ :

**Part I – INSTRUCTIONAL AWARENESS**

1. പഠനപ്രവർത്തനങ്ങൾ പരമാവധി സജീവമാക്കാൻ താഴെതന്നിരിക്കുന്നവയിൽ ഏറ്റവും ഉചിതമായത് ഏത്?
  - (A) പാഠം നന്നായി അപഗ്രഥിക്കുക
  - (B) കുട്ടികളെക്കൊണ്ട് ബോർഡിലെഴുതിക്കുക
  - (C) ദൃശ്യശ്രാവ്യമാധ്യമങ്ങൾ സാമ്പർഭികമായി ഉപയോഗിക്കുക
  - (D) ചോദ്യോത്തരങ്ങൾ എഴുതിക്കുക.
  
2. കുട്ടികൾ സ്വയം പഠനപ്രവർത്തനങ്ങളിലേർപ്പെടുമ്പോൾ അധ്യാപകൻ ചെയ്യേണ്ടത്.
  - (A) അടുത്ത ക്ലാസിനുവേണ്ടിയുള്ള ആസൂത്രണം നടത്തുക.
  - (B) ക്ലാസിൽ ഒരു ഭാഗത്തിരുന്ന് കുട്ടികളെ നിരീക്ഷിക്കുക.
  - (C) സംശയവുമായി വരുന്ന കുട്ടികളെ സഹായിക്കുക.
  - (D) കുട്ടികളുടെ ഇടയിലൂടെ നടന്ന് പഠനപ്രവർത്തനങ്ങൾ നിരീക്ഷിക്കുക.
  
3. കുട്ടികളിൽ അഭിപ്രേരണ ജനിപ്പിക്കുവാൻ താഴെ പറയുന്നതിലേതു മാർഗ്ഗമാണ് ഏറ്റവും സ്വീകാര്യം.
  - (A) പാഠം വായിക്കുക.
  - (B) കുട്ടികളെക്കൊണ്ട് വായിപ്പിക്കുക.
  - (C) ചോദ്യങ്ങൾ ചോദിക്കുക.
  - (D) ദൃശ്യശ്രാവ്യോപകരണങ്ങൾ ഉപയോഗിച്ച് പാഠാവതരണത്തിനുള്ള സജ്ജീകരണം നടത്തുക.
  
4. താഴെപറയുന്നവയിൽ ഏറ്റവും പ്രധാനപ്പെട്ട അധ്യാപനനൈപുണി
  - (A) പാഠം ആസൂത്രണം ചെയ്യുക.
  - (B) പാഠം ഉറക്കെ വായിക്കുക.
  - (C) ചോദ്യോത്തരങ്ങൾ തയ്യാറാക്കുക.
  - (D) പാഠ്യവസ്തുക്കൾ ശരിയാംവണ്ണം സ്വാംശീകരിക്കാൻ കുട്ടികളെ സഹായിക്കുക.
  
5. പാഠാസൂത്രണസമയത്ത് ആദ്യം ചെയ്യേണ്ടത്.
  - (A) പാഠവുമായി ബന്ധപ്പെട്ട എല്ലാ പാഠ്യപദ്ധതി പ്രസ്താവനകളും തയ്യാറാക്കുക.
  - (B) അന്നന്നു പഠിപ്പിക്കേണ്ടവ മാത്രം കണ്ടെത്തുക.
  - (C) പഠനോപകരണങ്ങൾ കണ്ടെത്തുക.
  - (D) പഠനപ്രവർത്തനങ്ങൾ കണ്ടെത്തുക.
  
6. കുട്ടികളിൽ താൽപര്യം നിലനിർത്തിക്കൊണ്ട് ക്ലാസ്സ് മുന്നോട്ട് കൊണ്ടുപോകാൻ താഴെ പറയുന്നതിലേതു മാർഗ്ഗമാണ് ഉചിതം.
  - (A) ഇടയ്ക്കിടെ തമാശകൾ പറയുക.
  - (B) ഉണർത്തുപ്രവർത്തനങ്ങൾ നൽകുക.
  - (C) പഠനതന്ത്രങ്ങൾ മാറിമാറി ഉപയോഗിക്കുക.
  - (D) കുട്ടികൾക്ക് ഇടക്കിടക്ക് ചർച്ചയ്ക്കവസരം നൽകുക.

7. താഴ്ന്ന പഠനനിലവാരമുള്ള കുട്ടികളിൽ ആത്മവിശ്വാസം ജനിപ്പിക്കാൻ താഴെ പറയുന്നതിലേതുമാർഗ്ഗം സ്വീകരിക്കണം.
  - (A) വ്യത്യസ്തപഠനനിലവാരമുള്ള കുട്ടികളെ ഒരു ഗ്രൂപ്പിലാക്കി സംഘപ്രവർത്തനങ്ങൾ നൽകണം.
  - (B) അവർക്ക് അവരുടെ നിലവാരത്തിലുള്ള പഠനപ്രവർത്തനങ്ങൾ നൽകണം.
  - (C) ഉയർന്ന പഠനനിലവാരമുള്ള കുട്ടികളെക്കൊണ്ട് അവർക്ക് പ്രത്യേക പരിശീലനം കൊടുപ്പിക്കണം.
  - (D) ഏതു പ്രവർത്തനത്തിനും അവരെ ഒരേ ഗ്രൂപ്പിലാക്കണം.
  
8. നിരന്തരമൂല്യനിർണ്ണയം കൊണ്ട് ഉദ്ദേശിക്കുന്നതെന്ത്?
  - (A) പാഠ്യവസ്തുത കുട്ടികളിൽ ഉറപ്പിക്കുക.
  - (B) ഉത്തരം പറയുന്നുണ്ടോ എന്നറിയുക.
  - (C) വിദ്യാർത്ഥി നിർദ്ദിഷ്ട പഠനശേഷി നേടിയോ എന്നും അധ്യാപകന് തന്റെ പഠനതന്ത്രം മാറ്റണമോ എന്നും അറിയുക.
  - (D) കുട്ടി എന്തുനേടിയില്ല എന്നറിയുക.
  
9. ഗൃഹപ്രവർത്തനങ്ങൾ കൊടുക്കേണ്ടത്
  - (A) ക്ലാസ്സ് പ്രവർത്തനങ്ങളുടെ അനുബന്ധമായിട്ടായിരിക്കണം.
  - (B) പ്രവർത്തനബന്ധിതമായിട്ടായിരിക്കണം.
  - (C) രക്ഷിതാക്കളുടെ സഹായത്തോടെ ചെയ്യാൻ കഴിയുന്നതായിരിക്കണം.
  - (D) നിരീക്ഷണ പരീക്ഷണങ്ങളിലൂടെ ചെയ്യാൻ കഴിയുന്നതാകണം.
  
10. മൂല്യനിർണ്ണയത്തിലൂടെ നിർദ്ദിഷ്ടശേഷികൾ നേടിയിട്ടില്ല എന്നു മനസ്സിലായാൽ എന്തു ചെയ്യണം.
  - (A) മുൻ പ്രവർത്തനം ആവർത്തിക്കണം.
  - (B) അടുത്തപ്രവർത്തനത്തോടൊപ്പം നേടാത്ത ശേഷിക്കുള്ള പരിഹാര പ്രവർത്തനം കൂടി നടത്തണം.
  - (C) ശേഷി നേടിയ കുട്ടികളുടെ സഹായത്തോടെ നേടാത്തവർ മുൻപ്രവർത്തനം ആവർത്തിക്കണം.
  - (D) അവരെ മാത്രം ഒരു ഗ്രൂപ്പിലാക്കി അധ്യാപകർ പഠനപ്രവർത്തനം ആവർത്തിക്കണം.
  
11. പഠനം ഫലപ്രദമാക്കാൻ താഴെ പറയുന്നതിലേതുരീതിയാണ് അഭികാമ്യം.
  - (A) പ്രഭാഷണരീതി.
  - (B) ചർച്ചാരീതി.
  - (C) ചോദ്യോത്തരരീതി.
  - (D) സന്ദർഭാനുസാരിയായി ഇവയിലേതുരീതിയും ഉപയോഗിക്കാം.
  
12. അർത്ഥവത്തായ പഠനം നടക്കുന്നത്
  - (A) കുട്ടികൾ പാഠ്യവസ്തുവിനെക്കുറിച്ച് ചോദ്യങ്ങൾ ചോദിക്കുമ്പോൾ.
  - (B) കുട്ടികൾ പഠനത്തിൽ താൽപര്യപൂർവ്വം പങ്കെടുക്കുമ്പോൾ.
  - (C) കുട്ടികൾ സംശയം ചോദിക്കുമ്പോൾ.
  - (D) ചോദ്യങ്ങൾക്ക് ഉത്തരം നൽകുമ്പോൾ.

13. ക്ലാസിൽ എങ്ങനെയുള്ള അച്ചടക്കമാണ് അനുയോജ്യം.  
 (A) പരിപൂർണ്ണ നിശബ്ദമായ അച്ചടക്കം.  
 (B) പ്രവർത്തനരഹിതമായ ബഹളം.  
 (C) പ്രവർത്തനനിരതമായ അച്ചടക്കം.  
 (D) പ്രവർത്തനനിരതമായ ബഹളം.
14. അധ്യാപകൻ എപ്പോഴും  
 (A) മാതൃകയായിരിക്കണം.  
 (B) പ്രവർത്തനനിരതനായിരിക്കണം.  
 (C) ഗൗരവസ്വഭാവമായിരിക്കണം.  
 (D) ശാന്തപ്രകൃതിയായിരിക്കണം.
15. അധ്യാപനം ഗൗരവമേറിയ ഒരു ഉത്തരവാദിത്തമാണ്. എന്തുകൊണ്ട്?  
 (A) രാഷ്ട്രത്തിന്റെ ഭാവി അധ്യാപകരിലായതിനാൽ.  
 (B) മൂല്യങ്ങൾ പഠിപ്പിക്കുന്നതിനാൽ.  
 (C) പുതിയ അറിവുകൾ പ്രദാനം ചെയ്യുന്നതിനാൽ.  
 (D) കുട്ടികളുമായി ഇടപഴകുന്നതിനാൽ.
16. നല്ല അധ്യാപകനാകാൻ  
 (A) നന്നായി പഠിപ്പിക്കണം.  
 (B) നല്ല ശീലങ്ങൾ പഠിപ്പിക്കണം.  
 (C) കുട്ടികളെ അറിഞ്ഞ് പഠിപ്പിക്കണം.  
 (D) മൂല്യങ്ങൾ പഠിപ്പിക്കണം.
17. ക്ലാസിൽ ചോദ്യം ചോദിക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട ഏറ്റവും പ്രധാന സംഗതി.  
 (A) കുട്ടികളുടെ നിലവാരത്തിനനുയോജ്യമായിരിക്കണം.  
 (B) എല്ലാവർക്കും ഉത്തരം അറിയാവുന്നതാകണം.  
 (C) ചോദ്യം എല്ലാവരോടും ചെയ്യാമായിരിക്കണം. ഉത്തരം പറയാൻ ഒരാളെ നിർദ്ദേശിക്കണം.  
 (D) ചോദ്യം ഒരാളെ നോക്കി ചോദിക്കണം.
18. ക്ലാസിൽ പ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്യുമ്പോൾ ശ്രദ്ധിക്കേണ്ട ഏറ്റവും പ്രധാനകാര്യം  
 (A) എല്ലാവർക്കും ചെയ്യാൻ പറ്റുന്നതാകണം.  
 (B) ശേഷിയിൽ അധിഷ്ഠിതമാകണം.  
 (C) എളുപ്പത്തിൽ ചെയ്യുന്നതാകണം.  
 (D) രസമുള്ളതാകണം.
19. പഠനോക്രമങ്ങൾ തെരഞ്ഞെടുക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട പ്രധാനകാര്യം.  
 (A) ശേഷി നേടാനുതകുന്നതും ചെലവുകുറഞ്ഞതും കൃത്യതയുള്ളതും  
 (B) ഭംഗിയുള്ളതായിരിക്കണം.  
 (C) കുട്ടികൾക്ക് എളുപ്പത്തിൽ കൈകാര്യം ചെയ്യാൻ കഴിയുന്നതാകണം.  
 (D) കുട്ടികൾക്ക് ആകർഷണീയമായിരിക്കണം.

- 20. മൂന്നറിവു പരിശോധിക്കുന്നത് എന്തിന്
  - (A) അധ്യാപകനു ബോധനം എളുപ്പമാക്കാൻ.
  - (B) കുട്ടിയുടെ നിലവാരം അറിയാൻ.
  - (C) ക്ലാസ്സ് രസപ്രദമാക്കാൻ.
  - (D) ഓർമ്മ പുതുക്കാൻ.
  
- 21. സമാഗ്രാസ്യത്രണത്തിന്റെ ആവശ്യകത
  - (A) ശേഷികളും അതിനുള്ള പ്രവർത്തനങ്ങളും ഒന്നുപോലും വിട്ടുപോവാതിരിക്കാൻ.
  - (B) സമയം ലാഭിക്കാൻ
  - (C) ക്ലാസ്സ് രസപ്രദമാക്കാൻ
  - (D) പഠനോപകരണങ്ങൾ എല്ലാം ഒരുമിച്ച് സംഘടിപ്പിക്കാൻ.
  
- 22. ടീച്ചിംഗ് മാനുവൽ എഴുതുന്നത്.
  - (A) എച്ച് എം നെ കാണിക്കാൻ.
  - (B) പരിശോധനാസമയത്ത് ഉന്നതാധികാരികളെ കാണിക്കാൻ.
  - (C) ബോധനം എളുപ്പമാക്കാൻ.
  - (D) ക്ലാസിൽ എന്തുചെയ്തു? ഇനി എന്തുചെയ്യണം എന്ന് അധ്യാപകന് മനസ്സിലാക്കാൻ.
  
- 23. പഠനോപകരണങ്ങൾ ക്ലാസ്സിൽ ഉപയോഗിക്കേണ്ടതിന്റെ ആവശ്യം.
  - (A) പഠനം കൂടുതൽ ഫലപ്രദമാക്കാൻ.
  - (B) അധ്യാപകന് എളുപ്പത്തിനുവേണ്ടി.
  - (C) കുട്ടികൾ വേഗം പഠിക്കാൻ.
  - (D) എല്ലാവരും ശ്രദ്ധിക്കാൻ.
  
- 24. ചർച്ചാർത്ഥി ക്ലാസിൽ ഉപയോഗിക്കുന്നതുകൊണ്ടുള്ള മെച്ചം
  - (A) അധ്യാപകന് കുറച്ചുസമയം വിശ്രമിക്കാം.
  - (B) കുട്ടികളിൽ മൂല്യബോധം ജനിപ്പിക്കാൻ.
  - (C) കുട്ടികളിൽ സംഘബോധം ജനിപ്പിക്കാൻ.
  - (D) കുട്ടികൾക്ക് സ്വന്തം അഭിപ്രായം മടികൂടാതെ പ്രകടിപ്പിക്കാൻ അവസരം ലഭിക്കാൻ.
  
- 25. ലേഖനത്തിൽ വരുന്ന തെറ്റുകൾ സ്വയം തിരുത്തുന്നതിലൂടെ കുട്ടികൾക്ക്
  - (A) സ്വന്തം തെറ്റുകളെക്കുറിച്ച് ബോധമുണ്ടാക്കുകയും അത് ആവർത്തിക്കാതിരിക്കുകയും ചെയ്യുന്നു.
  - (B) പഠനത്തിൽ താൽപര്യം കുറയുന്നു.
  - (C) ഭാവിയിൽ അധ്യാപകരാകാൻ ഉള്ള ആഗ്രഹം ജനിക്കുന്നു.
  - (D) ആത്മവിശ്വാസം നഷ്ടപ്പെടുന്നു.
  
- 26. ബ്ലാക്ക് ബോർഡിൽ എഴുതുമ്പോൾ ശ്രദ്ധിക്കേണ്ട പ്രധാനകാര്യം.
  - (A) ക്ലാസ്സിൽ പറയുന്നതെല്ലാം എഴുതണം.
  - (B) പ്രധാനപ്പെട്ട പാഠ്യവസ്തുതകൾ (ആശയങ്ങൾ, പദങ്ങൾ മുതലായവ) മാത്രം എഴുതണം.

- (C) കുട്ടികൾക്ക് വേണ്ടതുമാത്രം എഴുതണം.
- (D) തലക്കെട്ടുകൾ മാത്രം എഴുതണം.

27. കുട്ടികൾ ക്ലാസിൽ കാണിക്കുന്ന ചെറി കുസൃതിത്തരങ്ങളെ
- (A) അവഗണിക്കുകയാണ് നല്ലത്.
  - (B) അപ്പോൾ തന്നെ പൊതുവായി ശിക്ഷ നൽകണം.
  - (C) അപ്പോൾതന്നെ അടുത്തുവിളിച്ച് വ്യക്തിപരമായി ശകാരിക്കണം.
  - (D) അവർക്കു മനസ്സിലാക്കുന്ന രീതിയിൽ അധ്യാപകൻ നൽകുന്ന ചെറിയ സൂചനകളിലൂടെ (Non Verbal) നിരുത്സാഹപ്പെടുത്തണം.
28. രക്ഷാകർത്താക്കളെ സ്കൂളുമായി അടുപ്പിക്കുന്നതിന് ഏറ്റവും പറ്റിയ മാർഗ്ഗം
- (A) രക്ഷാകർതൃ സംഗമം നടത്തുക.
  - (B) മാസത്തിലൊന്നു സംഗമങ്ങൾ സംഘടിപ്പിക്കുക.
  - (C) അവർക്കും കുടി പങ്കാളിത്തമുള്ള പ്രോജക്ടുകൾ നൽകുക.
  - (D) അവരെക്കൂടി ഉൾപ്പെടുത്താൻ പറ്റുന്ന സ്കൂൾ പ്രവർത്തനങ്ങളിൽ (പഠനയാത്ര, പ്രോജക്ട്, വർക്കുകൾ, സേവനദിനം.....) അവരുടെ സഹായം തേടുക.
29. പ്രതികരണ പേജിന്റെ ആവശ്യകതയെന്ത്.
- (A) കുട്ടികളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്താൻ.
  - (B) രക്ഷിതാക്കളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്താൻ.
  - (C) കുട്ടികളെക്കുറിച്ചുള്ള എല്ലാവിധ കണ്ടെത്തലുകളും രേഖപ്പെടുത്താൻ.
  - (D) കുട്ടികളുടെ മാർക്ക് രേഖപ്പെടുത്താൻ.
30. ഏതു പഠനപ്രവർത്തനവും അവസാനം ക്രോഡീകരിക്കണം എന്തിന്?
- (A) കുട്ടി പഠിച്ചോ എന്നറിയാൻ.
  - (B) താല്പര്യം നിലനിർത്താൻ.
  - (C) ജിജ്ഞാസ ഉണർത്താൻ.
  - (D) പാഠ്യവസ്തുത ഒന്നുകൂടി ഉറപ്പിക്കാൻ.

**Part II – EDUCATIONAL PROBLEM SOLVING**

1. പലപ്രാവശ്യം താക്കീതു ചെയ്തിട്ടും ഒരു കുട്ടി ക്ലാസ്സിൽ താമസിച്ചുവരുന്നു. അവനെ ദിവസവും ക്ലാസ്സ് സമയത്തിനെത്തിക്കാൻ നിങ്ങൾ എന്തു ചെയ്യും?
- (A) അവനെ കുറച്ചുദിവസം ക്ലാസ്സിനുവെളിയിൽ നിർത്തുന്ന ശിക്ഷ നൽകും.
  - (B) അവന്റെ മാതാപിതാക്കളെ വരുത്തി എതെങ്കിലും പ്രശ്നങ്ങളാലാണോ താമസിച്ചുവരുന്നത് എന്നു മനസ്സിലാക്കി വേണ്ടതു ചെയ്യും.
  - (C) സമയത്തിനെത്തുന്ന കുട്ടികളുമായി അവനെ താരതമ്യം ചെയ്ത് സംസാരിക്കും.
  - (D) ഹെഡ്മാസ്റ്ററെക്കൊണ്ട് ശിക്ഷിപ്പിക്കും.
2. ഷർട്ടിന്റെ ബട്ടൺ പോലും ഇടാൻ കൂട്ടാക്കാതെ, എന്തുപറഞ്ഞാലും അനുസരിക്കാത്ത ഒരു വിദ്യാർത്ഥിയെ അനുസരണശീലമുള്ളവനാക്കാൻ താഴെ പറയുന്നതിലേതു മാർഗ്ഗമായിരിക്കും ഉചിതം?

- (A) നല്ല ശീലങ്ങളുടെ പ്രാധാന്യം മനസ്സിലാക്കാൻ പറ്റിയ പുസ്തകങ്ങൾ വായിക്കാൻ നൽകും.
- (B) ക്ലാസ്സിൽ മറ്റുള്ളവരുമായി അവനെ താരതമ്യം ചെയ്തു സംസാരിക്കും.
- (C) പഠനത്തോടൊപ്പം മൂല്യബോധവും കൂടി ഉണ്ടാക്കാനുള്ള പ്രവർത്തനങ്ങൾ ആവിഷ്കരിക്കും.
- (D) ഏതെങ്കിലും മാനസിക പ്രശ്നങ്ങളാണോ ഇത്രതം പെരുമാറ്റങ്ങൾക്കു കാരണം എന്നു കണ്ടെത്താൻ ശ്രമിക്കും.

3. പരീക്ഷയ്ക്കു കോപ്പിയടിച്ചതിനു നിങ്ങൾ ഒരു കുട്ടിയെ ശകാരിക്കുന്നു. അവൻ പുറത്തിറങ്ങി മറ്റുകുട്ടികളുമായി ചേർന്ന് നിങ്ങളെ പരിഹസിക്കുന്നു. തുടർന്നുള്ള നിങ്ങളുടെ തീരുമാനം എന്തായിരിക്കും?

- (A) ഇനിമുതൽ കോപ്പിയടി ശ്രദ്ധിക്കേണ്ട.
- (B) അസംബ്ലിയിൽ അവൻ മാപ്പു പറയണം.
- (C) കുറച്ചു ദിവസം ക്ലാസ്സിനുവെളിയിൽ നിർത്തുക.
- (D) അവന്റെ പെരുമാറ്റത്തിനു വലിയ പ്രാധാന്യം നൽകാതിരിക്കുക.

4. നിങ്ങൾ ബോർഡിലെഴുതുമ്പോൾ ഒരു കുട്ടി കടലാസ്സു പക്ഷിയെ പറപ്പിക്കുന്നു. ക്ലാസ്സിൽ ബഹളമാകുന്നു. കാരണമറിഞ്ഞ നിങ്ങളുടെ പ്രതികരണമെന്തായിരിക്കും.

- (A) അപ്പോൾ അതിനു വലിയ പ്രാധാന്യം കൊടുക്കാതിരിക്കുകയും പിന്നീട് ചെയ്ത തെറ്റാണെന്നു അവനെ ബോധ്യപ്പെടുത്തുകയും ചെയ്യുക.
- (B) കുട്ടിയെ അപ്പോൾ തന്നെ എല്ലാവരും കേൾക്കെ ശകാരിക്കുക.
- (C) കുറച്ചു ദിവസം അവനെ അവഗണിക്കുക.
- (D) മാതാപിതാക്കളെ വിവരമറിയിക്കുക.

5. തുടർപ്രവർത്തനങ്ങൾ നൽകിയാൽ കൃത്യമായി ചെയ്തുവരാത്ത കുട്ടി അതിനു കാരണമായി അച്ഛൻ ബുക്കുവലിച്ചുകീറി എന്നും മറ്റും പറയുന്നു. താക്കീതുകൾക്കു ശേഷവും കുട്ടി ഇതാവർത്തിച്ചാൽ എന്തു സമീപനമായിരിക്കും സ്വീകരിക്കേണ്ടത്?

- (A) കുട്ടിയുടെ മുൻകാല പ്രവർത്തനങ്ങൾ അധ്യാപകരിൽ നിന്നും അറിയും.
- (B) കുട്ടിയെ ക്ലാസിലിരുത്തി എഴുതിക്കും.
- (C) മറ്റുകുട്ടികളുടെ ബുക്കുകൾ കൊടുത്ത് എഴുതി എടുക്കാൻ പറയും.
- (D) കുട്ടിയുടെ അച്ഛനെ സ്കൂളിൽ വരുത്തി പ്രശ്നങ്ങൾ ചർച്ച ചെയ്യും.

6. സ്പെഷ്യൽ ക്ലാസുണ്ടെന്നു പറഞ്ഞ് വീട്ടിൽ നിന്ന് ഭക്ഷണവുമായി പോന്ന കുട്ടി കൂട്ടുകാരന്റെ വീട്ടിലെത്തി ഇഷ്ടാനുസരണം കളിക്കുന്നു. ഇതറിഞ്ഞ അമ്മ നിങ്ങളുടെ അടുത്തു വരുന്നു. നിങ്ങളുടെ നിർദ്ദേശം എന്തായിരിക്കും.

- (A) അപ്പോൾ തന്നെ അവനെ ശകാരിക്കും.
- (B) ക്ലാസ്സിലെ മറ്റു കുട്ടികളോട് അവനെ കുറ്റപ്പെടുത്തി സംസാരിക്കും.
- (C) പഠനവും കളിയും കുട്ടികൾക്ക് ഒരു പോലെ ആവശ്യമാണ് എന്ന് അമ്മയെ ബോധ്യപ്പെടുത്തുന്നതോടൊപ്പം വീട്ടിൽ കുറച്ചുസമയം കളിക്കാൻ കൊടുക്കേണ്ടതാണ് എന്നു പറയും.
- (D) അച്ഛനോട് പറഞ്ഞ് ശിക്ഷ വാങ്ങി കൊടുക്കാൻ നിർദ്ദേശിക്കും.

7. ക്ലാസ്സിൽ മറ്റുള്ളവരുടെ സാധനങ്ങൾ മോഷ്ടിക്കുന്ന ധനികയായ ഒരു പെൺകുട്ടിയെ തെളിവുസഹിതം മറ്റുകുട്ടികൾ നിങ്ങളുടെ അടുത്തുകൊണ്ടുവരുന്നു. നിങ്ങൾ എന്തുചെയ്യും.
- (A) സംഭവം ഹെഡ്മാസ്റ്ററെ അറിയിച്ച് വേണ്ടതുചെയ്യണമെന്നഭ്യർത്ഥിക്കും.
- (B) കൂട്ടിയുമായി സൗഹൃദസംഭാഷണത്തിലൂടെ കളവിന്റെ പിന്നിലുള്ള മാനസികപ്രശ്നങ്ങൾ മനസ്സിലാക്കും.
- (C) ഇനി കളവു ചെയ്തില്ല എന്നു എഴുതി വാങ്ങും.
- (D) മാതാപിതാക്കളെ സ്കൂളിലേക്കു വരുത്തി വിവരം ധരിപ്പിക്കും.
8. അധ്യാപകൻ അടിച്ചു എന്ന പരാതിയുമായി കൂട്ടി രക്ഷകർത്താവിനെയും കൂട്ടി വരുന്നു നിങ്ങൾ രക്ഷകർത്താവിനോട് എങ്ങനെ പ്രതികരിക്കും.
- (A) രക്ഷകർത്താവ് ഇടപെട്ടതിലുള്ള ദേഷ്യം അറിയിക്കും.
- (B) കൂട്ടിയുടെ ടി.സി. വാങ്ങാൻ നിർദ്ദേശിക്കും.
- (C) അടിക്കാനുള്ള കാരണങ്ങൾ രക്ഷകർത്താവിനെ ബോധ്യപ്പെടുത്തും.
- (D) ഇനി മേലിൽ കൂട്ടിയെ തല്ലില്ല എന്നു പറയും.
9. എപ്പോഴും വികൃതികാണിക്കുകയും അത് മറ്റുള്ളവരുടെ മേൽ അടിച്ചേൽപ്പിക്കുകയും ചെയ്യുന്ന ഒരു കുട്ടിയെ ഇതിൽ നിന്ന് പിന്തിരിപ്പിക്കാൻ താഴെ പറയുന്നതിൽ ഏതു മാർഗ്ഗം സ്വീകരിക്കും.
- (A) അവൻ കാരണം മറ്റുള്ളവർക്കുണ്ടാകുന്ന ബുദ്ധിമുട്ടുകൾ അവനെ ബോധ്യപ്പെടുത്തും.
- (B) രക്ഷകർത്താക്കളെ വരുത്തി അവന്റെ പ്രശ്നങ്ങൾ ചർച്ചചെയ്ത് പരിഹാരം കാണും.
- (C) ഇനി ആവർത്തിച്ചാൽ ടി.സി തന്നുവിടും എന്നു താക്കീതു നൽകും.
- (D) മറ്റു കുട്ടികളിൽ നിന്നും അവനെക്കുറിച്ചുള്ള പരാതി എഴുതിവാങ്ങും.
10. സ്വന്തം പേരുപോലും തെറ്റിച്ചെഴുതുന്ന ഒരു കുട്ടിയിൽ ആത്മവിശ്വാസം ജനിപ്പിക്കാൻ താഴെ പറയുന്നവയിൽ ഏതു മാർഗ്ഗമാണ് അനുയോജ്യം.
- (A) അവനെക്കൊണ്ട് ചെയ്യാൻ പറ്റുന്ന ചെറിയ കാര്യങ്ങൾ ആദ്യം ചെയ്യിക്കുക.
- (B) അവന്റെ പേര് പല പ്രാവശ്യം എഴുതിക്കുക
- (C) കൂടുതൽ ലേഖനപ്രവർത്തനങ്ങൾ നൽകുക.
- (D) മറ്റുകുട്ടികളുടെ സഹായത്താൽ പേരെഴുതാൻ പഠിപ്പിക്കുക.
11. നിങ്ങളുടെ സ്കൂളിലെ രണ്ടധ്യാപകർ തമ്മിലുണ്ടായ ചെറിയ ഒരു പ്രശ്നം വളർന്നു വലുതായി ഗ്രൂപ്പുവഴക്കായി മാറുന്നു. സ്കൂളിൽ സമാധാനാത്മരീക്ഷം സൃഷ്ടിക്കുവാൻ എന്തു ചെയ്യണം.
- (A) രണ്ടുപേരും സ്ഥലം മാറിപ്പോകാൻ ആവശ്യപ്പെടും.
- (B) സംഘടനാപ്രവർത്തകരുടെ സഹായം തേടും.
- (C) ഇവരെ സസ്പെന്റ് ചെയ്യാൻ മേലധികാരികളോട് അഭ്യർത്ഥിക്കും.
- (D) ചർച്ചകളിലൂടെ രണ്ടുപേരെയും അനുനയിപ്പിക്കാൻ ശ്രമിക്കും.

- 12. നിങ്ങൾ ചെയ്യാത്ത കുറ്റത്തിന് കുട്ടികൾ സമരം പ്രഖ്യാപിക്കുന്നു. ഈ സാഹചര്യത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും.
  - (A) സ്ഥലം മാറിപ്പോകാൻ ശ്രമിക്കും.
  - (B) പി.ടി.എ യുടെ സഹായത്തോടെ സമരനേതാക്കളെ താല്ക്കാലികമായി സസ്പെന്റ് ചെയ്യും.
  - (C) പോലീസ് സഹായം ആവശ്യപ്പെടും.
  - (D) പി.ടി.എ, സ്കൂൾ ലീഡേഴ്സ്, സമരനേതാക്കൾ തുടങ്ങിയവരുടെ യോഗം വിളിച്ച് പ്രശ്നത്തിന്റെ സത്യാവസ്ഥ ബോധ്യപ്പെടുത്തും.
  
- 13. സ്റ്റാഫ് മീറ്റിംഗിൽ ഹെഡ് മാസ്റ്ററുടെ തീരുമാനത്തെ ചോദ്യം ചെയ്തുകൊണ്ട് ഒരു കുട്ടി അധ്യാപകരും, അനുകൂലിച്ചു കൊണ്ട് മറ്റൊരു കുട്ടിയും വാദപ്രതിവാദത്തിലേർപ്പെടുന്നു. സ്ഥിതി ശാന്തമാക്കാൻ മധ്യവർത്തി എന്ന നിലയിൽ നിങ്ങൾ എന്തു നിലപാടു സ്വീകരിക്കും.
  - (A) എച്ച്.എം. ന്റെ അഭിപ്രായത്തോട് യോജിക്കും.
  - (B) എടുത്ത തീരുമാനത്തിന്റെ നല്ല വശങ്ങൾ സാധൂകരിക്കും.
  - (C) മറ്റൊരു തീരുമാനത്തെപ്പറ്റി എച്ച്.എമ്മുമായി ആലോചിക്കും.
  - (D) ഇരുപക്ഷക്കാരുടെയും അഭിപ്രായങ്ങളിലെ പൊതുഘടകങ്ങൾ സംയോജിപ്പിച്ച് അനുയോജ്യമായ ഒരു നിലപാടിലേക്ക് അവരെ നയിക്കും.
  
- 14. മറ്റെല്ലാ കുട്ടികളും ഡ്രിൾ പിരീഡിൽ കളിക്കുമ്പോൾ ഒരു കുട്ടി മാത്രം ക്ലാസ്സിലിരിക്കുന്നു. പലപ്രാവശ്യം ഇതു നിങ്ങളുടെ ശ്രദ്ധയിൽപ്പെടുന്നു. നിങ്ങൾ എങ്ങനെ അവനെ കളിയിൽ തൽപരനാക്കും.
  - (A) അവനെ നിർബന്ധിച്ച് കളിക്കാനയക്കും.
  - (B) മറ്റു കുട്ടികളോട് അവനെ കളിക്കാൻ വിളിക്കാൻ പറയും.
  - (C) കളിക്കേണ്ടതിന്റെ ആവശ്യകത അവനെ ബോധ്യപ്പെടുത്തും.
  - (D) അവനെ കളിയിൽ നിന്നു പിന്തിരിപ്പിക്കുന്ന പ്രശ്നങ്ങൾ മനസ്സിലാക്കി വേണ്ടതു ചെയ്യും.
  
- 15. അധ്യാപനത്തിനിടയിൽ അസാധാരണങ്ങളായ ചോദ്യങ്ങൾ ചോദിക്കുന്ന ഒരു കുട്ടിയോട് നിങ്ങൾ എന്തു സമീപനമായിരിക്കും സ്വീകരിക്കുക.
  - (A) പിന്നീട് ചോദിക്കാൻ പറയും.
  - (B) കഴിയുന്ന രീതിയിൽ ഉത്തരം വിശദീകരിക്കും.
  - (C) അസഹിഷ്ണുത പ്രകടിപ്പിക്കും.
  - (D) എല്ലാം കൂടി എഴുതിവെച്ച് അവസാനം ചോദിക്കാൻ പറയും.
  
- 16. അമ്മയ്ക്ക് തന്നോട് സ്നേഹമില്ലെന്നും അനിയനോടാണ് സ്നേഹമെന്നും പറഞ്ഞ് പരാതിയുമായി നിങ്ങളുടെ അടുത്തുവരുന്ന ഒരു കുട്ടിയെ നിങ്ങൾ എങ്ങനെ സാന്ത്വനിപ്പിക്കും.
  - (A) അമ്മയുടെ സ്നേഹം നൽകാൻ ശ്രമിക്കും.
  - (B) അമ്മയുടെ സ്നേഹം കഥകളിലൂടെ ബോധ്യപ്പെടുത്തും.
  - (C) അമ്മയെ വിളിപ്പിക്കും.
  - (D) സൗഹൃദസംഭാഷണങ്ങളിലൂടെ കുട്ടിയുടെ ധാരണ മാറ്റിയെടുക്കാൻ ശ്രമിക്കും.

17. ഒരു കുട്ടി പതിവായി കൂട്ടുകാർക്ക് മിഠായി വാങ്ങിക്കൊടുക്കുന്നത് നിങ്ങളുടെ ശ്രദ്ധയിൽപ്പെടുന്നു. ഈ പ്രശ്നത്തെ നിങ്ങൾ എങ്ങനെ നേരിടും.
- (A) അവന്റെ രക്ഷിതാക്കളെ വരുത്തി വിവരമറിയിക്കും
  - (B) ഇത്തരത്തിൽ ചെലവാക്കുന്ന പൈസ റിലീഫ് ബോക്സിൽ ഇടാൻ പറയും.
  - (C) പൈസ അനാവശ്യമായി ചെലവാക്കരുത് എന്ന ബോധം ജനിപ്പിക്കും.
  - (D) അവൻ വാങ്ങിത്തരുന്ന മിഠായി മറ്റു കുട്ടികളോട് വാങ്ങരുതെന്നു പറയും.
18. സ്കൂളിൽ സ്റ്റാഫ് മീറ്റിംഗ് നടക്കുന്ന സമയം ചില അധ്യാപകർ വിഷയസംബന്ധിയോ യുക്തിസഹമോ അല്ലാത്ത ചില പരാമർശങ്ങൾ നടത്തുന്നു. നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും.
- (A) ഓരോ പരാമർശത്തിനും അപ്പപ്പോൾ പ്രതികരിക്കും.
  - (B) ഇത്തരം പരാമർശങ്ങളെ പരിഹസിച്ചുതള്ളും.
  - (C) മുഴുവനും കേട്ടശേഷം അവ യുക്തിസഹമല്ലാത്തതും സന്ദർഭത്തിനു യോജിക്കാത്തതുമാണെന്ന് ശക്തിയുക്തം പറയും.
  - (D) മുഴുവനും കേട്ട ശേഷം നിങ്ങളുടേതായ അഭിപ്രായങ്ങൾ യുക്തിപൂർവ്വം അവതരിപ്പിച്ച് മറ്റുള്ളവരുടെ പരാമർശങ്ങൾ ശരിയല്ലായിരുന്നു എന്ന് ബോധ്യപ്പെടുത്തും.
19. നിങ്ങൾക്ക് അധ്യാപകനായി നിയമനം കിട്ടി ആദ്യത്തെ ക്ലാസെടുക്കുമ്പോൾ കുട്ടികൾ അടക്കിപ്പിടിച്ച് ചിരിക്കുന്നതായും സ്വരം താഴ്ത്തി സംസാരിക്കുന്നതായും മനസ്സിലാക്കുന്നു. നിങ്ങളുടെ പ്രതികരണം എങ്ങനെയായിരിക്കും.
- (A) ക്ലാസ്സ് നിർത്തി വച്ച് കുട്ടികളുമായി സൗഹൃദസംഭാഷണം നടത്തി അവരെ പഠനത്തിലേക്ക് നയിക്കും.
  - (B) കുട്ടികളുടെ പെരുമാറ്റങ്ങൾ അവഗണിച്ച് ക്ലാസ്സ് തുടരും.
  - (C) ക്ലാസ്സ് നിർത്തി ദേഷ്യത്തോടെ പുറത്തുപോകും.
  - (D) പ്രധാന അധ്യാപകനെ വിവരം ധരിപ്പിക്കും
20. നിങ്ങൾ ക്ലാസെടുക്കുന്ന സമയം ഒരു വിദ്യാർത്ഥി മറ്റു വിദ്യാർത്ഥികളെ ശല്യം ചെയ്യുന്നതായും പഠനത്തിൽ താല്പര്യം കാണിക്കാതിരിക്കുന്നതായും മനസ്സിലാക്കുന്നു. ഈ വിദ്യാർത്ഥിയോട് പുറത്തുപോകണം എന്നു നിങ്ങൾ പറയുന്നു. അവൻ കൂട്ടാക്കുന്നില്ല. നിങ്ങൾ ഇത് എങ്ങനെ നേരിടും.
- (A) നിങ്ങളുടെ തീരുമാനത്തിൽ ഉറച്ചു നിൽക്കും.
  - (B) എന്തെങ്കിലുമൊക്കെ എന്നു വിചാരിച്ച് ക്ലാസ്സ് തുടരും.
  - (C) തങ്ങളെ ശല്യം ചെയ്തതായി മറ്റു കുട്ടികളിൽ നിന്ന് പരാതി എഴുതി വാങ്ങും..
  - (D) അവന് ടി.സി. നൽകാൻ ശുപാർശ ചെയ്യും.
21. നിങ്ങളുടെ ഒരു സഹപ്രവർത്തകൻ തെറ്റിദ്ധാരണ മൂലം പ്രധാനധ്യാപകന്റെ അപ്രീതിക്കു കാരണമാവുകയും ശിക്ഷണ നടപടികൾക്കു വിധേയനാവുകയും ചെയ്യുന്നു. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും?
- (A) പ്രധാനധ്യാപകന്റെ തീരുമാനത്തോട് യോജിച്ചു നിൽക്കും.
  - (B) അധ്യാപകനിൽ നിന്നും ശരിയായ വസ്തുത മനസ്സിലാക്കി പ്രധാനധ്യാപകന്റെ തെറ്റിദ്ധാരണ മാറ്റാൻ ശ്രമിക്കും.

- (C) മറ്റ് അധ്യാപകരുമായി ചേർന്ന് പ്രധാനാധ്യാപകനെ ശിക്ഷണനടപടി കളിൽ നിന്നും പിന്തിരിപ്പിക്കാൻ ശ്രമിക്കും.
- (D) ഇതൊന്നും എന്നെ ബാധിക്കുന്ന പ്രശ്നമല്ല എന്നു കരുതും.

22. സ്കൂളിലെത്തി പെട്ടെന്ന് ദേഹാസ്വാസ്ഥ്യം തോന്നിയതിനാൽ ക്ലാസ്സെടുക്കുവാൻ പറ്റാത്ത സ്ഥിതി വരുന്നു. സ്കൂളിൽ വന്നിട്ട് ക്ലാസ്സെടുക്കാതിരിക്കുന്നത് പ്രധാനാധ്യാപകന് ഇഷ്ടമല്ല. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും.

- (A) പ്രധാനാധ്യാപകനെ കണ്ട് വിവരം ധരിപ്പിച്ച് ക്ലാസ്സെടുക്കുന്നതിൽ നിന്ന് ഒഴിവാകും.
- (B) ക്ലാസ്സിൽ ചെന്ന് വെറുതെ ഇരിക്കും.
- (C) എച്ച്.എം നോട് വിവരം പറയാതെ സ്റ്റാഫ് റൂമിൽ ഇരിക്കും.
- (D) ആരോടും പറയാതെ വീട്ടിലേക്ക് പോകും

23. സീനിയോറിറ്റി കിട്ടാനായി നിങ്ങളുടെ പ്രമോഷൻ രാഷ്ട്രീയ സ്വാധീനമുപയോഗിച്ച് സഹപ്രവർത്തകരിലൊരാൾ തടയുന്നു. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു നിലപാടെടുക്കും.

- (A) പ്രമോഷൻ തടഞ്ഞ അധ്യാപകനെ കയ്യേറ്റം ചെയ്യും.
- (B) ആ അധ്യാപകനെതിരെ മറ്റ് അധ്യാപകരെ സംഘടിപ്പിച്ച് ദുഷ്പ്രചരണം നടത്തും.
- (C) ഈ സ്ഥിതിയെ നിയമപരമായി നേരിടും.
- (D) വിധിയെന്നു കരുതി ദുഃഖിച്ചു കഴിയും

24. പ്രധാനാധ്യാപകന് നിങ്ങളോട് അകാരണമായി അനിഷ്ടം പ്രകടിപ്പിക്കുന്നു. നിങ്ങൾ ചെയ്യുന്നതെല്ലാം കുറ്റമായി കാണുന്നു. എന്തായിരിക്കും നിങ്ങളുടെ നിലപാട്.

- (A) പ്രധാനാധ്യാപകനെ കഴിയുന്നത്ര അവഗണിക്കും.
- (B) കൃത്യമായി ജോലി ചെയ്യുകയും ഒരു തുറന്ന സംഭാഷണത്തിലൂടെ നിങ്ങളുടെ നിലപാട് ബോധ്യപ്പെടുത്തുകയും കഴിയുന്നത്ര യോജിച്ചു പോകാൻ ശ്രമിക്കുകയും ചെയ്യും.
- (C) ട്രാൻസ്ഫർ വാങ്ങിപ്പോകും.
- (D) പ്രധാനാധ്യാപകനെതിരായി അധ്യാപകരെ സംഘടിപ്പിക്കും.

25. പാഠഭാഗം പഠിപ്പിച്ചുതീർക്കാനുള്ളതിനാൽ നിങ്ങൾ സ്പെഷ്യൽ ക്ലാസ്സുവയ്ക്കാൻ തീരുമാനിക്കുന്നു. കുറെ കുട്ടികൾ എതിർക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.

- (A) സ്പെഷ്യൽ ക്ലാസ്സുവയ്ക്കാനുണ്ടായ സാഹചര്യം കുട്ടികളെ ബോധ്യപ്പെടുത്തുകയും അവരിൽ ആവശ്യകതാബോധം ഉണ്ടാക്കുകയും ചെയ്യും.
- (B) വരുന്നവരെ വച്ച് ക്ലാസ്സെടുക്കും.
- (C) എതിർത്ത കുട്ടികളുടെ രക്ഷിതാക്കളെ വരുത്തും.
- (D) സ്പെഷ്യൽ ക്ലാസ്സ് വേണ്ടെന്നു വയ്ക്കും

26. നിങ്ങൾ ക്ലാസ്സ് ടീച്ചറായ ക്ലാസ്സിലെ ഒരു കുട്ടിയോട് ഒരധ്യാപകൻ പക്ഷപാതപരമായി പെരുമാറുന്നു. ആ കുട്ടി എന്തു ചെയ്താലും അധ്യാപകൻ അതിൽ കുറ്റം ആരോപിക്കുന്നു. ക്ലാസ്സ് ടീച്ചർ എന്ന നിലയിൽ നിങ്ങൾ എന്തു ചെയ്യും.

- (A) കുട്ടിയെ വേറെ ഡിവിഷനിലാക്കും.

- (B) അധ്യാപകനുമായി ആ കുട്ടിയെപ്പറ്റി ചർച്ച ചെയ്യുകയും തെറ്റിദ്ധാരണ മാറ്റാൻ ശ്രമിക്കുകയും ചെയ്യും.
- (C) കുട്ടിയെ, സാരമില്ല എന്നു പറഞ്ഞ് ആശ്വസിപ്പിക്കും.
- (D) മറ്റുള്ള അധ്യാപകരുമായി പ്രശ്നം ചർച്ച ചെയ്യും.

27. ഒരു കുട്ടി സ്കൂളിലേക്കെന്നു പറഞ്ഞ് പുറപ്പെടുകയും പല ദിവസങ്ങളിലും സ്കൂളിൽ വരാതെ അവിടുവിടെ അലഞ്ഞു നടക്കുകയും ചെയ്യുന്നതായി നിങ്ങൾക്ക് അറിവു ലഭിക്കുന്നു. നിങ്ങൾ അവനെ ഇതിൽ നിന്ന് പിന്തിരിപ്പിക്കാൻ എന്തു ചെയ്യും.

- (A) രക്ഷിതാക്കളെ വരുത്തി വിവരം ധരിപ്പിക്കും.
- (B) അവനെപ്പറ്റി ലഭിക്കാവുന്ന വിവരങ്ങളെല്ലാം ശേഖരിച്ച് സ്കൂളിൽ വരാതിരിക്കാൻ പ്രേരിപ്പിക്കുന്ന സംഗതികൾ മനസ്സിലാക്കി വേണ്ടതു ചെയ്യും.
- (C) എച്ച്.എം. നെ വിവരം ധരിപ്പിക്കും.
- (D) മറ്റ് അധ്യാപകരുമായി അവന്റെ പ്രശ്നം ചർച്ച ചെയ്യും.

28. നിങ്ങൾ പഠനോപകരണങ്ങൾ ഉപയോഗിച്ച് ക്ലാസ്സെടുക്കുമ്പോൾ മറ്റധ്യാപകർ അതിനെ പരിഹാസരൂപത്തിൽ വിമർശിക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.

- (A) പഠനോപകരണങ്ങൾ ഇനി ഉപയോഗിക്കണ്ട എന്നു തീരുമാനിക്കും.
- (B) പ്രധാനനാധ്യാപകനെ വിവരം ധരിപ്പിക്കും.
- (C) പഠനോപകരണങ്ങളുടെ പ്രാധാന്യം അവരെ ബോധ്യപ്പെടുത്താൻ ശ്രമിക്കും.
- (D) മറ്റധ്യാപകർ പറയുന്നതിന് അമിതപ്രാധാന്യം നൽകുകയില്ല.

29. ഗൃഹപ്രവർത്തനങ്ങൾ കൊടുത്തുവിട്ടാൽ ഒരു കുട്ടി പതിവായി മാതാപിതാക്കളെക്കൊണ്ട് ചെയ്യിപ്പിച്ചുവരുന്നു. നിങ്ങൾ ഈ പ്രശ്നം എങ്ങനെ പരിഹരിക്കും.

- (A) അങ്ങനെ തന്നെ തുടരട്ടെ എന്ന് വിചാരിക്കും.
- (B) ആ കുട്ടിയോട് ഗൃഹപ്രവർത്തനങ്ങൾ സ്വയം ചെയ്യേണ്ടതിന്റെ ആവശ്യകത പറയും.
- (C) ഗൃഹപ്രവർത്തനങ്ങൾ കുട്ടി സ്വയം ചെയ്യേണ്ടതിന്റെ ആവശ്യകത മാതാപിതാക്കളെ ബോധ്യപ്പെടുത്തും.
- (D) കുട്ടിക്ക് ശിക്ഷ നൽകും.

30. ഒരു കുട്ടി ക്ലാസ്സിൽ വന്നാൽ ബാഗ്, കൂട ഇവയൊന്നും താഴെ വയ്ക്കില്ല. തന്റെ സാധനങ്ങളിലൊന്നും മറ്റുള്ളവരെക്കൊണ്ട് തൊടീപ്പിക്കുകയുമില്ല. ഒരു മുറി പെൻസിൽ പോലും മറ്റുള്ളവർക്ക് കൊടുക്കുകയുമില്ല. ഈ പ്രശ്നത്തെ നിങ്ങൾ എങ്ങനെ നേരിടും.

- (A) അവൻ അങ്ങനെ തന്നെ തുടരട്ടെ എന്നു കരുതും.
- (B) മാതാപിതാക്കളോട് അവന്റെ ഈ സ്വഭാവം മാറ്റിയെടുക്കണം എന്നു പറയും.
- (C) മറ്റു കുട്ടികളിൽ നിന്ന് അവന് സഹായം ആവശ്യമായി വരുന്ന സന്ദർഭങ്ങൾ സൃഷ്ടിക്കുകയും അത് അവനെ ബോധ്യപ്പെടുത്തുകയും ചെയ്യുന്നതിലൂടെ അവന്റെ സ്വഭാവം മാറ്റിയെടുക്കാൻ ശ്രമിക്കും.
- (D) അവന്റെ സമ്മതമില്ലാതെ തന്നെ അവന്റെ സാധനങ്ങൾ എടുത്തു മറ്റു കുട്ടികൾക്കു കൊടുക്കും.

### PART III – TEST OF CREATIVITY

#### നിർദ്ദേശങ്ങൾ:

ഭാവിയിൽ സംഭവ്യമോ അസംഭവ്യമോ ആയ ചില കാര്യങ്ങളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. അവ ഇപ്പോൾ യാഥാർത്ഥ്യമാവുകയാണെങ്കിൽ അതിന്റെ അനന്തരഫലങ്ങൾ (Consequences) എന്തൊക്കെയായിരിക്കും എന്ന് നിർദ്ദേശിച്ചിരിക്കുന്ന സമയത്തിനുള്ളിൽ എഴുതാവുന്നിടത്തോളം കാര്യങ്ങൾ എഴുതുക. ഉത്തരങ്ങൾ സ്വാതന്ത്ര്യവും വൈവിധ്യ പൂർണ്ണവും സ്വകീയവുമായിരിക്കണം.

നിങ്ങളുടെ ഉത്തരങ്ങൾ ഗവേഷണസംബന്ധമായ കാര്യങ്ങൾക്കു വേണ്ടി മാത്രമാണ് ഉപയോഗിക്കുക.

1. അധ്യാപനരംഗത്ത് അധ്യാപികമാർ മാത്രം മതിയെന്നൊരു നിയമം വരുന്നു. (2 മിനിറ്റ്)
2. അധ്യാപകരെല്ലാവരും അവനവന്റെ വിദ്യാലയത്തിൽ താമസിച്ചു പഠിപ്പിക്കണം. (2 മിനിറ്റ്)
3. 5 വർഷത്തെ സേവനം കഴിഞ്ഞാൽ പിന്നീട് ഈ രംഗത്ത് അധ്യാപകർ തുടരണമോ എന്നത് തീരുമാനിക്കുന്നത് വിദ്യാർത്ഥികളുടെ വിലയിരുത്തലിലൂടെയാണ്. (2 മിനിറ്റ്)
4. സഞ്ചരിക്കുന്ന സ്കൂളുകൾ നിലവിൽ വരുന്നു. (2 മിനിറ്റ്)
5. ഒരു നിശ്ചിത ശതമാനത്തിലധികം കുട്ടികൾ തോൽക്കുന്ന വിഷയങ്ങൾ പഠിപ്പിക്കുന്ന അധ്യാപകരുടെ ഇൻക്രിമെന്റ് തടഞ്ഞുവയ്ക്കുന്നു. (2 മിനിറ്റ്)

### PART IV – TEST OF MENTAL ABILITY

#### നിർദ്ദേശങ്ങൾ:

നിങ്ങളുടെ മാസികക്ഷമത അളക്കുന്നതിനുള്ള ഒരു പരീക്ഷ ആണ് ഇത്. ഇതിൽ 10 ചോദ്യങ്ങളുണ്ട്. അവയോടൊപ്പമുള്ള നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് അവയുടെ ഉത്തരങ്ങൾ രേഖപ്പെടുത്തുക.

ഈ പരീക്ഷയ്ക്ക് 12 മിനിട്ട് സമയമാണുള്ളത്.

1. സൂര്യാസ്തമയം കാണുന്നതിനുവേണ്ടി ബാലു അവന്റെ വീട്ടിൽ നിന്നും കടൽത്തീരത്തേക്ക് നീങ്ങി. അല്പസമയത്തിനുശേഷം അവൻ തന്റെ ഇടതുവശത്തേക്ക് തിരിഞ്ഞു നടന്നു. വീണ്ടും അവൻ തന്റെ ഇടതുവശത്തേക്ക് തിരിഞ്ഞു നടന്നു. എന്നാൽ അവന് സൂര്യാസ്തമയം കാണാൻ കഴിഞ്ഞില്ല. ഇവിടുത്തെ പ്രശ്നം എന്തെന്നാൽ .....
  - (A) അവൻ കിഴക്കു ദിക്കിലേക്കു നടക്കുകയായിരുന്നു.
  - (B) അവൻ തെക്കു ദിക്കിലേക്കു നടക്കുകയായിരുന്നു
  - (C) അവൻ വടക്ക് ദിക്കിലേക്കു നടക്കുകയായിരുന്നു.
  - (D) അവൻ കിഴക്കുപടിഞ്ഞാറു ദിക്കിലേക്കു നടക്കുകയായിരുന്നു.

2. രണ്ടു ക്ലാസ്സുകളിലായി ഒരു മത്സരപരീക്ഷ നടത്തിയപ്പോൾ എല്ലാ വിദ്യാർത്ഥികളും വിജയിച്ചതായി കണ്ടെത്തി. ഏറ്റവും നല്ല വിജയം നേടുന്ന ക്ലാസിനു ഒരു സമ്മാനവും ഏർപ്പാടുത്തി. സമ്മാനരഹമായ ക്ലാസിനെ തീരുമാനിക്കേണ്ടതിന്റെ അടിസ്ഥാനം .....
- (A) ഉന്നതവിജയി പഠിച്ചിരുന്ന ക്ലാസ്സ്.  
 (B) മുഴുവൻ മാർക്കും നേടിയ കുട്ടികൾ അധികമുള്ള ക്ലാസ്സ്.  
 (C) വിദ്യാർത്ഥികളുടെ മാർക്കിന്റെ ശരാശരി.  
 (D) കൂടുതൽ വിജയികളുള്ള ക്ലാസ്സ്.

താഴെതന്നിരിക്കുന്ന പ്രശ്നങ്ങളിൽ ശരിയോ തെറ്റോ ആയ ഓരോ പ്രസ്താവന ഉണ്ട്. (ആദ്യവരി) പ്രശ്നപരിഹാരത്തിന് യോജിച്ച ചില സൂചന ഇവയിലുണ്ട്. രണ്ടാമത്തെ വരിയിലാണ് പ്രശ്നം കൊടുത്തിട്ടുള്ളത്. ആദ്യവരിയിൽ തന്നിരിക്കുന്ന രണ്ടുവാക്കുകൾ തമ്മിലുള്ള ബന്ധം കണ്ടുപിടിക്കുക. ഈ ബന്ധം രണ്ടാം വരിയിൽ പ്രയോഗിക്കുക.

3. പെയിന്റിംഗ് നൈപുണ്യമുള്ളവരാൽ നിർമ്മിക്കപ്പെടുന്നു. നോവലിന് ലേഖകനെങ്കിൽ പെയിന്റിംഗിന് .....
- (A) സ്വർഗ്ഗപരത (B) കലാകാരൻ (C) നിറം (D) ചുമർ
4. ഗാന്ധിനഗർ രത്നങ്ങൾക്കു പ്രസിദ്ധമാണ്. ബാംഗ്ലൂർ കർണ്ണാടകയ്ക്കെങ്കിൽ ഗാന്ധിനഗറിനു .....
- (A) ഇൻഡ്യ (B) ഗുജറാത്ത് (C) ഡൽഹി (D) കേരളം
5. നക്ഷത്രം തിളങ്ങുകയില്ല. കപ്പലിനു കടലെങ്കിൽ നക്ഷത്രത്തിന് .....
- (A) ആകാശം (B) മേഘം (C) രാത്രി (D) ദൂരദർശിനി
6. മില്ലി ലിറ്റർ അളവുപാത്രത്തിന്റെ അടിസ്ഥാനയൂണിറ്റാണ്. ഗ്രാമിന് കിലോഗ്രാമെങ്കിൽ മില്ലി ലിറ്ററിന് .....
- (A) സി.സി (B) ദ്രവ്യം (C) ലിറ്റർ (D) വ്യാപ്തം
7. ഇടി ശബ്ദമുണ്ടാക്കുന്നു. മിന്നൽ ദൃശ്യമെങ്കിൽ ഇടി.....
- (A) ഞെട്ടൽ (B) ശ്രാവ്യം (C) മേഘാവൃതം (D) അപകടകരം
8. എല്ലാ ക്ലാർക്കും ടൈപ്പിസ്റ്റാണ്. എല്ലാ ടൈപ്പിസ്റ്റും സ്റ്റേനോ ആണ്.
- (A) സ്റ്റേനോകളിൽ കുറച്ചുപേർ ക്ലാർക്കുമാരാണ്.  
 (B) ഒരു സ്റ്റേനോയും ക്ലാർക്കല്ല.  
 (C) എല്ലാ ടൈപ്പിസ്റ്റും ക്ലാർക്കുമാരാണ്.  
 (D) എല്ലാ ക്ലാർക്കും സ്റ്റേനോയാണ്.
9. അക്ബർ തന്റെ മതേതരത്വം കൊണ്ട് പ്രസിദ്ധമാണ്.
- (A) എല്ലാ പ്രസിദ്ധരും മതേതരത്വം ഉള്ളവരാണ്.  
 (B) മതേതരത്വം ഉള്ളവരെല്ലാം പ്രസിദ്ധരാണ്.  
 (C) മതേതരത്വം ഉള്ളവർ മാത്രമേ പ്രസിദ്ധരാവൂ.  
 (D) ഇവയിലൊന്നുമില്ല.

താഴെതന്നിരിക്കുന്ന പ്രശ്നത്തിന് നാലുത്തരങ്ങൾ കൊടുത്തിരിക്കുന്നു. അവയിൽ നിന്നു ശരിയായ ഉത്തരം തിരഞ്ഞെടുത്തെഴുതുക.

10. എ., ബി., സി., ഡി., ഇ., എന്നിവ അഞ്ചു നദികളാണ് എ., ബി. യേക്കാൾ ചെറുതും ഇ., യേക്കാൾ നീളം കൂടിയതുമാണ്. സി., ഏറ്റവും നീളം കൂടിയതാണ്. ഡി., ബി., യേക്കാൾ അല്പം ചെറുതും എ., യേക്കാൾ അല്പം നീളം കൂടിയതും ആണ്. ഏറ്റവും ചെറിയ നദി ഇവയിൽ ഏതാണ്.
- (A) ബി (B) സി (C) ഡി (D) ഇ

**APPENDIX III**

**UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION**

**TEST OF TEACHER APTITUDE  
(FINAL)**

**Dr. V.Sumangala**  
*Supervising Teacher*

**M.B. Ushakumari**  
*Research Scholar*

**Directions:**

This is a test to evaluate your aptitude in teaching having four sections. They are ‘Instructional Awareness’, ‘Educational Problem Solving’, ‘Creativity’ and ‘Mental Ability’. All the questions are made in multiple choice mdoel except those in the domain of creativity. The choice is limited to four: A, B, C and D to each multiple choice question. Please pick out the most appropriate answer from them and write down the corresponding letter indicator (A, B, C, D) in the answer paper given.

The instructions to answer the section of ‘Creativity’ is given in the qestion paper.

The data will be used only for the research purpose.

- Name of student teacher : \_\_\_\_\_
- Male/Female : \_\_\_\_\_
- Age : \_\_\_\_\_
- Place of Residence : Rural/Urban
- Educational Qualifications : \_\_\_\_\_
- Place in which your educational institution is situated : Rural/Urban
- Type of management of your institution : Govt./Aided/Unaided
- Father’s educational qualification : \_\_\_\_\_
- Father’s occupation : \_\_\_\_\_
- Mother’s Educational qualification : \_\_\_\_\_
- Mother’s Occupation : \_\_\_\_\_

## PART I – INSTRUCTIONAL AWARENESS

1. Which of the following is the most suitable to vitalize the learning activities to the maximum?
  - A. Analyse the lesson thoroughly.
  - B. To allow the learners write on the black board.
  - C. Eventual use of audio visual media.
  - D. To allow the learner to write question answers.
  
2. While the learners are involved in self learning activities, the teachers is supposed to do
  - A. Plan for the next class
  - B. Observe the learners by keeping away from them
  - C. Help the learners who approach with doubts
  - D. Observe and help the learners by going through the groups
  
3. Which is the most important teacher competence among the following?
  - A. Plan the lesson
  - B. Read lesson aloud
  - C. Prepare the questions and answers
  - D. Help the learners to assimilate the learning material
  
4. The first step of planning is
  - A. Prepare all the curricular statements related tot he lesson concerned
  - B. Identify those curricular statements relevant to the particular day
  - C. Identify the tools for learning.
  - D. Identify the learning activities.
  
5. To continue the class keeping the interest of the learners which of the following strategy is the most suitable one?
  - A. Crack jokes frequently in the class.
  - B. Give wake up activities
  - C. Administer different types of learning strategies
  - D. Provide the learners with chances for discussions
  
6. To create confidence among the below average learners which of the following will be suitable?
  - A. Give group learning activities in heterogeneous groups
  - B. Give the learning activities suitable to their level
  - C. Special coaching should be given to the learners with the help of the better students
  - D. These learners should be given activities in their homogeneous groups

7. What is intended of continuous assessment?
- A. Reinforce the learning material among the learners.
  - B. To know whether the learners can answer.
  - C. To know whether the learner has achieved the particular learning competence or the teacher has to change his teaching strategies.
  - D. To know what the learner has not achieved.
8. Which of the following is a good home assignment?
- A. It must supplement class room activities.
  - B. It must be activity oriented
  - C. Children can do it with the help of their parents
  - D. Children can do it through observation and experimentation.
9. If the evaluation shows that desirable competencies were not achieved by the students, what measure should be taken?
- A. Learning activities may be repeated
  - B. Remediation should be given along with the next learning activities
  - C. Repeat the same learning activity to the under achievers by the help of the better students.
  - D. Teacher may group them separately and repeat the earlier learning activity exclusively for them.
10. Meaningful learning occurs
- A. When learners ask questions about content
  - B. When they participate in learning interestingly
  - C. When they ask doubts
  - D. When they answer questions.
11. Which among the following is the real discipline?
- A. Complete silence in the class
  - B. Noisy class without any activity
  - C. Disciplined class with full of activities
  - D. Noisy class with full of activities
12. Teaching is a serious responsibility. Why?
- A. Future of the nation is with them.
  - B. They are teaching values
  - C. They give new informations
  - D. They mingle with children
13. To be a good teacher
- A. Teach well
  - B. Teach good habits
  - C. Understand the children and teach
  - D. Teach values.

14. When we pose a question
- A. It must be appropriate to the level of the children
  - B. It must be answered by all
  - C. Pose the question to all and then ask a particular student to answer
  - D. Pose the question to an individual
15. The most important thing in planning classroom activities
- A. It can be done by all
  - B. It must be competency based
  - C. It must be easily done
  - D. It must be interesting
16. Important thing in selecting learning aids
- A. It must be low cost, accurate and suitable to achieve the necessary competencies
  - B. It must be attractive
  - C. It must be easy to operate
  - D. It must be good to look at
17. Teaching manual is prepared
- A. To submit before the H.M
  - B. To submit before the higher authorities at the time of inspection
  - C. To make learning effective
  - D. To help the teacher understand about his experience in the class and to modify his class room learning activities.
18. What is the necessity of using learning aids in a class?
- A. To make learning more effective
  - B. To help the teacher
  - C. To make learning quickly
  - D. To make all the children listen
19. Correcting their written works by themselves prompts them
- A. To understand their mistakes and thereby restricts the repetition
  - B. to make learning less interesting
  - C. To become teachers in future
  - D. To lose their self confidence
20. When we write on a Blackboard
- A. Write everything which we tell in the class
  - B. Write only the important ideas, words, etc.
  - C. Write only the things which children ask to write
  - D. Write only the titles.
21. Most suitable method to make the parents to be associated with the school is,
- A. To conduct PTA meeting
  - B. To conduct other parental meetings monthly

- C. To give projects with parental involvement
  - D. To make them involve in school activities (study tour, project work, etc.) and seek their help
22. What is the necessity of the response sheets?
- A. To record children's responses
  - B. To record parent's responses
  - C. To record all the findings about the children
  - D. To record the mark of children

## PART II: EDUCATION PROBLEM SOLVING

1. You have warned a student several times for late coming. Still he is a late comer. What measure will you take to change his habit?
  - A. To keep him outside the class for some days
  - B. Send for his parents and get necessary information about him and do remediation
  - C. Compare him with other children
  - D. Give him punishment
  
2. You scold a child for copying. He along with other children came and teased you. what will be your decision?
  - A. Won't care copying hereafter.
  - B. He must apologies in the assembly
  - C. Keep him outside the class for some days
  - D. Not to give due attention to the child's actions.
  
3. When you write on the blackboard a child throws paper bird. The class becomes noisy. What will be your reaction?
  - A. Without giving prime attention to his action at that instant and make him realise the mischief at later time.
  - B. Scold him at that instant itself before other children
  - C. Neglect him for some days
  - D. Inform the parents.
  
4. A child goes out from his home with lunch saying he has special class. But he reaches his friend's home and plays. His mother knows the fact and approaches you. What will be your suggestions?
  - A. Will scold him.
  - B. Will talk to other children n the class blaming him
  - C. Will try to make her understand the fact that both play and study are equally important for children and she must give him adequate time for playing in the home itself.
  - D. Will advice her to inform the fact to his father and punish

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5. A girl from a rich family has a habit of stealing things from her classmates. One day the children bring her with clear evidence. What action will you take?
    - A. Inform the headmaster and request him to take necessary action.
    - B. Through friendly talks to understand the psychological problems behind the action.
    - C. Get a written statement from her to the effect that she would not steal.
    - D. Send for her parents and inform the fact.
  
  6. A child along with his father approach you complaining that you beat him. How will you response?
    - A. Shows your anger for the involvement of the parent in the incident
    - B. Ask him to get the transfer certificate
    - C. To make the parent realise the reasons behind the punishment.
    - D. Tell the parent that the child would not be punished thereafter.
  
  7. A small problem between two teachers in your school becomes a big issue and it ends in a group clash. What measure is to be taken to restore peace in the school?
    - A. Request them to apply for transfer
    - B. Request help from service organisations
    - C. Request the higher authorities to suspend them
    - D. Try to create a situation conducive for a compromise through discussion.
  
  8. Students threaten a strike due to a misunderstanding with you. What will you do under the circumstance?
    - A. Try to get a transfer
    - B. With the help of PTA, student leaders will be suspended
    - C. Request the police help
    - D. A meeting of the PTA, school leaders and the striking leaders will be held and the matter will be discussed to make them realise the truth.
  
  9. Two groups of teachers begin to argue in a staff meeting on a decision taken by the H.M and the argument becomes noisy. As a compromiser what action will you be taken to calm the situation?
    - A. Agree with the H.M's decision
    - B. Support only the better points in the decision
    - C. Discuss with H.M to reach another agreeable decision.
    - D. Try to lead the group to reach in a consensus by listening to their suggestions and comments.
  
  10. A student asks extraordinary questions while you teach. what will be your response?
    - A. Advise him to ask the question later.
    - B. Try to explain at that instant itself.
    - C. Express intolerance
    - D. Ask him to consolidate all his doubts and to bring after the class.

- 11. A student approaches you and complains, “my mother doesn’t like me; she loves my younger brother”, how will you console him?
  - A. Try to give mother like love.
  - B. Narrates some stories which teach mother’s love.
  - C. Send for his mother
  - D. Try to change his attitude through friendly and informal chat.
  
- 12. A student gives toffees to his friends daily. This comes into your notice. How will you tackle this?
  - A. Send for his parents and inform the fact.
  - B. Ask him to put the money he spends in to the relief box.
  - C. Make him realise that spending money unnecessarily is a crime.
  - D. Ask the other children not to take toffees from him.
  
- 13. During a staff meeting some of the teachers make unrelated and illogical statements. How will you react for this?
  - A. React then and there for every statement.
  - B. Ignore the statements
  - C. Listen the whole statements and then reacts strongly against them
  - D. Listen the whole statements and then present all suggestions and opinions about them so as to make the teachers realise that the statements were not appropriate.
  
- 14. You are taking your first class and you notice children’s murmuring and giggling. How will you react?
  - A. Stop the class and begin friendly conversation with them and gradually lead them to the class
  - B. Ignore the children’s actions and continue the class
  - C. Stop the class and go to the staff room
  - D. Report the incident to the H.M
  
- 15. You are taking a class and you notice that one child is not attending the class and disturbing other children in the class. You ask him to go out from the class. He doesn’t obey your direction. How will you face this problem?
  - A. Stick to your decision
  - B. Ignore him and start the class
  - C. Ask written complaints from other children
  - D. Recommend the H.M to issue T.C
  
- 16. One of your colleagues becomes a scape goat on a misunderstanding with H.M and he gets punishment. How do you react?
  - A. Support the H.M’s decision
  - B. Get the real facts from the concerned teacher and try to remove the misunderstanding of the H.M.
  - C. Along with other teachers try to persuade the H.M to revoke the decision.
  - D. Ignore the incident since it was not related with you.

17. When you reach the school you feel ill and you are not in a position to take class. The H.M. doesn't like the practice of not taking classes while the teachers are present. What will you do under the circumstance?
- Inform the H.M about the fact and get exemption.
  - Go to the class and sit quietly.
  - Without informing the H.M, sit in the staff room
  - Without informing any body, return home
18. One of your colleagues stands in your way and denies your promotion using political influence to overlook the seniority in his favour. How will you face the situation?
- Man handle the concerned teacher.
  - With the help of other teachers, make an enemy propaganda.
  - Face legally
  - Accept it as fate and feel sorry for it.
19. Without assigning any reason, the H.M. always finds fault with you. How will you face the situation?
- Ignore the H.M
  - Do your duty systematically. Make your stand clear before the H.M. and try to adjust with the situation.
  - Try to get a transfer.
  - Organise teachers against the H.M.
20. You decide to conduct a special class. Some students oppose the decision. How will you tackle the situation?
- Make them realise the situation behind taking special class and arouse the necessity in them.
  - Take the class ignoring the absentees.
  - Send for the parents of the absentees.
  - Suspend the special class.
21. A teacher is very partial to a particular student of your class. He finds fault with him for everything. As a class teacher how will you manage the situation?
- Transfer the child to another division.
  - Discuss with the teacher and try to remove the misunderstanding.
  - Console the child.
  - Discuss the matter with other teachers.
22. You used to take classes using learning aids. But the other teachers tease you. How will you react?
- Stop using learning aids
  - Inform the H.M
  - Try to make them understand the importance of learning aids in the teaching learning process.
  - Ignore their teasing

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23. A child in your class is very selfish. He won't give even a pencil to other children. How will you react?
- A. Ignore his action.
  - B. Ask his parents to take sincere efforts to change his habit
  - C. Create incidents which necessitates help for him from other children and thereby make him realise the fact and try to change the habit
  - D. Give his articles without his consent to other children.

### PART III: TEST OF CREATIVITY

**Directions:**

Following are some probable or improbable situation that may occur in future. If the following statements become real, then write your views on the consequences with in the time limit proposed against each statement. Your answers must be free and original.

1. A law is promulgated to the effect that, lady teachers are alone eligible for the teaching profession. (2 minutes)
2. All the teachers must reside in their respective institutions and to teach. (2 minutes)
3. After five years of teaching, students have to decide, wither a teacher to be continued in the service or not. (2 minutes)
4. Mobile schools into existence. (2 minutes)
5. If a particular percentage of students failed in a particular subject, then the concerned teacher's increment would be barred.

## PART IV : TEST OF MENTAL ABILITY

Directions:

This is a test measure your Mental Ability. This test has ten items. Answer the questions after reading the directions along with each question carefully.

The time limit to the test is twelve minutes.

1. Balu started to walk from his home towards the sea to view the sunset. After sometime he turned to his left and walked. Then again he turned to his left and walked. But he couldn't see the sunset. The problem here is \_\_\_\_\_
  - A. He was walking in the East direction.
  - B. He was walking in the South direction.
  - C. He was walking in the North direction.
  - D. He was walking in the East-West direction.
2. When a competitive examination was held in two classes it was found that all students passed. A prize was arranged to be given to the class which secure better results. Here the winner class is to be decided on the basis of \_\_\_\_\_
  - A. The class in which the top scorer studies
  - B. The class in which there are more number of students who have scored full marks.
  - C. By finding the average of the student's marks of both classes.
  - D. The prize should be equally divided between the two classes.

**Directions:** In the following problems there will be a statement (first line) which may be true or false. There will be some information which give a clue to solve the problem. The problem is given in the second line. Find the relationship between the two words given in the first half of the problem. Apply the relationship to the second half. Four alternative answers (A, B, C, D) are given. Find out the suitable answer.

3. Paintings are made by skilled persons Novel is to author as Painting is to \_\_\_\_\_  
[A. Creativity B. Artist C. Colour D. Wall]
4. Gandhi Nagar is famous for jwells. Bangalore is to Karnataka as Gandhi Nagar is to \_\_\_\_\_  
[A. India B. Gujarat C. Delhi D. Kerala]
5. As star will not twinkle. Ship is to sea as star is to \_\_\_\_\_  
[A. Sky B. Cloud C. Night D. Telescope]

6. Milli litre is basic for measuring jar. Gram is to kilogram as Milli litre is to \_\_\_\_

[A. c.c      B. Liquid      C. Litre      D. Volume]

7. Thunder make noise. Lightning is to visible as Thunder is to \_\_\_\_

[A. Scary      B. Audible      C. Cloudy      D. Dangerous]

8. All clerks are typists, Some typists are stenos

- A. Some stenos are clerks
- B. No steno is a clerk
- C. All typists are clerks
- D. All clerks are stenos

9. Akbar was popular because he was secular

- A. All popular persons are secular
- B. All secular persons are popular
- C. Only secular persons are popular
- D. None of these

In each of the following questions there are four alternative answers out of which one is correct. Choose the correct one.

10. A, B, C, D and E are five rivers. A is shorter than B but longer than E. C is the longest and D is a little shorter than B and a little longer than A. Which is the shortest river?

[A. B                      B. C                      C. D                      D. E]

**UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION**

**TEST OF TEACHER APTITUDE  
(FINAL)**

**Dr. V.Sumangala**  
Supervising Teacher

**M.B Ushakumari**  
Research Scholar

**നിർദ്ദേശങ്ങൾ**

ഇത് നിങ്ങളുടെ അധ്യാപന അഭിരുചി അളക്കാനുള്ള ഒരു പരീക്ഷയാണ്. ഇതിന് നാലുഭാഗങ്ങളുണ്ട് അവ 'Instructional Awareness', 'Educational Problem Solving', 'Creativity', 'Mental Ability' ഇവയാണ്. ഇതിൽ Creativity ഒഴികെ യുള്ളതെല്ലാം ബഹുത്തര മാതൃകയിലാണ് തയ്യാറാക്കിയിരിക്കുന്നത്. ഇവയിലെ ഓരോ ചോദ്യത്തിനും A, B, C, D എന്ന് നാലുത്തരങ്ങൾ കൊടുത്തിട്ടുണ്ട്. ഇവയിൽ നിന്നും ഏറ്റവും ശരിയായ ഉത്തരത്തെ സൂചിപ്പിക്കുന്ന അക്ഷരം പ്രത്യേകം തരുന്ന ഉത്തരക്കടലാസ്സിൽ നിശ്ചിതസമയത്തിനുള്ളിൽ രേഖപ്പെടുത്തുക.

Creativity പരീക്ഷയുടെ നിർദ്ദേശങ്ങൾ അതിന്റെ ചോദ്യക്കടലാസ്സിൽ രേഖപ്പെടുത്തിയിട്ടുണ്ട്.

നിങ്ങളുടെ ഉത്തരങ്ങൾ ഗവേഷണപരമായ കാര്യത്തിനു മാത്രമാണ് ഉപയോഗിക്കുക

- അധ്യാപകവിദ്യാർത്ഥിയുടെ പേര് :
- സ്ത്രീ/പുരുഷൻ :
- വയസ്സ് :
- താമസസ്ഥലം : Rural/Urban
- വിദ്യാഭ്യാസ യോഗ്യത :
- നിങ്ങളുടെ വിദ്യാഭ്യാസ സ്ഥാപനം :
- സ്ഥിതിചെയ്യുന്ന സ്ഥലം : Rural/Urban
- ഗവ. ടി.ടി.ഐ/എയ്ഡഡ് ടി.ടി.ഐ/  
അൺഎയ്ഡഡ് ടി.ടി.ഐ. :
- പിതാവിന്റെ വിദ്യാഭ്യാസയോഗ്യത :
- പിതാവിന്റെ തൊഴിൽ :
- മാതാവിന്റെ വിദ്യാഭ്യാസയോഗ്യത :
- മാതാവിന്റെ തൊഴിൽ :

## Part I – INSTRUCTIONAL AWARENESS

1. പഠനപ്രവർത്തനങ്ങൾ പരമാവധി സജീവമാക്കാൻ താഴെതന്നിരിക്കുന്നവയിൽ ഏറ്റവും ഉചിതമായത് ഏത്?
  - (A) പാഠം നന്നായി അപഗ്രഥിക്കുക
  - (B) കുട്ടികളെക്കൊണ്ട് ബോർഡിലെഴുതിക്കുക
  - (C) ദൃശ്യശ്രാവ്യമാധ്യമങ്ങൾ സാന്നിദ്ധ്യമായി ഉപയോഗിക്കുക
  - (D) ചോദ്യോത്തരങ്ങൾ എഴുതിക്കുക.
2. കുട്ടികൾ സ്വയം പഠനപ്രവർത്തനങ്ങളിലേർപ്പെടുമ്പോൾ അധ്യാപകൻ ചെയ്യേണ്ടത്.
  - (A) അടുത്ത ക്ലാസിനുവേണ്ടിയുള്ള ആസൂത്രണം നടത്തുക.
  - (B) ക്ലാസിൽ ഒരു ഭാഗത്തിരുന്ന് കുട്ടികളെ നിരീക്ഷിക്കുക.
  - (C) സംശയവുമായി വരുന്ന കുട്ടികളെ സഹായിക്കുക.
  - (D) കുട്ടികളുടെ ഇടയിലൂടെ നടന്ന് പഠനപ്രവർത്തനങ്ങൾ നിരീക്ഷിക്കുക.
3. താഴെപറയുന്നവയിൽ ഏറ്റവും പ്രധാനപ്പെട്ട അധ്യാപനനൈപുണി
  - (A) പാഠം ആസൂത്രണം ചെയ്യുക.
  - (B) പാഠം ഉറക്കെ വായിക്കുക.
  - (C) ചോദ്യോത്തരങ്ങൾ തയ്യാറാക്കുക.
  - (D) പാഠ്യവസ്തുക്കൾ ശരിയാക്കലും സ്വാംശീകരിക്കാൻ കുട്ടികളെ സഹായിക്കുക.
4. പാഠാസൂത്രണസമയത്ത് ആദ്യം ചെയ്യേണ്ടത്.
  - (A) പാഠ്യവുമായി ബന്ധപ്പെട്ട എല്ലാ പാഠ്യപദ്ധതി പ്രസ്താവനകളും തയ്യാറാക്കുക.
  - (B) അന്നന്നു പഠിപ്പിക്കേണ്ടവ മാത്രം കണ്ടെത്തുക.
  - (C) പഠനോപകരണങ്ങൾ കണ്ടെത്തുക.
  - (D) പഠനപ്രവർത്തനങ്ങൾ കണ്ടെത്തുക.
5. കുട്ടികളിൽ താൽപര്യം നിലനിർത്തിക്കൊണ്ട് ക്ലാസ്സ് മുന്നോട്ട് കൊണ്ടുപോകാൻ താഴെ പറയുന്നതിലേതു മാർഗ്ഗമാണ് ഉചിതം.
  - (A) ഇടയ്ക്കിടെ തമാശകൾ പറയുക.
  - (B) ഉണർത്തുപ്രവർത്തനങ്ങൾ നൽകുക.
  - (C) പഠനതന്ത്രങ്ങൾ മാറിമാറി ഉപയോഗിക്കുക.
  - (D) കുട്ടികൾക്ക് ഇടക്കിടക്ക് ചർച്ചയ്ക്കവസരം നൽകുക.
6. താഴ്ന്ന പഠനനിലവാരമുള്ള കുട്ടികളിൽ ആത്മവിശ്വാസം ജനിപ്പിക്കാൻ താഴെ പറയുന്നതിലേതുമാർഗ്ഗം സ്വീകരിക്കണം.
  - (A) വ്യത്യസ്തപഠനനിലവാരമുള്ള കുട്ടികളെ ഒരു ഗ്രൂപ്പിലാക്കി സംഘപ്രവർത്തനങ്ങൾ നൽകണം.
  - (B) അവർക്ക് അവരുടെ നിലവാരത്തിലുള്ള പഠനപ്രവർത്തനങ്ങൾ നൽകണം.
  - (C) ഉയർന്ന പഠനനിലവാരമുള്ള കുട്ടികളെക്കൊണ്ട് അവർക്ക് പ്രത്യേക പരിശീലനം കൊടുപ്പിക്കണം.



(D) ഏതു പ്രവർത്തനത്തിനും അവരെ ഒരേ ഗ്രൂപ്പിലാക്കണം.

7. നിരന്തരമൂല്യനിർണ്ണയം കൊണ്ട് ഉദ്ദേശിക്കുന്നതെന്ത്?
  - (A) പാഠ്യവസ്തുത കുട്ടികളിൽ ഉറപ്പിക്കുക.
  - (B) ഉത്തരം പറയുന്നുണ്ടോ എന്നറിയുക.
  - (C) വിദ്യാർത്ഥി നിർദ്ദിഷ്ട പഠനശേഷി നേടിയോ എന്നും അധ്യാപകൻ തന്റെ പഠനതന്ത്രം മാറ്റണമോ എന്നും അറിയുക.
  - (D) കുട്ടി എന്തുനേടിയില്ല എന്നറിയുക.
  
8. ഗൃഹപ്രവർത്തനങ്ങൾ കൊടുക്കേണ്ടത്
  - (A) ക്ലാസ്സ് പ്രവർത്തനങ്ങളുടെ അനുബന്ധമായിട്ടായിരിക്കണം.
  - (B) പ്രവർത്തനബന്ധിതമായിട്ടായിരിക്കണം.
  - (C) രക്ഷിതാക്കളുടെ സഹായത്തോടെ ചെയ്യാൻ കഴിയുന്നതായിരിക്കണം.
  - (D) നിരീക്ഷണ പരീക്ഷണങ്ങളിലൂടെ ചെയ്യാൻ കഴിയുന്നതാകണം.
  
9. മൂല്യനിർണ്ണയത്തിലൂടെ നിർദ്ദിഷ്ടശേഷികൾ നേടിയിട്ടില്ല എന്നു മനസ്സിലായാൽ എന്തു ചെയ്യണം.
  - (A) മുൻ പ്രവർത്തനം ആവർത്തിക്കണം.
  - (B) അടുത്തപ്രവർത്തനത്തോടൊപ്പം നേടാത്ത ശേഷിക്കുള്ള പരിഹാര പ്രവർത്തനം കൂടി നടത്തണം.
  - (C) ശേഷി നേടിയ കുട്ടികളുടെ സഹായത്തോടെ നേടാത്തവർ മുൻപ്രവർത്തനം ആവർത്തിക്കണം.
  - (D) അവരെ മാത്രം ഒരു ഗ്രൂപ്പിലാക്കി അധ്യാപകർ പഠനപ്രവർത്തനം ആവർത്തിക്കണം.
  
10. അർത്ഥവത്തായ പഠനം നടക്കുന്നത്
  - (A) കുട്ടികൾ പാഠ്യവസ്തുവിനെക്കുറിച്ച് ചോദ്യങ്ങൾ ചോദിക്കുമ്പോൾ.
  - (B) കുട്ടികൾ പഠനത്തിൽ താൽപര്യപൂർവ്വം പങ്കെടുക്കുമ്പോൾ.
  - (C) കുട്ടികൾ സംശയം ചോദിക്കുമ്പോൾ.
  - (D) ചോദ്യങ്ങൾക്ക് ഉത്തരം നൽകുമ്പോൾ.
  
11. ക്ലാസിൽ എങ്ങനെയുള്ള അച്ചടക്കമാണ് അനുയോജ്യം.
  - (A) പരിപൂർണ്ണ നിശബ്ദമായ അച്ചടക്കം.
  - (B) പ്രവർത്തനരഹിതമായ ബഹളം.
  - (C) പ്രവർത്തനനിരതമായ അച്ചടക്കം.
  - (D) പ്രവർത്തനനിരതമായ ബഹളം.
  
12. അധ്യാപനം ഗൗരവമേറിയ ഒരു ഉത്തരവാദിത്തമാണ്. എന്തുകൊണ്ട്?
  - (A) രാഷ്ട്രത്തിന്റെ ഭാവി അധ്യാപകരിലായതിനാൽ.
  - (B) മൂല്യങ്ങൾ പഠിപ്പിക്കുന്നതിനാൽ.
  - (C) പുതിയ അറിവുകൾ പ്രദാനം ചെയ്യുന്നതിനാൽ.
  - (D) കുട്ടികളുമായി ഇടപഴകുന്നതിനാൽ.

13. നല്ല അധ്യാപകനാകാൻ  
 (A) നന്നായി പഠിപ്പിക്കണം.  
 (B) നല്ല ശീലങ്ങൾ പഠിപ്പിക്കണം.  
 (C) കുട്ടികളെ അറിഞ്ഞ് പഠിപ്പിക്കണം.  
 (D) മുല്യങ്ങൾ പഠിപ്പിക്കണം.
14. ക്ലാസിൽ ചോദ്യം ചോദിക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട ഏറ്റവും പ്രധാന സംഗതി.  
 (A) കുട്ടികളുടെ നിലവാരത്തിനനുയോജ്യമായിരിക്കണം.  
 (B) എല്ലാവർക്കും ഉത്തരം അറിയാവുന്നതാകണം.  
 (C) ചോദ്യം എല്ലാവരോടും ചെയ്തിരിക്കണം. ഉത്തരം പറയാൻ ഒരാളെ നിർദ്ദേശിക്കണം.  
 (D) ചോദ്യം ഒരാളെ നോക്കി ചോദിക്കണം.
15. ക്ലാസിൽ പ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്യുമ്പോൾ ശ്രദ്ധിക്കേണ്ട ഏറ്റവും പ്രധാനകാര്യം  
 (A) എല്ലാവർക്കും ചെയ്യാൻ പറ്റുന്നതാകണം.  
 (B) ശേഷിയിൽ അധിഷ്ഠിതമാകണം.  
 (C) എളുപ്പത്തിൽ ചെയ്യുന്നതാകണം.  
 (D) രസമുള്ളതാകണം.
16. പഠനോപകരണങ്ങൾ തെരഞ്ഞെടുക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട പ്രധാനകാര്യം.  
 (A) ശേഷി നേടാനുതകുന്നതും ചെലവുകുറഞ്ഞതും കൃത്യതയുള്ളതുമാകണം  
 (B) ഭംഗിയുള്ളതായിരിക്കണം.  
 (C) കുട്ടികൾക്ക് എളുപ്പത്തിൽ കൈകാര്യം ചെയ്യാൻ കഴിയുന്നതാകണം.  
 (D) കുട്ടികൾക്ക് ആകർഷണീയമായിരിക്കണം.
17. ടീച്ചിംഗ് മാനുവൽ എഴുതുന്നത്.  
 (A) എച്ച് എം നെ കാണിക്കാൻ.  
 (B) പരിശോധനാസമയത്ത് ഉന്നതാധികാരികളെ കാണിക്കാൻ.  
 (C) ബോധനം എളുപ്പമാക്കാൻ.  
 (D) ക്ലാസിൽ എന്തുചെയ്തു? ഇനി എന്തുചെയ്യണം എന്ന് അധ്യാപകന് മനസ്സിലാക്കാൻ.
18. പഠനോപകരണങ്ങൾ ക്ലാസ്സിൽ ഉപയോഗിക്കേണ്ടതിന്റെ ആവശ്യം.  
 (A) പഠനം കൂടുതൽ ഫലപ്രദമാക്കാൻ.  
 (B) അധ്യാപകന് എളുപ്പത്തിനുവേണ്ടി.  
 (C) കുട്ടികൾ വേഗം പഠിക്കാൻ.  
 (D) എല്ലാവരും ശ്രദ്ധിക്കാൻ.
19. ലേഖനത്തിൽ വരുന്ന തെറ്റുകൾ സ്വയം തിരുത്തുന്നതിലൂടെ കുട്ടികൾക്ക്  
 (A) സ്വന്തം തെറ്റുകളെക്കുറിച്ച് ബോധമുണ്ടാക്കുകയും അത് ആവർത്തിക്കാതിരിക്കുകയും ചെയ്യുന്നു.  
 (B) പഠനത്തിൽ താൽപര്യം കുറയുന്നു.

- (C) ഭാവിയിൽ അധ്യാപകരാകാൻ ഉള്ള ആഗ്രഹം ജനിക്കുന്നു.
- (D) ആത്മവിശ്വാസം നഷ്ടപ്പെടുന്നു.

20. ബ്ലാക്ക് ബോർഡിൽ എഴുതുമ്പോൾ ശ്രദ്ധിക്കേണ്ട പ്രധാനകാര്യം.
- (A) ക്ലാസ്സിൽ പറയുന്നതെല്ലാം എഴുതണം.
  - (B) പ്രധാനപ്പെട്ട പാഠ്യവസ്തുതകൾ (ആശയങ്ങൾ, പദങ്ങൾ മുതലായവ) മാത്രം എഴുതണം.
  - (C) കുട്ടികൾക്ക് വേണ്ടതുമാത്രം എഴുതണം.
  - (D) തലക്കെട്ടുകൾ മാത്രം എഴുതണം.
21. രക്ഷാകർത്താക്കളെ സ്കൂളുമായി അടുപ്പിക്കുന്നതിന് ഏറ്റവും പറ്റിയ മാർഗ്ഗം
- (A) രക്ഷാകർതൃ സംഗമം നടത്തുക.
  - (B) മാസത്തിലൊന്നു സംഗമങ്ങൾ സംഘടിപ്പിക്കുക.
  - (C) അവർക്കും കുടി പങ്കാളിത്തമുള്ള പ്രോജക്ടുകൾ നൽകുക.
  - (D) അവരെക്കൂടി ഉൾപ്പെടുത്താൻ പറ്റുന്ന സ്കൂൾ പ്രവർത്തനങ്ങളിൽ (പഠനയാത്ര, പ്രോജക്ട്, വർക്കുകൾ, സേവനദിനം.....) അവരുടെ സഹായം തേടുക.
22. പ്രതികരണ പേജിന്റെ ആവശ്യകതയെന്ത്.
- (A) കുട്ടികളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്താൻ.
  - (B) രക്ഷിതാക്കളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്താൻ.
  - (C) കുട്ടികളെക്കുറിച്ചുള്ള എല്ലാവിധ കണ്ടെത്തലുകളും രേഖപ്പെടുത്താൻ.
  - (D) കുട്ടികളുടെ മാർക്ക് രേഖപ്പെടുത്താൻ.

**Part II – EDUCATIONAL PROBLEM SOLVING**

1. പലപ്രാവശ്യം താക്കീതു ചെയ്തിട്ടും ഒരു കുട്ടി ക്ലാസ്സിൽ താമസിച്ചുവരുന്നു. അവനെ ദിവസവും ക്ലാസ്സ് സമയത്തിനെത്തിക്കാൻ നിങ്ങൾ എന്തു ചെയ്യും?
- (A) അവനെ കുറച്ചുദിവസം ക്ലാസ്സിനുവെളിയിൽ നിർത്തുന്ന ശിക്ഷ നൽകും.
  - (B) അവന്റെ മാതാപിതാക്കളെ വരുത്തി എതെങ്കിലും പ്രശ്നങ്ങളാലാണോ താമസിച്ചുവരുന്നത് എന്നു മനസ്സിലാക്കി വേണ്ടതു ചെയ്യും.
  - (C) സമയത്തിനെത്തുന്ന കുട്ടികളുമായി അവനെ താരതമ്യം ചെയ്ത് സംസാരിക്കും.
  - (D) ഹെഡ്മാസ്റ്ററെക്കൊണ്ട് ശിക്ഷിപ്പിക്കും.
2. പരീക്ഷയ്ക്കു കോപ്പിയടിച്ചതിനു നിങ്ങൾ ഒരു കുട്ടിയെ ശകാരിക്കുന്നു. അവൻ പുറത്തിറങ്ങി മറ്റുകുട്ടികളുമായി ചേർന്ന് നിങ്ങളെ പരിഹസിക്കുന്നു. തുടർന്നുള്ള നിങ്ങളുടെ തീരുമാനം എന്തായിരിക്കും?
- (A) ഇനിമുതൽ കോപ്പിയടി ശ്രദ്ധിക്കേണ്ട.
  - (B) അസംബ്ലിയിൽ അവൻ മാപ്പു പറയണം.
  - (C) കുറച്ചു ദിവസം ക്ലാസ്സിനുവെളിയിൽ നിർത്തുക.
  - (D) അവന്റെ പെരുമാറ്റത്തിനു വലിയ പ്രാധാന്യം നൽകാതിരിക്കുക.

3. നിങ്ങൾ ബോർഡിലെഴുതുവോൾ ഒരു കുട്ടി കടലാസ്സു പക്ഷിയെ പറപ്പിക്കുന്നു. ക്ലാസ്സിൽ ബഹളമാകുന്നു. കാരണമറിഞ്ഞ നിങ്ങളുടെ പ്രതികരണമെന്തായിരിക്കും.
  - (A) അപ്പോൾ അതിനു വലിയ പ്രാധാന്യം കൊടുക്കാതിരിക്കുകയും പിന്നീട് ചെയ്ത തെറ്റാണെന്നു അവനെ ബോധ്യപ്പെടുത്തുകയും ചെയ്യുക.
  - (B) കുട്ടിയെ അപ്പോൾ തന്നെ എല്ലാവരും കേൾക്കെ ശകാരിക്കുക.
  - (C) കുറച്ചു ദിവസം അവനെ അവഗണിക്കുക.
  - (D) മാതാപിതാക്കളെ വിവരമറിയിക്കുക.
  
4. സ്പെഷ്യൽ ക്ലാസുണ്ടെന്നു പറഞ്ഞ് വീട്ടിൽ നിന്ന് ഭക്ഷണവുമായി പോന്ന കുട്ടി കുട്ടുകാരന്റെ വീട്ടിലെത്തി ഇഷ്ടാനുസരണം കളിക്കുന്നു. ഇതറിഞ്ഞ അമ്മ നിങ്ങളുടെ അടുത്തു വരുന്നു. നിങ്ങളുടെ നിർദ്ദേശം എന്തായിരിക്കും.
  - (A) അപ്പോൾ തന്നെ അവനെ ശകാരിക്കും.
  - (B) ക്ലാസ്സിലെ മറ്റു കുട്ടികളോട് അവനെ കുറ്റപ്പെടുത്തി സംസാരിക്കും.
  - (C) പഠനവും കളിയും കുട്ടികൾക്ക് ഒരു പോലെ ആവശ്യമാണ് എന്ന് അമ്മയെ ബോധ്യപ്പെടുത്തുന്നതോടൊപ്പം വീട്ടിൽ കുറച്ചുസമയം കളിക്കാൻ കൊടുക്കേണ്ടതാണ് എന്നു പറയും.
  - (D) അച്ഛനോട് പറഞ്ഞ് ശിക്ഷ വാങ്ങി കൊടുക്കാൻ നിർദ്ദേശിക്കും.
  
5. ക്ലാസ്സിൽ മറ്റുള്ളവരുടെ സാധനങ്ങൾ മോഷ്ടിക്കുന്ന ധനികയായ ഒരു പെൺകുട്ടിയെ തെളിവുസഹിതം മറ്റുകുട്ടികൾ നിങ്ങളുടെ അടുത്തുകൊണ്ടുവരുന്നു. നിങ്ങൾ എന്തുചെയ്യും.
  - (A) സംഭവം ഹെഡ്മാസ്റ്ററെ അറിയിച്ച് വേണ്ടതുചെയ്യണമെന്നഭ്യർത്ഥിക്കും.
  - (B) കുട്ടിയുമായി സൗഹൃദസംഭാഷണത്തിലൂടെ കളവിന്റെ പിന്നിലുള്ള മാനസികപ്രശ്നങ്ങൾ മനസ്സിലാക്കും.
  - (C) ഇനി കളവു ചെയ്യില്ല എന്നു എഴുതി വാങ്ങും.
  - (D) മാതാപിതാക്കളെ സ്കൂളിലേക്കു വരുത്തി വിവരം ധരിപ്പിക്കും.
  
6. അധ്യാപകൻ അടിച്ചു എന്ന പരാതിയുമായി കുട്ടി രക്ഷകർത്താവിനെയും കുട്ടി വരുന്നു നിങ്ങൾ രക്ഷകർത്താവിനോട് എങ്ങനെ പ്രതികരിക്കും.
  - (A) രക്ഷകർത്താവ് ഇടപെട്ടതിലുള്ള ദേഷ്യം അറിയിക്കും.
  - (B) കുട്ടിയുടെ ടി.സി. വാങ്ങാൻ നിർദ്ദേശിക്കും.
  - (C) അടിക്കാനുള്ള കാരണങ്ങൾ രക്ഷകർത്താവിനെ ബോധ്യപ്പെടുത്തും.
  - (D) ഇനി മേലിൽ കുട്ടിയെ തല്ലില്ല എന്നു പറയും.
  
7. നിങ്ങളുടെ സ്കൂളിലെ രണ്ടധ്യാപകർ തമ്മിലുണ്ടായ ചെറിയ ഒരു പ്രശ്നം വളർന്നു വലുതായി ഗ്രൂപ്പുവഴക്കായി മാറുന്നു. സ്കൂളിൽ സമാധാനാത്മരീക്ഷം സൃഷ്ടിക്കുവാൻ എന്തു ചെയ്യണം.
  - (A) രണ്ടുപേരും സ്ഥലം മാറിപ്പോകാൻ ആവശ്യപ്പെടും.
  - (B) സംഘടനാപ്രവർത്തകരുടെ സഹായം തേടും.
  - (C) ഇവരെ സസ്പെന്റ് ചെയ്യാൻ മേലധികാരികളോട് അഭ്യർത്ഥിക്കും.
  - (D) ചർച്ചകളിലൂടെ രണ്ടുപേരെയും അനുനയിപ്പിക്കാൻ ശ്രമിക്കും.

8. നിങ്ങൾ ചെയ്യാത്ത കുറ്റത്തിന് കുട്ടികൾ സമരം പ്രഖ്യാപിക്കുന്നു. ഈ സാഹചര്യത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും.
  - (A) സ്ഥലം മാറിപ്പോകാൻ ശ്രമിക്കും.
  - (B) പി.ടി.എ യുടെ സഹായത്തോടെ സമരനേതാക്കളെ താല്ക്കാലികമായി സസ്പെന്റ് ചെയ്യും.
  - (C) പോലീസ് സഹായം ആവശ്യപ്പെടും.
  - (D) പി.ടി.എ, സ്കൂൾ ലീഡേഴ്സ്, സമരനേതാക്കൾ തുടങ്ങിയവരുടെ യോഗം വിളിച്ച് പ്രശ്നത്തിന്റെ സത്യാവസ്ഥ ബോധ്യപ്പെടുത്തും.
  
9. സ്റ്റാഫ് മീറ്റിംഗിൽ ഹെഡ് മാസ്റ്ററുടെ തീരുമാനത്തെ ചോദ്യം ചെയ്തുകൊണ്ട് ഒരു കുട്ടം അധ്യാപകരും, അനുകൂലിച്ചു കൊണ്ട് മറ്റൊരു കുട്ടരും വാദപ്രതിവാദത്തിലേർപ്പെടുന്നു. സ്ഥിതി ശാന്തമാക്കാൻ മധ്യവർത്തി എന്ന നിലയിൽ നിങ്ങൾ എന്തു നിലപാടു സ്വീകരിക്കും.
  - (A) എച്ച്.എം. ന്റെ അഭിപ്രായത്തോട് യോജിക്കും.
  - (B) എടുത്ത തീരുമാനത്തിന്റെ നല്ല വശങ്ങൾ സാധൂകരിക്കും.
  - (C) മറ്റൊരു തീരുമാനത്തെപ്പറ്റി എച്ച്.എമ്മുമായി ആലോചിക്കും.
  - (D) ഇരുപക്ഷക്കാരുടെയും അഭിപ്രായങ്ങളിലെ പൊതുഘടകങ്ങൾ സംയോജിപ്പിച്ച് അനുയോജ്യമായ ഒരു നിലപാടിലേക്ക് അവരെ നയിക്കും.
  
10. അധ്യാപനത്തിനിടയിൽ അസാധാരണങ്ങളായ ചോദ്യങ്ങൾ ചോദിക്കുന്ന ഒരു കുട്ടിയോട് നിങ്ങൾ എന്തു സമീപനമായിരിക്കും സ്വീകരിക്കുക.
  - (A) പിന്നീട് ചോദിക്കാൻ പറയും.
  - (B) കഴിയുന്ന രീതിയിൽ ഉത്തരം വിശദീകരിക്കും.
  - (C) അസഹിഷ്ണുത പ്രകടിപ്പിക്കും.
  - (D) എല്ലാം കൂടി എഴുതിവെച്ച് അവസാനം ചോദിക്കാൻ പറയും.
  
11. അമ്മയ്ക്ക് തന്നോട് സ്നേഹമില്ലെന്നും അനിയനോടാണ് സ്നേഹമെന്നും പറഞ്ഞ് പരാതിയുമായി നിങ്ങളുടെ അടുത്തുവരുന്ന ഒരു കുട്ടിയെ നിങ്ങൾ എങ്ങനെ സാന്ത്വനിപ്പിക്കും.
  - (A) അമ്മയുടെ സ്നേഹം നൽകാൻ ശ്രമിക്കും.
  - (B) അമ്മയുടെ സ്നേഹം കഥകളിലൂടെ ബോധ്യപ്പെടുത്തും.
  - (C) അമ്മയെ വിളിപ്പിക്കും.
  - (D) സൗഹൃദസംഭാഷണങ്ങളിലൂടെ കുട്ടിയുടെ ധാരണ മാറ്റിയെടുക്കാൻ ശ്രമിക്കും.
  
12. ഒരു കുട്ടി പതിവായി കൂട്ടുകാർക്ക് മിഠായി വാങ്ങിക്കൊടുക്കുന്നത് നിങ്ങളുടെ ശ്രദ്ധയിൽപ്പെടുന്നു. ഈ പ്രശ്നത്തെ നിങ്ങൾ എങ്ങനെ നേരിടും.
  - (A) അവന്റെ രക്ഷിതാക്കളെ വരുത്തി വിവരമറിയിക്കും
  - (B) ഇത്തരത്തിൽ ചെലവാക്കുന്ന പൈസ റിലീഫ് ബോക്സിൽ ഇടാൻ പറയും.
  - (C) പൈസ അനാവശ്യമായി ചെലവാക്കരുത് എന്ന ബോധം ജനിപ്പിക്കും.
  - (D) അവൻ വാങ്ങിത്തരുന്ന മിഠായി മറ്റു കുട്ടികളോട് വാങ്ങരുതെന്നു പറയും.

13. സ്കൂളിൽ സ്റ്റാഫ് മീറ്റിംഗ് നടക്കുന്ന സമയം ചില അധ്യാപകർ വിഷയസംബന്ധിയോ യുക്തിസഹമോ അല്ലാത്ത ചില പരാമർശങ്ങൾ നടത്തുന്നു. നിങ്ങൾ എങ്ങനെ പ്രതികരിക്കും.
- (A) ഓരോ പരാമർശത്തിനും അപ്പപ്പോൾ പ്രതികരിക്കും.
  - (B) ഇത്തരം പരാമർശങ്ങളെ പരിഹസിച്ചുതള്ളും.
  - (C) മുഴുവനും കേട്ടശേഷം അവ യുക്തിസഹമല്ലാത്തതും സന്ദർഭത്തിനു യോജിക്കാത്തതുമാണെന്ന് ശക്തിയുക്തം പറയും.
  - (D) മുഴുവനും കേട്ട ശേഷം നിങ്ങളുടേതായ അഭിപ്രായങ്ങൾ യുക്തിപൂർവ്വം അവതരിപ്പിച്ച് മറ്റുള്ളവരുടെ പരാമർശങ്ങൾ ശരിയല്ലായിരുന്നു എന്ന് ബോധ്യപ്പെടുത്തും.
14. നിങ്ങൾക്ക് അധ്യാപകനായി നിയമനം കിട്ടി ആദ്യത്തെ ക്ലാസെടുക്കുമ്പോൾ കുട്ടികൾ അടക്കിപ്പിടിച്ച് ചിരിക്കുന്നതായും സ്വരം താഴ്ത്തി സംസാരിക്കുന്നതായും മനസ്സിലാക്കുന്നു. നിങ്ങളുടെ പ്രതികരണം എങ്ങനെയായിരിക്കും.
- (A) ക്ലാസ്സ് നിർത്തി വച്ച് കുട്ടികളുമായി സൗഹൃദസംഭാഷണം നടത്തി അവരെ പഠനത്തിലേക്ക് നയിക്കും.
  - (B) കുട്ടികളുടെ പെരുമാറ്റങ്ങൾ അവഗണിച്ച് ക്ലാസ്സ് തുടരും.
  - (C) ക്ലാസ്സ് നിർത്തി ദേഷ്യത്തോടെ പുറത്തുപോകും.
  - (D) പ്രധാന അധ്യാപകനെ വിവരം ധരിപ്പിക്കും.
15. നിങ്ങൾ ക്ലാസ്സെടുക്കുന്ന സമയം ഒരു വിദ്യാർത്ഥി മറ്റു വിദ്യാർത്ഥികളെ ശല്യം ചെയ്യുന്നതായും പഠനത്തിൽ താല്പര്യം കാണിക്കാതിരിക്കുന്നതായും മനസ്സിലാക്കുന്നു. ഈ വിദ്യാർത്ഥിയോട് പുറത്തുപോകണം എന്നു നിങ്ങൾ പറയുന്നു. അവൻ കൂട്ടാക്കുന്നില്ല നിങ്ങൾ ഇത് എങ്ങനെ നേരിടും.
- (A) നിങ്ങളുടെ തീരുമാനത്തിൽ ഉറച്ചു നിൽക്കും.
  - (B) എന്തെങ്കിലുമൊക്കെ എന്നു വിചാരിച്ച് ക്ലാസ്സ് തുടരും.
  - (C) തങ്ങളെ ശല്യം ചെയ്തതായി മറ്റു കുട്ടികളിൽ നിന്ന് പരാതി എഴുതി വാങ്ങും..
  - (D) അവന് ടി.സി. നൽകാൻ ശുപാർശ ചെയ്യും.
16. നിങ്ങളുടെ ഒരു സഹപ്രവർത്തകൻ തെറ്റിദ്ധാരണ മൂലം പ്രധാനധ്യാപകന്റെ അപ്രീതിക്കു കാരണമാവുകയും ശിക്ഷണ നടപടികൾക്കു വിധേയനാവുകയും ചെയ്യുന്നു. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും.?
- (A) പ്രധാനധ്യാപകന്റെ തീരുമാനത്തോട് യോജിച്ചു നിൽക്കും.
  - (B) അധ്യാപകനിൽ നിന്നും ശരിയായ വസ്തുത മനസ്സിലാക്കി പ്രധാനധ്യാപകന്റെ തെറ്റിദ്ധാരണ മാറ്റാൻ ശ്രമിക്കും.
  - (C) മറ്റ് അധ്യാപകരുമായി ചേർന്ന് പ്രധാനധ്യാപകനെ ശിക്ഷണനടപടികളിൽ നിന്നും പിന്തിരിപ്പിക്കാൻ ശ്രമിക്കും.
  - (D) ഇതൊന്നും എന്നെ ബാധിക്കുന്ന പ്രശ്നമല്ല എന്നു കരുതും.
17. സ്കൂളിലെത്തി പെട്ടെന്ന് ദേഹാസ്വാസ്ഥ്യം തോന്നിയതിനാൽ ക്ലാസ്സെടുക്കുവാൻ പറ്റാത്ത സ്ഥിതി വരുന്നു. സ്കൂളിൽ വന്നിട്ട് ക്ലാസ്സെടുക്കാതിരിക്കുന്നത് പ്രധാനധ്യാപകന് ഇഷ്ടമല്ല. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു ചെയ്യും.
- (A) പ്രധാനധ്യാപകനെ കണ്ട് വിവരം ധരിപ്പിച്ച് ക്ലാസ്സെടുക്കുന്നതിൽ നിന്ന് ഒഴിവാകും.
  - (B) ക്ലാസ്സിൽ ചെന്ന് വെറുതെ ഇരിക്കും.

- (C) എച്ച്.എം നോട് വിവരം പറയാതെ സ്റ്റാഫ് റൂമിൽ ഇരിക്കും.
- (D) ആരോടും പറയാതെ വീട്ടിലേക്ക് പോകും

18. സീനിയോറിറ്റി കിട്ടാനായി നിങ്ങളുടെ പ്രമോഷൻ രാഷ്ട്രീയ സ്വാധീനമുപയോഗിച്ച് സഹപ്രവർത്തകരിലൊരാൾ തടയുന്നു. ഈ സന്ദർഭത്തിൽ നിങ്ങൾ എന്തു നിലപാടെടുക്കും.

- (A) പ്രമോഷൻ തടഞ്ഞ അധ്യാപനെ കയ്യേറ്റം ചെയ്യും.
- (B) ആ അധ്യാപകനെതിരെ മറ്റ് അധ്യാപകരെ സംഘടിപ്പിച്ച് ദുഷ്പ്രചരണം നടത്തും.
- (C) ഈ സ്ഥിതിയെ നിയമപരമായി നേരിടും.
- (D) വിധിയെന്നു കരുതി ദുഃഖിച്ചു കഴിയും

19. പ്രധാനാധ്യാപകന് നിങ്ങളോട് അകാരണമായി അനിഷ്ടം പ്രകടിപ്പിക്കുന്നു. നിങ്ങൾ ചെയ്യുന്നതെല്ലാം കുറ്റമായി കാണുന്നു. എന്തായിരിക്കും നിങ്ങളുടെ നിലപാട്.

- (A) പ്രധാനാധ്യാപകനെ കഴിയുന്നത്ര അവഗണിക്കും.
- (B) കൃത്യമായി ജോലി ചെയ്യുകയും ഒരു തുറന്ന സംഭാഷണത്തിലൂടെ നിങ്ങളുടെ നിലപാട് ബോധ്യപ്പെടുത്തുകയും കഴിയുന്നത്ര യോജിച്ചു പോകാൻ ശ്രമിക്കുകയും ചെയ്യും.
- (C) ട്രാൻസ്ഫർ വാങ്ങിപ്പോകും.
- (D) പ്രധാനാധ്യാപകനെതിരായി അധ്യാപകരെ സംഘടിപ്പിക്കും.

20. പാഠഭാഗം പഠിപ്പിച്ചുതീർക്കാനുള്ളതിനാൽ നിങ്ങൾ സ്പെഷ്യൽ ക്ലാസ്സുവയ്ക്കാൻ തീരുമാനിക്കുന്നു. കുറെ കുട്ടികൾ എതിർക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.

- (A) സ്പെഷ്യൽ ക്ലാസ്സുവയ്ക്കാനുണ്ടായ സാഹചര്യം കുട്ടികളെ ബോധ്യപ്പെടുത്തുകയും അവരിൽ ആവശ്യകതാബോധം ഉണ്ടാക്കുകയും ചെയ്യും.
- (B) വരുന്നവരെ വച്ച് ക്ലാസ്സെടുക്കും.
- (C) എതിർത്ത കുട്ടികളുടെ രക്ഷിതാക്കളെ വരുത്തും.
- (D) സ്പെഷ്യൽ ക്ലാസ്സ് വേണ്ടെന്നു വയ്ക്കും

21. നിങ്ങൾ ക്ലാസ്സ് ടീച്ചറായ ക്ലാസ്സിലെ ഒരു കുട്ടിയോട് ഒരുധ്യാപകൻ പക്ഷപാതപരമായി പെരുമാറുന്നു. ആ കുട്ടി എന്തു ചെയ്താലും അധ്യാപകൻ അതിൽ കുറ്റം ആരോപിക്കുന്നു. ക്ലാസ്സ് ടീച്ചർ എന്ന നിലയിൽ നിങ്ങൾ എന്തു ചെയ്യും.

- (A) കുട്ടിയെ വേറെ ഡിവിഷനിലാക്കും.
- (B) അധ്യാപകനുമായി ആ കുട്ടിയെപ്പറ്റി ചർച്ച ചെയ്യുകയും തെറ്റിദ്ധാരണ മാറ്റാൻ ശ്രമിക്കുകയും ചെയ്യും.
- (C) കുട്ടിയെ, സാരമില്ല എന്നു പറഞ്ഞ് ആശ്വസിപ്പിക്കും.
- (D) മറ്റുള്ള അധ്യാപകരുമായി പ്രശ്നം ചർച്ച ചെയ്യും.

22. നിങ്ങൾ പഠനോപകരണങ്ങൾ ഉപയോഗിച്ച് ക്ലാസ്സെടുക്കുമ്പോൾ മറ്റധ്യാപകർ അതിനെ പരിഹാസരൂപത്തിൽ വിമർശിക്കുന്നു. നിങ്ങൾ എന്തു ചെയ്യും.

- (A) പഠനോപകരണങ്ങൾ ഇനി ഉപയോഗിക്കണ്ട എന്നു തീരുമാനിക്കും.
- (B) പ്രധാനാധ്യാപകനെ വിവരം ധരിപ്പിക്കും.

- (C) പഠനോപകരണങ്ങളുടെ പ്രാധാന്യം അവരെ ബോധ്യപ്പെടുത്താൻ ശ്രമിക്കും.
- (D) മറ്റുധ്യാപകർ പറയുന്നതിന് അമിതപ്രാധാന്യം നൽകുകയില്ല.

23. ഒരു കുട്ടി ക്ലാസ്സിൽ വന്നാൽ ബാഗ്, കൂട ഇവയൊന്നും താഴെ വയ്ക്കില്ല. തന്റെ സാധനങ്ങളിലൊന്നും മറ്റുള്ളവരെക്കൊണ്ട് തൊടീപ്പിക്കുകയുമില്ല. ഒരു മുറി പെൻസിൽ പോലും മറ്റുള്ളവർക്ക് കൊടുക്കുകയുമില്ല. ഈ പ്രശ്നത്തെ നിങ്ങൾ എങ്ങനെ നേരിടും.

- (A) അവൻ അങ്ങനെ തന്നെ തുടരട്ടെ എന്നു കരുതും.
- (B) മാതാപിതാക്കളോട് അവന്റെ ഈ സ്വഭാവം മാറ്റിയെടുക്കണം എന്നു പറയും.
- (C) മറ്റു കുട്ടികളിൽ നിന്ന് അവന് സഹായം ആവശ്യമായി വരുന്ന സന്ദർഭങ്ങൾ സൃഷ്ടിക്കുകയും അത് അവനെ ബോധ്യപ്പെടുത്തുകയും ചെയ്യുന്നതിലൂടെ അവന്റെ സ്വഭാവം മാറ്റിയെടുക്കാൻ ശ്രമിക്കും.
- (D) അവന്റെ സമ്മതമില്ലാതെ തന്നെ അവന്റെ സാധനങ്ങൾ എടുത്തു മറ്റു കുട്ടികൾക്കു കൊടുക്കും.

**PART III – TEST OF CREATIVITY**

**നിർദ്ദേശങ്ങൾ:**

ഭാവിയിൽ സംഭവ്യമോ അസംഭവ്യമോ ആയ ചില കാര്യങ്ങളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. അവ ഇപ്പോൾ യാഥാർത്ഥ്യമാവുകയാണെങ്കിൽ അതിന്റെ അനന്തരഫലങ്ങൾ (Consequences) എന്തൊക്കെയായിരിക്കും എന്ന് നിർദ്ദേശിച്ചിരിക്കുന്ന സമയത്തിനുള്ളിൽ എഴുതാവുന്നിടത്തോളം കാര്യങ്ങൾ എഴുതുക. ഉത്തരങ്ങൾ സാതന്ത്ര്യവും വൈവിധ്യ പൂർണ്ണവും സ്വകീയവുമായിരിക്കണം.

നിങ്ങളുടെ ഉത്തരങ്ങൾ ഗവേഷണസംബന്ധമായ കാര്യങ്ങൾക്കു വേണ്ടി മാത്രമാണ് ഉപയോഗിക്കുക.

1. അധ്യാപനരംഗത്ത് അധ്യാപികമാർ മാത്രം മതിയെന്നൊരു നിയമം വരുന്നു. (2 മിനിറ്റ്)
2. അധ്യാപകരെല്ലാവരും അവനവന്റെ വിദ്യാലയത്തിൽ താമസിച്ചു പഠിപ്പിക്കണം. (2 മിനിറ്റ്)
3. 5 വർഷത്തെ സേവനം കഴിഞ്ഞാൽ പിന്നീട് ഈ രംഗത്ത് അധ്യാപകർ തുടരണമോ എന്നത് തീരുമാനിക്കുന്നത് വിദ്യാർത്ഥികളുടെ വിലയിരുത്തലിലൂടെയാണ്. (2 മിനിറ്റ്)
4. സഞ്ചരിക്കുന്ന സ്കൂളുകൾ നിലവിൽ വരുന്നു. (2 മിനിറ്റ്)
5. ഒരു നിശ്ചിത ശതമാനത്തിലധികം കുട്ടികൾ തോൽക്കുന്ന വിഷയങ്ങൾ പഠിപ്പിക്കുന്ന അധ്യാപകരുടെ ഇൻക്രിമെന്റ് തടഞ്ഞുവയ്ക്കുന്നു. (2 മിനിറ്റ്)

**PART IV – TEST OF MENTAL ABILITY**

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ മാസികക്ഷമത അളക്കുന്നതിനുള്ള ഒരു പരീക്ഷ ആണ് ഇത്. ഇതിൽ 10 ചോദ്യങ്ങളുണ്ട്. അവയോടൊപ്പമുള്ള നിർദ്ദേശങ്ങൾക്കനുസരിച്ച് അവയുടെ ഉത്തരങ്ങൾ രേഖപ്പെടുത്തുക.

ഈ പരീക്ഷയ്ക്ക് 12 മിനിട്ട് സമയമാണുള്ളത്.

1. സൂര്യാസ്തമയം കാണുന്നതിനുവേണ്ടി ബാലു അവന്റെ വീട്ടിൽ നിന്നും കടൽത്തീരത്തേക്ക് നീങ്ങി. അല്പസമയത്തിനുശേഷം അവൻ തന്റെ ഇടതുവശത്തേക്ക് തിരിഞ്ഞു നടന്നു. വീണ്ടും അവൻ തന്റെ ഇടതുവശത്തേക്ക് തിരിഞ്ഞു നടന്നു. എന്നാൽ അവന് സൂര്യാസ്തമയം കാണാൻ കഴിഞ്ഞില്ല. ഇവിടുത്തെ പ്രശ്നം എന്തെന്നാൽ .....

- (A) അവൻ കിഴക്കു ദിക്കിലേക്കു നടക്കുകയായിരുന്നു.
- (B) അവൻ തെക്കു ദിക്കിലേക്കു നടക്കുകയായിരുന്നു
- (C) അവൻ വടക്ക് ദിക്കിലേക്കു നടക്കുകയായിരുന്നു.
- (D) അവൻ കിഴക്കുപടിഞ്ഞാറു ദിക്കിലേക്കു നടക്കുകയായിരുന്നു.

2. രണ്ടു ക്ലാസ്സുകളിലായി ഒരു മത്സരപരീക്ഷ നടത്തിയപ്പോൾ എല്ലാ വിദ്യാർത്ഥികളും വിജയിച്ചതായി കണ്ടെത്തി. ഏറ്റവും നല്ല വിജയം നേടുന്ന ക്ലാസിനു ഒരു സമ്മാനവും ഏർപ്പാടുത്തി. സമ്മാനരഹമായ ക്ലാസിനെ തീരുമാനിക്കേണ്ടതിന്റെ അടിസ്ഥാനം .....

- (A) ഉന്നതവിജയി പഠിച്ചിരുന്ന ക്ലാസ്സ്.
- (B) മുഴുവൻ മാർക്കും നേടിയ കുട്ടികൾ അധികമുള്ള ക്ലാസ്സ്.
- (C) വിദ്യാർത്ഥികളുടെ മാർക്കിന്റെ ശരാശരി.
- (D) കൂടുതൽ വിജയികളുള്ള ക്ലാസ്സ്.

താഴെതന്നിരിക്കുന്ന പ്രശ്നങ്ങളിൽ ശരിയോ തെറ്റോ ആയ ഓരോ പ്രസ്താവന ഉണ്ട്. (ആദ്യവരി) പ്രശ്നപരിഹാരത്തിന് യോജിച്ച ചില സൂചന ഇവയിലുണ്ട്. രണ്ടാമത്തെ വരിയിലാണ് പ്രശ്നം കൊടുത്തിട്ടുള്ളത്. ആദ്യവരിയിൽ തന്നിരിക്കുന്ന രണ്ടുവാക്കുകൾ തമ്മിലുള്ള ബന്ധം കണ്ടുപിടിക്കുക. ഈ ബന്ധം രണ്ടാം വരിയിൽ പ്രയോഗിക്കുക.

3. പെയിന്റിംഗ് നൈപുണ്യമുള്ളവരാൽ നിർമ്മിക്കപ്പെടുന്നു. നോവലിന് ലേഖകനെങ്കിൽ പെയിന്റിംഗിന് .....

- (A) സ്വർഗ്ഗപരത (B) കലാകാരൻ (C) നിറം (D) ചുമർ

4. ഗാന്ധിനഗർ രത്നങ്ങൾക്കു പ്രസിദ്ധമാണ്. ബാംഗ്ലൂർ കർണ്ണാടകയ്ക്കെങ്കിൽ ഗാന്ധിനഗറിനു .....

- (A) ഇൻഡ്യ (B) ഗുജറാത്ത് (C) ഡൽഹി (D) കേരളം

5. നക്ഷത്രം തിളങ്ങുകയില്ല. കപ്പലിനു കടലെങ്കിൽ നക്ഷത്രത്തിന് .....

- (A) ആകാശം (B) മേഘം (C) രാത്രി (D) ദൂരദർശിനി

6. മില്ലി ലിറ്റർ അളവുപാത്രത്തിന്റെ അടിസ്ഥാനയൂണിറ്റാണ്. ഗ്രാമിന് കിലോഗ്രാമെങ്കിൽ മില്ലി ലിറ്ററിന് .....  
 (A) സി.സി (B) ദ്രവ്യം (C) ലിറ്റർ (D) വ്യാപ്തം
7. ഇടി ശബ്ദമുണ്ടാക്കുന്നു. മിന്നൽ ദൃശ്യമെങ്കിൽ ഇടി.....  
 (A) ഞെട്ടൽ (B) ശ്രാവ്യം (C) മേഘാവൃതം (D) അപകടകരം
8. എല്ലാ ക്ലാർക്കും ടൈപ്പിസ്റ്റാണ്. എല്ലാ ടൈപ്പിസ്റ്റും സ്റ്റേനോ ആണ്.  
 (A) സ്റ്റേനോകളിൽ കുറച്ചുപേർ ക്ലാർക്കുമാരാണ്.  
 (B) ഒരു സ്റ്റേനോയും ക്ലാർക്കല്ല.  
 (C) എല്ലാ ടൈപ്പിസ്റ്റും ക്ലാർക്കുമാരാണ്.  
 (D) എല്ലാ ക്ലാർക്കും സ്റ്റേനോയാണ്.
9. അക്ബർ തന്റെ മതേതരത്വം കൊണ്ട് പ്രസിദ്ധമാണ്.  
 (A) എല്ലാ പ്രസിദ്ധരും മതേതരത്വം ഉള്ളവരാണ്.  
 (B) മതേതരത്വം ഉള്ളവരെല്ലാം പ്രസിദ്ധരാണ്.  
 (C) മതേതരത്വം ഉള്ളവർ മാത്രമേ പ്രസിദ്ധരാവൂ.  
 (D) ഇവയിലൊന്നുമില്ല.

താഴെതന്നിരിക്കുന്ന പ്രശ്നത്തിന് നാലുത്തരങ്ങൾ കൊടുത്തിരിക്കുന്നു. അവയിൽ നിന്നു ശരിയായ ഉത്തരം തിരഞ്ഞെടുത്തെഴുതുക.

10. എ., ബി., സി., ഡി., ഇ., എന്നിവ അഞ്ചു നദികളാണ് എ., ബി. യേക്കാൾ ചെറുതും ഇ., യേക്കാൾ നീളം കൂടിയതുമാണ്. സി., ഏറ്റവും നീളം കൂടിയതാമാണ്. ഡി., ബി., യേക്കാൾ അല്പം ചെറുതും എ., യേക്കാൾ അല്പം നീളം കൂടിയതും ആണ്. ഏറ്റവും ചെറിയ നദി ഇവയിൽ ഏതാണ്.  
 (A) ബി (B) സി (C) ഡി (D) ഇ

**UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION  
TEST OF TEACHER APTITUDE  
(Answer Sheet)**

**Dr. V. Sumangala**  
*Supervising Teacher*

**M.B. Ushakumari**  
*Research Scholar*

അധ്യാപകവിദ്യാർത്ഥിയുടെ പേര് :  
 സ്ത്രീ/പുരുഷൻ :  
 വയസ്സ് :  
 താമസസ്ഥലം : Rural/Urban  
 വിദ്യാഭ്യാസ യോഗ്യത :  
 നിങ്ങളുടെ വിദ്യാഭ്യാസ സ്ഥാപനം :  
 സ്ഥിതിചെയ്യുന്ന സ്ഥലം : Rural/Urban  
 ഗവ. ടി.ടി.ഐ/എയ്ഡഡ് ടി.ടി.ഐ :  
 അൺഎയ്ഡഡ് ടി.ടി.ഐ. :  
 പിതാവിന്റെ വിദ്യാഭ്യാസയോഗ്യത :  
 പിതാവിന്റെ തൊഴിൽ :  
 മാതാവിന്റെ വിദ്യാഭ്യാസയോഗ്യത :  
 മാതാവിന്റെ തൊഴിൽ :  
 ടി.ടി.സി. ഒന്നാംവർഷ പരീക്ഷയുടെ മാർക്ക്, ഗ്രേഡ് :  
 പ്ലസ് ടു പരീക്ഷയുടെ മാർക്ക്, ഗ്രേഡ് :

**ANSWER SHEET**

PART I – INSTRUCTIONAL AWARENESS												PART I			
A	B	C	D	A	B	C	D	A	B	C	D				
1	[ ]	[ ]	[ ]	[ ]	9	[ ]	[ ]	[ ]	[ ]	17	[ ]	[ ]	[ ]	[ ]	A.....
2	[ ]	[ ]	[ ]	[ ]	10	[ ]	[ ]	[ ]	[ ]	18	[ ]	[ ]	[ ]	[ ]	B.....
3	[ ]	[ ]	[ ]	[ ]	11	[ ]	[ ]	[ ]	[ ]	19	[ ]	[ ]	[ ]	[ ]	C.....
4	[ ]	[ ]	[ ]	[ ]	12	[ ]	[ ]	[ ]	[ ]	20	[ ]	[ ]	[ ]	[ ]	D.....
5	[ ]	[ ]	[ ]	[ ]	13	[ ]	[ ]	[ ]	[ ]	21	[ ]	[ ]	[ ]	[ ]	<b>PART II</b>
6	[ ]	[ ]	[ ]	[ ]	14	[ ]	[ ]	[ ]	[ ]	22	[ ]	[ ]	[ ]	[ ]	A.....
7	[ ]	[ ]	[ ]	[ ]	15	[ ]	[ ]	[ ]	[ ]						B.....
8	[ ]	[ ]	[ ]	[ ]	16	[ ]	[ ]	[ ]	[ ]						C.....
PART II – EDUCATIONAL PROBLEM SOLVING												PART IV			
A	B	C	D	A	B	C	D	A	B	C	D				
1	[ ]	[ ]	[ ]	[ ]	9	[ ]	[ ]	[ ]	[ ]	17	[ ]	[ ]	[ ]	[ ]	D.....
2	[ ]	[ ]	[ ]	[ ]	10	[ ]	[ ]	[ ]	[ ]	18	[ ]	[ ]	[ ]	[ ]	<b>PART III</b>
3	[ ]	[ ]	[ ]	[ ]	11	[ ]	[ ]	[ ]	[ ]	19	[ ]	[ ]	[ ]	[ ]	A.....
4	[ ]	[ ]	[ ]	[ ]	12	[ ]	[ ]	[ ]	[ ]	20	[ ]	[ ]	[ ]	[ ]	B.....
5	[ ]	[ ]	[ ]	[ ]	13	[ ]	[ ]	[ ]	[ ]	21	[ ]	[ ]	[ ]	[ ]	C.....
6	[ ]	[ ]	[ ]	[ ]	14	[ ]	[ ]	[ ]	[ ]	22	[ ]	[ ]	[ ]	[ ]	D.....
7	[ ]	[ ]	[ ]	[ ]	15	[ ]	[ ]	[ ]	[ ]	23	[ ]	[ ]	[ ]	[ ]	
8	[ ]	[ ]	[ ]	[ ]	16	[ ]	[ ]	[ ]	[ ]						
PART IV – MENTAL ABILITY															
A	B	C	D	A	B	C	D	A	B	C	D				
1	[ ]	[ ]	[ ]	[ ]	5	[ ]	[ ]	[ ]	[ ]	9	[ ]	[ ]	[ ]	[ ]	
2	[ ]	[ ]	[ ]	[ ]	6	[ ]	[ ]	[ ]	[ ]	10	[ ]	[ ]	[ ]	[ ]	
3	[ ]	[ ]	[ ]	[ ]	7	[ ]	[ ]	[ ]	[ ]						
4	[ ]	[ ]	[ ]	[ ]	8	[ ]	[ ]	[ ]	[ ]						

**UNIVERSITY OF CALICUT  
FAROOK TRAINING COLLEGE**

**TEACHING INTEREST INVENTORY (2006)**

**Dr. Mumthas N.S.**  
Sr. Lecturer in Education  
Farook Training College

**Suja K.**  
M.ED. Student

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***Instructions***

This is an inventory to assess the interest in Teaching. For each of the questions given below, four answers A, B, C and D are given. Read each questions carefully and put a  mark against the most suitable answer in your point of view.

1. In a long journey among the co-travellers the person you would like to make a close relationship with
  - A. Filmstar
  - B. Layman
  - C. Teacher
  - D. Politician
2. You get some books to read in spare time. Then the first book that you prefer will be
  - A. Humorous stories
  - B. Holy book
  - C. Biography / autobiography of great personalities
  - D. Anthology of poems.
3. When do you feel more emotional?
  - A. When your students succeed
  - B. When your own work gets published
  - C. When you see heart-touching paintings
  - D. When you listen to melodious songs
4. While reading Newspaper the news item which you read with more interest?
  - A. Sports news
  - B. Foreign news

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- C. Educational news
  - D. Agricultural news
5. Which of the following personality do you like most?
- A. Medha Padkar
  - B. Sukumar Azheekode
  - C. M.F. Hussain
  - D. Yesudas
6. When your meet with parents during PTA meeting, the first thing you would like to do.
- A. Make friendly, talks with them
  - B. Enquire about their homely affairs
  - C. Ask about the child
  - D. Talk about societal matters
7. Which of the following do you feel is the merit of your job?
- A. Chance to involve in social problems
  - B. Chance to involved in arts and sports
  - C. Chance to mingle with students
  - D. Chance to make discussions with colleagues
8. Which of the following qualities you think, you should have
- A. Sympathy
  - B. Sincerity
  - C. Leadership quality
  - D. Co-operative mentality
9. While listening to radio programmes, which one do you like most?
- A. Zest news
  - B. Agricultural news
  - C. Health related news
  - f. Educational news
10. Which among the following publications would you like best to subscribe?
- A. Vanitha
  - B. Eureka
  - C. Sports magazine
  - D. Mathrubhumi weekly magazine
11. Which among the following influence a child more?

- A. Friendship
  - B. Social background
  - C. Behaviour of teachers
  - D. Media
12. Among the following government Institutions, which one would you prefer first to visit
- A. Primary health centre
  - B. School
  - C. Village Officer
  - D. Post Office
13. When do you feel quite boring?
- A. During holidays
  - B. During working days
  - C. When involved in public affairs
  - D. When listening to an oration (speech)
14. What do you think, is the most striking feature of your personality?
- A. The ability to make healthy relationship with others
  - B. Catching others attention in dressing
  - C. Being respected by others because of the skill in teaching
  - D. Making a good performance in arts and sports field
15. Suppose you get a chance to interview the persons given below. Who among them will you choose first?
- A. Advocate
  - B. Model teacher
  - C. Politician
  - D. Novelist
16. Which is suitable to develop national integration?
- A. Cultivating patriotism in people
  - B. Industrialization
  - C. Making effective teachers
  - D. Visiting important places in the country
17. In your conversation with your colleagues, which topic would you like to discuss?
- A. About family matters
  - B. About educational matters

- D. Agriculture
24. which among the following , do you feel more zest to?
- A. pet animals
  - B. artistic performance of students
  - C. Handcrafts
  - D. Natural seminars
25. For an educational tour from your school which place would you prefer to choose?
- A. Natural beauty spots
  - B. Historical important places
  - C. Industrially important places
  - D. Holy places for pilgrimage
26. When do you feel highly relaxed
- A. When mingle with students
  - B. In loneliness
  - C. When you travel
  - D. When listen to music
27. A discussion is going on among the people in your locality about how to utilise a vacant public place. Which of the following suggestions will you favour more?
- A. Bus stand
  - B. Children's park
  - C. Vegetable market
  - D. Small scale industries

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- D. Agriculture
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UNIVERSITY OF CALICUT  
FAROOK TRAINING COLLEGE

TEACHING INTEREST INVENTORY (2006)

Dr. Mumthas N.S.  
Sr. Lecturer  
Farook Training College

Suja K.  
M.Ed. Student

നിർദ്ദേശങ്ങൾ

അധ്യാപന താല്പര്യത്തെക്കുറിച്ചുള്ള ഒരു മാനകമാണിത്. താഴെ കൊടുത്തിരിക്കുന്ന ചോദ്യങ്ങൾക്ക് A, B, C, D എന്ന ക്രമത്തിൽ നാല് ഉത്തരങ്ങൾ വീതം നൽകിയിരിക്കുന്നു. ഓരോ ചോദ്യവും വായിച്ച ശേഷം താങ്കളെ സംബന്ധിച്ച് ഏറ്റവും ഉചിതമെന്ന് തോന്നുന്ന ഉത്തരത്തിന് നേരെയുള്ള ചതുരത്തിൽ ശരി  അടയാളം ഇടുക.

1. ഒരു ദീർഘയാത്രയിൽ സഹയാത്രികരായുള്ള ഏത് വ്യക്തിയോടാണ് താങ്കൾ കൂടുതൽ അടുക്കാനിഷ്ടപ്പെടുക.
  - (A) സിനിമാതാരം
  - (B) സാധാരണക്കാരൻ
  - (C) അധ്യാപകൻ
  - (D) രാഷ്ട്രീയക്കാരൻ
  
2. ഒഴിവുസമയത്ത് താങ്കൾക്ക് കുറച്ചു പുസ്തകങ്ങൾ വായിക്കാൻ ലഭിക്കുന്നു. ഇതിൽ നിന്ന് താങ്കൾ ആദ്യം വായിക്കാൻ തിരഞ്ഞെടുക്കുക.
  - (A) നർമ്മകഥകൾ
  - (B) വിശുദ്ധഗ്രന്ഥം
  - (C) മഹാൻമാരുടെ ജീവചരിത്രം/ആത്മകഥ
  - (D) കവിതാമാഹാരം
  
3. താങ്കൾ കൂടുതൽ വികാരധീനനാകുന്ന നിമിഷം
  - (A) വിദ്യാർത്ഥികൾ വിജയികളാകുമ്പോൾ
  - (B) സ്വന്തം രചന പ്രസിദ്ധീകരിച്ചു വരുമ്പോൾ
  - (C) മനം കവരുന്ന ചിത്രരചന കാണുമ്പോൾ
  - (D) ഇമ്പമുള്ള ഗാനങ്ങൾ ആസ്വദിക്കുമ്പോൾ
  
4. ദിനപത്രം വായിക്കുമ്പോൾ താങ്കൾ കൂടുതൽ താല്പര്യത്തോടെ ആദ്യം വായിക്കുന്നത്
  - (A) കായിക വാർത്തകൾ
  - (B) വിദേശ വാർത്തകൾ
  - (C) വിദ്യാഭ്യാസ വാർത്തകൾ
  - (D) കാർഷിക വാർത്തകൾ

- A. Friendship
  - B. Social background
  - C. Behaviour of teachers
  - D. Media
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17. In your conversation with your colleagues, which topic would you like to discuss?
- A. About family matters
  - B. About educational matters

- C. About current affairs
  - D. About TV programmes
18. Suppose you got a change to be in an administrative post. Then which among the following fields will you consider for development?
- A. Defence Field
  - B. Educational field
  - C. Agricultural field
  - D. Health field
19. A quality which you like to possess
- A. ability for rational thinking
  - B. ability to participate in arts programmes
  - C. ability to control others
  - D. ability to organize things
20. In your opinion, the most suitable factor for educational progress is,
- A. High financial status
  - B. Good teachers
  - C. Good system of education
  - D. Co-operation of parents
21. During off-hours in school, what would you like most to do
- A. To talk with the colleagues
  - B. To take rest
  - C. To teach in free classes
  - D. To train arts and sports activities
22. A fund is being raised from the teachers for school welfare activities, Then which of the following needs will you contribute more?
- A. Ground construction
  - B. Building for mid-day meals
  - C. Library expansion
  - D. Stage construction
23. Seminars on different topics are arranged in your locality, but each one is at the same time. You have the change to attend in any one of the seminars. Then which one would you prefer to attend?
- A. Health
  - B. Environment
  - C. Education

- D. Agriculture
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**നിർദ്ദേശങ്ങൾ**

അധ്യാപന താല്പര്യത്തെക്കുറിച്ചുള്ള ഒരു മാനകമാണിത്. താഴെ കൊടുത്തിരിക്കുന്ന ചോദ്യങ്ങൾക്ക് A, B, C, D എന്ന ക്രമത്തിൽ നാല് ഉത്തരങ്ങൾ വീതം നൽകിയിരിക്കുന്നു. ഓരോ ചോദ്യവും വായിച്ച ശേഷം താങ്കളെ സംബന്ധിച്ച് ഏറ്റവും ഉചിതമെന്ന് തോന്നുന്ന ഉത്തരത്തിന് നേരെയുള്ള ചതുരത്തിൽ ശരി  അടയാളം ഇടുക.

1. ഒരു ദീർഘയാത്രയിൽ സഹയാത്രികരായുള്ള ഏത് വ്യക്തിയോടാണ് താങ്കൾ കൂടുതൽ അടുക്കാനിഷ്ടപ്പെടുക.
  - (A) സിനിമാതാരം
  - (B) സാധാരണക്കാരൻ
  - (C) അധ്യാപകൻ
  - (D) രാഷ്ട്രീയക്കാരൻ
  
2. ഒഴിവുസമയത്ത് താങ്കൾക്ക് കുറച്ചു പുസ്തകങ്ങൾ വായിക്കാൻ ലഭിക്കുന്നു. ഇതിൽ നിന്ന് താങ്കൾ ആദ്യം വായിക്കാൻ തിരഞ്ഞെടുക്കുക.
  - (A) നർമ്മകഥകൾ
  - (B) വിശുദ്ധഗ്രന്ഥം
  - (C) മഹാൻമാരുടെ ജീവചരിത്രം/ആത്മകഥ
  - (D) കവിതാമാഹാരം
  
3. താങ്കൾ കൂടുതൽ വികാരധീനനാകുന്ന നിമിഷം
  - (A) വിദ്യാർത്ഥികൾ വിജയികളാകുമ്പോൾ
  - (B) സ്വന്തം രചന പ്രസിദ്ധീകരിച്ചു വരുമ്പോൾ
  - (C) മനം കവരുന്ന ചിത്രരചന കാണുമ്പോൾ
  - (D) ഇമ്പമുള്ള ഗാനങ്ങൾ ആസ്വദിക്കുമ്പോൾ
  
4. ദിനപത്രം വായിക്കുമ്പോൾ താങ്കൾ കൂടുതൽ താല്പര്യത്തോടെ ആദ്യം വായിക്കുന്നത്
  - (A) കായിക വാർത്തകൾ
  - (B) വിദേശ വാർത്തകൾ
  - (C) വിദ്യാഭ്യാസ വാർത്തകൾ
  - (D) കാർഷിക വാർത്തകൾ

- 5. താഴെ പറയുന്നതിൽ ഏത് വ്യക്തിത്വത്തോടാണ് താങ്കൾക്ക് കൂടുതൽ ആഭിമുഖ്യം
  - (A) മേധാപട്കർ
  - (B) സുകുമാർ അഴീക്കോട്
  - (C) എം.എഫ്. ഹുസൈൻ
  - (D) യേശുദാസ്
  
- 6. പി.ടി.എ മീറ്റിംഗിൽ രക്ഷിതാക്കളെ കണ്ടുമുട്ടുമ്പോൾ താങ്കൾ ആദ്യമായി ചെയ്യുക.
  - (A) കുശലാനുമ്പേക്ഷണം നടത്തും
  - (B) വീട്ടുകാര്യങ്ങളുമ്പേക്ഷിക്കും
  - (C) കുട്ടിയെക്കുറിച്ചുമ്പേക്ഷിക്കും
  - (D) നാട്ടുകാര്യങ്ങളുമ്പേക്ഷിക്കും
  
- 7. താങ്കളുടെ ജോലിയിലെ നല്ല ഗുണമായി താങ്കൾ കാണുന്നത്.
  - (A) സാമൂഹിക പ്രശ്നങ്ങളുമായി അടുത്തിടപെടാനുള്ള അവസരം
  - (B) കലാകായിക രംഗങ്ങളിൽ പ്രവർത്തിക്കാനുള്ള അവസരം
  - (C) കുട്ടികളോട് ഇടപഴകാനുള്ള അവസരം
  - (D) സഹപ്രവർത്തകരുമായി ചർച്ചകളിലേർപ്പെടാനുള്ള അവസരം
  
- 8. താങ്കൾക്ക് ഏറ്റവും കൂടുതൽ വേണമെന്ന് താങ്കൾ കരുതുന്ന ഒരു സ്വഭാവം
  - (A) അനുകമ്പ
  - (B) ആത്മാർത്ഥത
  - (C) നേതൃത്വഗുണം
  - (D) സഹകരണ മനോഭാവം
  
- 9. റേഡിയോ പരിപാടികൾ കേൾക്കുമ്പോൾ താങ്കൾ കൂടുതലായും കേൾക്കാനിഷ്ടപ്പെടുന്നത്
  - (A) കൗതുക വാർത്തകൾ
  - (B) കാർഷിക വാർത്തകൾ
  - (C) ആരോഗ്യ വാർത്തകൾ
  - (D) വിദ്യാഭ്യാസ വാർത്തകൾ
  
- 10. താഴെ പറയുന്നവയിൽ ഏതു പ്രസിദ്ധീകരണത്തിന്റെ വരിക്കാരനാവാനാണ് താങ്കൾ കൂടുതൽ താൽപര്യപ്പെടുന്നത്.
  - (A) വനിത
  - (B) യൂറീക്ക/ശാസ്ത്രഗതി
  - (C) സ്പോർട്സ്
  - (D) മാതൃഭൂമി ആഴ്ചപ്പതിപ്പ്
  
- 11. താങ്കളുടെ അഭിപ്രായത്തിൽ താഴെ പറയുന്ന ഘടകങ്ങളിൽ ഏതിനാണ് കുട്ടിയിൽ കൂടുതൽ സ്വാധീനം ചെലുത്താൻ കഴിയുക.
  - (A) സുഹൃദ്ബന്ധങ്ങൾ
  - (B) സാമൂഹിക ചുറ്റുപാട്
  - (C) അധ്യാപകരുടെ പെരുമാറ്റം

(D) മാധ്യമങ്ങൾ

12. താഴെ പറയുന്ന സർക്കാർ സ്ഥാപനങ്ങൾ സന്ദർശിക്കാൻ അവസരം ലഭിക്കുന്ന വേളയിൽ താങ്കൾ ഒന്നാമതായി തിരഞ്ഞെടുക്കുക.  
(A) പ്രൈമറി ഹെൽത്ത് സെന്റർ  
(B) സ്കൂൾ  
(C) പഞ്ചായത്ത് ഓഫീസ്  
(D) പോസ്റ്റ് ഓഫീസ്
13. താങ്കൾക്ക് കൂടുതലായി മടുപ്പ് അനുഭവപ്പെടാറുള്ളത്  
(A) അവധി ദിവസങ്ങളിൽ  
(B) പ്രവൃത്തി ദിവസങ്ങളിൽ  
(C) പൊതുകാര്യങ്ങളിൽ ഏർപ്പെടുമ്പോൾ  
(D) പ്രസംഗം ശ്രവിക്കുമ്പോൾ
14. താങ്കളുടെ വ്യക്തിത്വത്തിൽ താങ്കൾ ഏറ്റവും കൂടുതൽ ഇഷ്ടപ്പെടുന്നത്  
(A) ആളുകളോട് നല്ല രീതിയിൽ ഇടപഴകാൻ കഴിയുന്നത്.  
(B) വസ്ത്രധാരണത്തിൽ മറ്റുള്ളവരുടെ ശ്രദ്ധ പിടിച്ചുപറ്റുന്നത്  
(C) പഠിപ്പിക്കുന്നതിനുള്ള മിടുക്കിൽ മറ്റുള്ളവരാൽ ബഹുമാനിക്കപ്പെടുന്നത്.  
(D) കലാകായിക രംഗങ്ങളിൽ നല്ല പ്രകടനം കാഴ്ചവെയ്ക്കാൻ കഴിയുന്നത്.
15. താഴെ പറയുന്ന വ്യക്തികളുമായി അഭിമുഖ സംഭാഷണത്തിലേർപ്പെടാൻ അവസരം ലഭിക്കുകയാണെങ്കിൽ താങ്കൾ ആരെയായിരിക്കും ആദ്യം തിരഞ്ഞെടുക്കുക.  
(A) അഭിഭാഷകൻ  
(B) മാതൃകാധ്യാപകൻ  
(C) രാഷ്ട്രീയ നേതാവ്  
(D) സാഹിത്യകാരൻ
16. ദേശീയോദ്ഗ്രഥനം വളർത്തിയെടുക്കാൻ ഏറ്റവും പ്രയോജനപ്രദമെന്ന് താങ്കൾ കരുതുന്നത്  
(A) ജനങ്ങളിൽ രാജ്യസ്പന്ദനം വളർത്തുന്നത്  
(B) വ്യവസായ വൽക്കരണം  
(C) നല്ല അധ്യാപകരെ വാർത്തെടുക്കുന്നത്  
(D) രാജ്യത്തെ പ്രധാന സ്ഥലങ്ങൾ സന്ദർശിക്കുന്നത്
17. സഹപ്രവർത്തകരുമായി സംഭാഷണത്തിലേർപ്പെടുമ്പോൾ താങ്കൾ കൂടുതലായി ചർച്ച ചെയ്യാറുള്ളത്  
(A) കുടുംബകാര്യങ്ങളെക്കുറിച്ച്  
(B) വിദ്യാഭ്യാസകാര്യങ്ങളെക്കുറിച്ച്  
(C) ആനുകാലിക സംഭവങ്ങളെക്കുറിച്ച്  
(D) ടി.വി പരിപാടികളെക്കുറിച്ച്

18. ഭരണരംഗത്ത് താങ്കൾക്ക് ഒരവസരം ലഭിച്ചാൽ ഏതു മേഖലയുടെ പുരോഗതിക്ക് വേണ്ടിയായിരിക്കും താങ്കൾ ആദ്യം / കൂടുതൽ പ്രവർത്തിക്കുക
- (A) പ്രതിരോധ മേഖല
  - (B) വിദ്യാഭ്യാസ മേഖല
  - (C) കാർഷിക മേഖല
  - (D) ആരോഗ്യ മേഖല
19. താങ്കൾ സ്വായത്തമാക്കാൻ ശ്രമിക്കുന്ന/ആഗ്രഹിക്കുന്ന ഒരു കഴിവ്
- (A) യുക്തിപരമായി ചിന്തിക്കാനുള്ള കഴിവ്
  - (B) കലാപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാനുള്ള കഴിവ്
  - (C) മറ്റുള്ളവരെ നിയന്ത്രിക്കാനുള്ള കഴിവ്
  - (D) സംഘാടന പ്രവർത്തനങ്ങൾക്കുള്ള കഴിവ്
20. താങ്കളുടെ അഭിപ്രായത്തിൽ വിദ്യാഭ്യാസ പുരോഗതിക്ക് ഏറ്റവും സഹായകമായി വർത്തിക്കുന്ന ഘടകം.
- (A) ഉയർന്ന സാമ്പത്തിക നിലവാരം
  - (B) നല്ല അധ്യാപകർ
  - (C) നല്ല വിദ്യാഭ്യാസ സമ്പ്രദായം
  - (D) രക്ഷിതാക്കളുടെ സഹകരണം
21. സ്കൂളിൽ ഒഴിവു പിരീയഡുകളിൽ താങ്കൾ കൂടുതലായി ചെയ്യാൻ ഇഷ്ടപ്പെടുന്നതാണ്.
- (A) സഹായ്യാപകരുമായി സംഭാഷണത്തിലേർപ്പെടുന്നതിന്
  - (B) വിശ്രമിക്കുന്നതിന്
  - (C) ഒഴിവുള്ള ക്ലാസ്സിൽ പോയി പഠിപ്പിക്കുന്നതിന്
  - (D) കലാ കായിക പ്രവർത്തനങ്ങൾ പരിശീലിപ്പിക്കുന്നതിന്
22. സ്കൂൾ വികസന പ്രവർത്തനങ്ങൾക്കായി അധ്യാപകരുടെ ഇടയിൽ പിരിവു നടത്തുന്നു. താഴെ പറയുന്ന ഏതാവശ്യത്തിലേക്കായിരിക്കും താങ്കൾ കൂടുതൽ സംഭാവന നൽകാൻ ഇഷ്ടപ്പെടുക.
- (A) ഗ്രൗണ്ട് നിർമ്മാണം
  - (B) കഞ്ഞിപ്പുര നിർമ്മാണം
  - (C) ലൈബ്രറി വിപുലീകരണം
  - (D) സ്റ്റേജ് നിർമ്മാണം
23. താങ്കളുടെ പരിസരത്ത് താഴെ പറയുന്ന വിഷയങ്ങളുമായി ബന്ധപ്പെട്ട സെമിനാറുകൾ ഒരേ സമയം നടക്കുന്നു. ഒന്നിൽ മാത്രം പങ്കെടുക്കാനുള്ള അവസരമേ താങ്കൾക്കുള്ളൂ എങ്കിൽ താങ്കൾ തിരഞ്ഞെടുക്കുക
- (A) ആരോഗ്യം
  - (B) പരിസ്ഥിതി
  - (C) വിദ്യാഭ്യാസം
  - (D) കാർഷികം

24. താഴെ പറയുന്നവയിൽ ഏതിനോടാണ് താങ്കൾക്ക് സാധാരണയായി കൂടുതൽ കൗതുകം തോന്നാറുള്ളത്.
- (A) വളർത്തുമൃഗങ്ങൾ
  - (B) കുട്ടികളുടെ കലാപരിപാടികൾ
  - (C) കരകൗശല വസ്തുക്കൾ
  - (D) പ്രകൃതി ദൃശ്യങ്ങൾ
25. സ്കൂളിൽ നിന്നും പഠനയാത്രകൾ സംഘടിപ്പിക്കുമ്പോൾ താങ്കൾ കൂടുതലായി തിരഞ്ഞെടുക്കുക
- (A) പ്രകൃതി രമണീയമായ സ്ഥലങ്ങൾ
  - (B) ചരിത്ര പ്രാധാന്യമുള്ള സ്ഥലങ്ങൾ
  - (C) വ്യാവസായിക പ്രാധാന്യമുള്ള സ്ഥലങ്ങൾ
  - (D) തീർത്ഥാടന കേന്ദ്രങ്ങൾ
26. താങ്കൾ കൂടുതലായി ആശ്വാസം കണ്ടെത്തുന്നത്
- (A) കുട്ടികളുമായി ഇടപെടുമ്പോൾ
  - (B) ഏകാന്തതയിൽ
  - (C) യാത്രകൾ ചെയ്യുമ്പോൾ
  - (D) സംഗീതം ശ്രവിക്കുമ്പോൾ
27. താങ്കളുടെ പരിസരത്ത് ഒഴിഞ്ഞു കിടക്കുന്ന പൊതു സ്ഥലം താൽക്കാലികമായി എങ്ങനെ ഉപയോഗപ്പെടുത്തണമെന്ന വിഷയത്തിൽ നാട്ടുകാരുടെ ഇടയിൽ ചർച്ച നടക്കുന്നു. താഴെ പറയുന്ന ഏതഭിപ്രായത്തിനായിരിക്കും താങ്കൾ കൂടുതൽ മുൻതൂക്കം നൽകുക.
- (A) ബസ് സ്റ്റാന്റ്
  - (B) കുട്ടികളുടെ പാർക്ക്
  - (C) പച്ചക്കറിച്ചന്ത
  - (D) കുടിൽ വ്യവസായം

APPENDIX VI A

TEACHING INTEREST INVENTORY

ANSWER SHEET

Name:.....  
T.T.I:.....

Age:.....  
Male/Female.....

	A	B	C	D		A	B	C	D		A	B	C	D	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A.....
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B.....
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C.....
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D.....
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....

**UNIVERSITY OF CALICUT**  
**FAROOK TRAINING COLLEGE**  
**SCALE OF ATTITUDE TOWARDS TEACHING (2003)**

**Dr. Mumtas N.S.,**  
 Sr. Lecturer  
 Farook Training College

**Hafsat A.M.**  
 M.Ed. Student

**Instructions:**

Following are some statements which are intended to measure your attitude towards teaching. Please read each statement and mark your response in the response sheet by putting an 'x' mark in the circle indicating your choice. The description of the choice is as follows:

Strongly Agree	(SA)
Agree	(A)
Undecided	(U)
Disagree	(D)
Strongly Disagree	(SD)

(Be honest in your responses. You are assured that your responses will be kept quite confidential and will be used for research purpose only)

1. Teaching is a highly respected profession in the society
2. Compared to other profession teaching is not that attractive.
3. Teaching requires less effort
4. Teaching requires a high sense of responsibility
5. I may quit teaching if I get a better job
6. Any one can be a successful teacher
7. More than anything else, teaching primarily a livelihood for me.
8. Teaching always offers novelty.
9. The chance to mould future generation, makes teaching a noble profession.
10. I consider pre-service training as unnecessary for teaching.
11. Teaching is a boring job.
12. Teaching is nothing other than completion of lessons.
13. Teaching helps in self-development.
14. Teaching is a profession that can take the entire humanity to great heights.

15. Teaching does not require any special skills.
16. It is tiresome for a teacher to develop his knowledge in accordance with the changing curricula.
17. Teacher is the one who should take initiative in solving any problem concerning the student.
18. The place of the teacher is not very significant in the context of modern educational technology.
19. It is impractical for a teacher to lead a moral life.
20. True discipline is possible only through rigorous actions.
21. Interfering in pupil's extra curricular activities is a loss of time for the teacher.
22. It is a good practice to give students a chance to evaluate teachers.
23. Teaching offers a variety of opportunities for the expression of creativity.
24. Teaching provides a high degree of self satisfaction.
25. Teacher is the one who more than teaching helps the pupil to realise himself.
26. The teacher's contact with pupil's parents plays a crucial role in their progress.
27. Teaching demands a high sense of social commitment.
28. Model teacher exist only in the imagination.
29. That pupils keep silence in the class room shows the teachers success.
30. Engaging pupils in creative activities greatly helps in their character formation.
31. Proper interaction between teacher and pupils helps in solving much of their disciplinary problems.
32. Pupils are the cause of a majority of the problems in educational institutions.
33. It is a pleasant experience for the teacher to spend time with pupils.
34. Teaching requires a high sense of dedication.
35. Evaluation is a mechanical process.
36. A person's talents dry up as soon as he enters the teaching profession.

37. Teaching fosters social relations.
38. Teaching requires relatively less intelligence and thinking capacity.
39. Teaching is a give-and-take process
40. A teacher cannot be sincere in his work.
41. The prime function of teacher's organization is to protect teacher's interests.
42. Teaching gives inspiration to lead a good family life.
43. I am proud of being a teacher throughout my life.
44. Teacher can influence the pupils as much as their parents do.
45. Teacher is a person with an insatiable thirst for knowledge.
46. It is a nice experience for the teacher to employ new methods and techniques in his teaching.
47. Teacher has significant role in social progress.
48. It is unnecessary for a teacher to take part in in-service programmes.
49. The love and consideration he gets from his pupils is invaluable for the teacher.
50. I often feel that teaching is not an agreeable profession.

12. ഭരണവിഭാഗത്തിന്റെ കാര്യക്ഷമതയില്ലായ്മ മോശമായ അധ്യാപനത്തിന് വഴി തെളിക്കുന്നു.
13. അധ്യാപകർ അധ്യാപനേതര തൊഴിലുകളിലേർപ്പെടുന്നത് അധ്യാപനത്തെ ബാധിക്കുന്നു.
14. നല്ല അധ്യാപകരാകാൻ പത്രം, റേഡിയോ, ടി.വി തുടങ്ങിയവയിലെ വിദ്യാഭ്യാസ കാര്യങ്ങൾ ശ്രദ്ധിക്കേണ്ടതാണ്.
15. നല്ല അധ്യാപനം എന്നത് ജൻസിദ്ധമായ കഴിവാണു്. ട്രെയിനിംഗിലൂടെ നേടിയെടുക്കാൻ സാധിക്കുന്നതല്ല.
16. എല്ലാ വിദ്യാർത്ഥികളേയും ഒരു പോലെ കരുതുകയും അവർക്ക് വേണ്ടത്ര പ്രോത്സാഹനം നൽകാനും സാധിക്കുമെങ്കിൽ അധ്യാപനം വിജയകരമായിരിക്കും.
17. പാഠപുസ്തകത്തിലെ വിജ്ഞാനത്തിൽ മാത്രം ഒതുങ്ങി നിൽക്കാനുള്ള അധ്യാപകരുടെ പ്രവണത അധ്യാപന ജീവിതത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു.
18. വിദ്യാർത്ഥികളുടെയിടയിൽ എപ്പോഴും ഗൗരവപൂർവ്വം പെരുമാറിയാൽ മാത്രമേ അധ്യാപനം വിജയകരമായിരിക്കുകയുള്ളൂ.
19. പെൺകുട്ടികൾ മാത്രമുള്ള സ്കൂളിൽ അധ്യാപനം കൂടുതൽ മെച്ചപ്പെട്ടതായിരിക്കും.
20. സ്വകാര്യ ട്യൂഷൻ നൽകുന്ന അധ്യാപകരുടെ അധ്യാപനം മോശമാകാനേ വഴിയുള്ളൂ.
21. അധ്യാപന പരിചയ ദൈർഘ്യം കൂടും തോറും അധ്യാപനം മെച്ചപ്പെട്ടതാകും.
22. കുട്ടികളെ അച്ചടക്കം പഠിപ്പിക്കുക എന്നതാണ് നല്ല അധ്യാപകന്റെ കടമ.
23. വിദ്യാർത്ഥികളെ പരീക്ഷയിൽ ജയിപ്പിക്കുക എന്നത് മാത്രമായിരിക്കണം നല്ല അധ്യാപകന്റെ പ്രധാന ലക്ഷ്യം.
24. നല്ല അധ്യാപകൻ ഇടയ്ക്കിടെ Class Test കൾ നടത്തുന്നു.
25. ഭാരിച്ച കുടുംബപ്രശ്നങ്ങൾ അധ്യാപനത്തെയും ബാധിക്കുന്നു.
26. അധ്യാപനം കേവലം ഒരു തൊഴിൽ മാത്രമാണെന്ന ചിന്താഗതി അധ്യാപന വിജയത്തെ ബാധിക്കുന്നു.
27. അധ്യാപകർ തമ്മിലുള്ള അച്ചടക്കത്തിലധിഷ്ഠിതമായ സഹകരണം അധ്യാപനത്തെ മെച്ചപ്പെടുത്തും.
28. സാമൂഹിക മാറ്റത്തെയും, സാമൂഹിക പുരോഗതിയെയും ത്വരിതപ്പെടുത്തുകയെന്ന് നല്ല അധ്യാപകന്റെ കടമായണ്.
29. കരിക്കുലത്തിനനുസരിച്ചല്ല അധ്യയന ദിവസങ്ങൾ എങ്കിൽ അധ്യാപനം മോശമാകാൻ ഇടയുണ്ട്.
30. വിദ്യാർത്ഥികളിലെ കഴിവുകളും, അപര്യാപ്തതകളും മനസ്സിലാക്കിയിട്ടുള്ള അധ്യാപനമേ വിജയപ്രദമാകൂ.

37. Teaching fosters social relations.
38. Teaching requires relatively less intelligence and thinking capacity.
39. Teaching is a give-and-take process
40. A teacher cannot be sincere in his work.
41. The prime function of teacher's organization is to protect teacher's interests.
42. Teaching gives inspiration to lead a good family life.
43. I am proud of being a teacher throughout my life.
44. Teacher can influence the pupils as much as their parents do.
45. Teacher is a person with an insatiable thirst for knowledge.
46. It is a nice experience for the teacher to employ new methods and techniques in his teaching.
47. Teacher has significant role in social progress.
48. It is unnecessary for a teacher to take part in in-service programmes.
49. The love and consideration he gets from his pupils is invaluable for the teacher.
50. I often feel that teaching is not an agreeable profession.

APPENDIX VII A

SCALE OF ATTITUDE TOWARDS TECHING

ANSWER SHEET

Name:.....  
T.T.I.....

Age:.....  
Male/Female.....

	SA	A	U	D	SD		SA	A	U	D	SD		SA	A	U	D	SD		
1	O	O	O	O	O	18	O	O	O	O	O	18	O	O	O	O	O	18	SA.....
2	O	O	O	O	O	19	O	O	O	O	O	19	O	O	O	O	O	19	
3	O	O	O	O	O	20	O	O	O	O	O	20	O	O	O	O	O	20	A.....
4	O	O	O	O	O	21	O	O	O	O	O	21	O	O	O	O	O	21	
5	O	O	O	O	O	22	O	O	O	O	O	22	O	O	O	O	O	22	U.....
6	O	O	O	O	O	23	O	O	O	O	O	23	O	O	O	O	O	23	D.....
7	O	O	O	O	O	24	O	O	O	O	O	24	O	O	O	O	O	24	
8	O	O	O	O	O	25	O	O	O	O	O	25	O	O	O	O	O	25	SD.....
9	O	O	O	O	O	26	O	O	O	O	O	26	O	O	O	O	O	26	.....
10	O	O	O	O	O	27	O	O	O	O	O	27	O	O	O	O	O	27	.....
11	O	O	O	O	O	28	O	O	O	O	O	28	O	O	O	O	O	28	.....
12	O	O	O	O	O	29	O	O	O	O	O	29	O	O	O	O	O	29	.....
13	O	O	O	O	O	30	O	O	O	O	O	30	O	O	O	O	O	30	.....
14	O	O	O	O	O	31	O	O	O	O	O	31	O	O	O	O	O	31	.....
15	O	O	O	O	O	32	O	O	O	O	O	32	O	O	O	O	O	32	.....
16	O	O	O	O	O	33	O	O	O	O	O	33	O	O	O	O	O	33	.....
17	O	O	O	O	O	34	O	O	O	O	O	34	O	O	O	O	O	34	.....

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT**

**SCALE OF TEACHER PERCEPTION OF TEACHER EFFECTIVENESS (1994)**

**Dr. V. Sumangala**  
Professor in Education

**Thomas Kurian**  
M.Ed. Student

**Directions:**

This is intended to have your responses on the statements given with regard to Teacher Perception of Teacher Effectiveness. You are requested to mark your opinion in any of the three ways viz., 'A' for Agree, 'B' for Undecided, 'C' for Disagree, by putting [ ✓ ] in the appropriate column.

1. High educational qualifications is the secret of successful teaching.
2. Discussions and dissemination of informations among teachers will help teaching to become a successful one.
3. Inefficient teacher training is one of the reasons for the low quality of teaching.
4. Political and union activities of teachers result quality deterioration of teaching.
5. Quality of teaching depends upon the availability of teaching aids.
6. Parental co-operation encourages teachers to improve their teaching.
7. The most essential quality of a good teacher is his communication ability.
8. High pitched voice and sound improve the quality of teaching.
9. A good teacher will never take punitive actions against students.
10. If inservice courses are provided in accordance with the changes in syllabus, it will help to improve the effectiveness of teaching.
11. Unscientific dealing of the content results ineffective teaching.
12. Inefficient administration results in poor quality of teaching.

13. Teachers involvement in other works affect the effectiveness of teaching.
14. To be a good teacher one must have awareness on the current educational matters seen in newspapers, radio and television.
15. Effective teaching is an inherent ability. One can't attain it through training.
16. Impartial and generous treatment of the students will make teaching effective.
17. Tendency of teachers to limit their knowledge as given in text books affect the effectiveness of teaching.
18. Behaving seriously will make teaching effective.
19. Teaching will be more successful in girls only school.
20. Private tuition of teachers will affect their teacher effectiveness.
21. Teaching experience strengthens teacher effectiveness.
22. The duty of a good teacher is to teach discipline.
23. The main aim of a good teacher is to make students pass in exams.
24. Good teacher gives class tests periodically.
25. Family problems affect the quality of teaching.
26. Attitude towards teaching as a mere profession affects its effectiveness.
27. Disciplined co-operation among teachers is essential for quality teaching.
28. It is the duty of a good teacher to work for social change and social prosperity.
29. Number of instructional days is to correlate with the curriculum. Otherwise it may affect teacher effectiveness adversely.
30. Understanding individual differences among students is essential for better teaching.
31. Preparation is essential even for an experienced teacher.
32. Careful dressing is essential for effective teaching.

33. How long a teacher is able to take a class continuously determines the quality of his teaching.
34. Teacher effectiveness depends on their reading habit.
35. Teachers who are active in extra-curricular activities will be successful in teaching also.
36. It is the duty of a good teacher to correct the mistakes of students.
37. Teacher is to clear the doubts of students.
38. Teaching which aims at developing patriotism and democratic values among students will be effective.
39. Teacher questioning should develop critical thinking of students.

UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION

SCALE OF TEACHER PERCEPTION OF TEACHER EFFECTIVENESS (1994)

Dr. V. Sumangala  
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Thomas Kurian  
M.Ed. Student

“മെച്ചപ്പെട്ട അധ്യാപനത്തെപ്പറ്റിയുള്ള നിങ്ങളുടെ കാഴ്ചപാട്” മനസ്സിലാക്കു തിനുള്ള ഒരു മാനകമാണിത്. അതിനായി താഴെ കൊടുത്തിട്ടുള്ള പ്രസ്താവനകൾ വായിച്ച് നിങ്ങൾക്ക് നൽകിയിട്ടുള്ള ഉത്തരക്കടലാസ്സിൽ, ‘യോജിക്കുന്നു’ എങ്കിൽ Aയും ‘അഭിപ്രായമില്ല’ എങ്കിൽ Bയും ‘വിയോജിക്കുന്നു’ എങ്കിൽ Cയും പേന കൊണ്ട് കറുപ്പിക്കുക A, B, C ഇവയിൽ ഒന്നുമാത്രമേ കറുപ്പിക്കാവൂ.

പ്രസ്താവനകൾ

1. ഉയർന്ന വിദ്യാഭ്യാസ യോഗ്യതയാണ് അധ്യാപന വിജയത്തിന്റെ രഹസ്യം
2. അധ്യാപനത്തെക്കുറിച്ച് അധ്യാപകരുടെയിടയിലുള്ള കൂട്ടായ ചർച്ചകളും അഭിപ്രായങ്ങൾ കൈമാറലും അധ്യാപനം വിജയകരമാക്കാൻ സഹായിക്കുന്നു.
3. അധ്യാപനപരിശീലനത്തിലെ അപാകതകളാണ് അധ്യാപനം മെച്ചമാക്കാതെ വരാനുള്ള ഒരു കാരണം
4. അധ്യാപകരുടെ യൂണിയൻ പ്രവർത്തനങ്ങളും രാഷ്ട്രീയ പ്രവർത്തനങ്ങളും അധ്യാപനം മോശമാക്കാൻ കാരണമാകുന്നു.
5. പഠനസാമഗ്രികളുടെ ലഭ്യതയ്ക്കനുസരിച്ചായിരിക്കും അധ്യാപന നിലവാരവും
6. രക്ഷിതാക്കളിൽ നിന്നുള്ള സഹകരണം അധ്യാപനം മെച്ചപ്പെടുത്തുവാൻ അധ്യാപകരെ പ്രോത്സാഹിപ്പിക്കുന്നു.
7. നല്ല അധ്യാപകന് മറ്റെന്തിനേക്കാളും വേണ്ടത് കാര്യങ്ങൾ വിശദീകരിച്ച് കൊടുക്കുന്നതിനുള്ള ഭാഷാ നൈപുണ്യമാണ്.
8. ഉയർന്ന ശബ്ദവും, സ്ഫുടതയുള്ള സംസാരവും അധ്യാപനത്തെ മെച്ചപ്പെടുത്താക്കുന്നു.
9. നല്ല അധ്യാപകൻ ഒരിക്കലും വിദ്യാർത്ഥികൾക്കെതിരെ ശിക്ഷണ നടപടികൾ സ്വീകരിക്കുകയില്ല.
10. സിലബസ്സിൽ വരുത്തുന്ന മാറ്റങ്ങൾക്കനുസരിച്ച് Inservice Course നൽകിയാൽ അധ്യാപനം മെച്ചപ്പെടും.
11. ടെക്സ്റ്റ്ബുക്കുകളിൽ പാഠ്യവിഷയങ്ങൾ പ്രതിപാതിക്കുന്നതിലെ അശാസ്ത്രീയത മോശമായ അധ്യാപനത്തിന് വഴി തെളിക്കുന്നു.

12. ഭരണവിഭാഗത്തിന്റെ കാര്യക്ഷമതയില്ലായ്മ മോശമായ അധ്യാപനത്തിന് വഴി തെളിക്കുന്നു.
13. അധ്യാപകർ അധ്യാപനേതര തൊഴിലുകളിലേർപ്പെടുന്നത് അധ്യാപനത്തെ ബാധിക്കുന്നു.
14. നല്ല അധ്യാപകരാകാൻ പത്രം, റേഡിയോ, ടി.വി തുടങ്ങിയവയിലെ വിദ്യാഭ്യാസ കാര്യങ്ങൾ ശ്രദ്ധിക്കേണ്ടതാണ്.
15. നല്ല അധ്യാപനം എന്നത് ജൻസിദ്ധമായ കഴിവാണു്. ട്രെയിനിംഗിലൂടെ നേടിയെടുക്കാൻ സാധിക്കുന്നതല്ല.
16. എല്ലാ വിദ്യാർത്ഥികളേയും ഒരു പോലെ കരുതുകയും അവർക്ക് വേണ്ടത്ര പ്രോത്സാഹനം നൽകാനും സാധിക്കുമെങ്കിൽ അധ്യാപനം വിജയകരമായിരിക്കും.
17. പാഠപുസ്തകത്തിലെ വിജ്ഞാനത്തിൽ മാത്രം ഒതുങ്ങി നിൽക്കാനുള്ള അധ്യാപകരുടെ പ്രവണത അധ്യാപന ജീവിതത്തെ പ്രതികൂലമായി ബാധിക്കുന്നു.
18. വിദ്യാർത്ഥികളുടെയിടയിൽ എപ്പോഴും ഗൗരവപൂർവ്വം പെരുമാറിയാൽ മാത്രമേ അധ്യാപനം വിജയകരമായിരിക്കുകയുള്ളൂ.
19. പെൺകുട്ടികൾ മാത്രമുള്ള സ്കൂളിൽ അധ്യാപനം കൂടുതൽ മെച്ചപ്പെട്ടതായിരിക്കും.
20. സ്വാകാര്യ ട്യൂഷൻ നൽകുന്ന അധ്യാപകരുടെ അധ്യാപനം മോശമാകാനേ വഴിയുള്ളൂ.
21. അധ്യാപന പരിചയ ദൈർഘ്യം കൂടും തോറും അധ്യാപനം മെച്ചപ്പെട്ടതാകും.
22. കുട്ടികളെ അച്ചടക്കം പഠിപ്പിക്കുക എന്നതാണ് നല്ല അധ്യാപകന്റെ കടമ.
23. വിദ്യാർത്ഥികളെ പരീക്ഷയിൽ ജയിപ്പിക്കുക എന്നത് മാത്രമായിരിക്കണം നല്ല അധ്യാപകന്റെ പ്രധാന ലക്ഷ്യം.
24. നല്ല അധ്യാപകൻ ഇടയ്ക്കിടെ Class Test കൾ നടത്തുന്നു.
25. ഭാരിച്ച കുടുംബപ്രശ്നങ്ങൾ അധ്യാപനത്തെയും ബാധിക്കുന്നു.
26. അധ്യാപനം കേവലം ഒരു തൊഴിൽ മാത്രമാണെന്ന ചിന്താഗതി അധ്യാപന വിജയത്തെ ബാധിക്കുന്നു.
27. അധ്യാപകർ തമ്മിലുള്ള അച്ചടക്കത്തിലധിഷ്ഠിതമായ സഹകരണം അധ്യാപനത്തെ മെച്ചപ്പെടുത്തും.
28. സാമൂഹിക മാറ്റത്തെയും, സാമൂഹിക പുരോഗതിയെയും ത്വരിതപ്പെടുത്തുകയെ ന്നത് നല്ല അധ്യാപകന്റെ കടമായണ്.
29. കരിക്കുലത്തിനനുസരിച്ചല്ല അധ്യയന ദിവസങ്ങൾ എങ്കിൽ അധ്യാപനം മോശമാകാൻ ഇടയുണ്ട്.
30. വിദ്യാർത്ഥികളിലെ കഴിവുകളും, അപര്യാപ്തതകളും മനസ്സിലാക്കിയിട്ടുള്ള അധ്യാപനമേ വിജയപ്രദമാകൂ.

31. എത്ര പരിചയസമ്പന്നനായ അധ്യാപകനു പോലും ആവശ്യമായ തയ്യാറെടുപ്പ് ക്ലാസ് മെച്ചപ്പെടുത്താൻ സഹായിക്കും.
32. നല്ല അധ്യാപനത്തിന് ശ്രദ്ധയോടെയുള്ള വസ്ത്രാധാരണവും ആവശ്യമാണ്.
33. കൂടുതൽ നേരം തുടർച്ചയായി പഠിപ്പിക്കുവാൻ കഴിയുകയെന്നതാണ് നല്ല അധ്യാപകന്റെ ലക്ഷണം.
34. നല്ല വായനാ ശീലമുള്ള അധ്യാപകന്റെ അധ്യാപനം തീർച്ചയായും മെച്ചപ്പെട്ടതായിരിക്കും.
35. പാഠ്യേതര വിഷയങ്ങളിൽ സജീവപങ്കാളിത്തമുള്ള അധ്യാപകന്റെ അധ്യാപനവും മെച്ചപ്പെട്ടതായിരിക്കും.
36. വിദ്യാർത്ഥികളുടെ തെറ്റുകൾ ശ്രദ്ധാപൂർവ്വം തിരുത്തുകയെന്നത് നല്ല അധ്യാപകന്റെ കർത്തവ്യമാണ്.
37. വിദ്യാർത്ഥികളുടെ പഠനസംബന്ധമായ എല്ലാ സംശയങ്ങളും അധ്യാപകർ തീർത്തുകൊടുക്കേണ്ടതാണ്.
38. ദേശീയബോധം, ജനാധിപത്യമൂല്യങ്ങൾ തുടങ്ങിയവ വിദ്യാർത്ഥികളിൽ വളർത്തുകയെന്ന ലക്ഷ്യത്തോടെയായാൽ അത് മെച്ചപ്പെട്ട അധ്യാപനം ആയി.
39. നല്ല വിശകലന ചിന്ത വളർത്തും വിധത്തിലുള്ള ചോദ്യങ്ങളാവണം വിദ്യാർത്ഥികൾക്ക് നൽകേണ്ടത്.

APPENDIX IX A

SCALE OF TEACHER PERCEPTION OF TEACHER EFFECTIVENESS

ANSWER SHEET

Name: ..... Age: .....

T.T.I. : ..... Male/Female: .....

	A	B	C	A	B	C	A	B	C	A	B	C				
1	[ ]	[ ]	[ ]	11	[ ]	[ ]	[ ]	21	[ ]	[ ]	[ ]	31	[ ]	[ ]	[ ]	A.....
2	[ ]	[ ]	[ ]	12	[ ]	[ ]	[ ]	22	[ ]	[ ]	[ ]	32	[ ]	[ ]	[ ]	
3	[ ]	[ ]	[ ]	13	[ ]	[ ]	[ ]	23	[ ]	[ ]	[ ]	33	[ ]	[ ]	[ ]	B.....
4	[ ]	[ ]	[ ]	14	[ ]	[ ]	[ ]	24	[ ]	[ ]	[ ]	34	[ ]	[ ]	[ ]	
5	[ ]	[ ]	[ ]	15	[ ]	[ ]	[ ]	25	[ ]	[ ]	[ ]	35	[ ]	[ ]	[ ]	C.....
																.....
6	[ ]	[ ]	[ ]	16	[ ]	[ ]	[ ]	26	[ ]	[ ]	[ ]	36	[ ]	[ ]	[ ]	.....
7	[ ]	[ ]	[ ]	17	[ ]	[ ]	[ ]	27	[ ]	[ ]	[ ]	37	[ ]	[ ]	[ ]	.....
8	[ ]	[ ]	[ ]	18	[ ]	[ ]	[ ]	28	[ ]	[ ]	[ ]	38	[ ]	[ ]	[ ]	.....
9	[ ]	[ ]	[ ]	19	[ ]	[ ]	[ ]	29	[ ]	[ ]	[ ]	39	[ ]	[ ]	[ ]	.....
10	[ ]	[ ]	[ ]	20	[ ]	[ ]	[ ]	30	[ ]	[ ]	[ ]					

**UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION**

**SELF CONCEPT SCALE FOR TEACHERS (1989)**

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Professor, Dept of Education  
University of Calicut

**Instructions:**

Indicate as given below whether you agree or disagree with the below given statements. Each statement should be marked using alphabets A B C D and E. If you strongly Agree with a statement mark A; if you just Agree mark B, if it is Undecided, mark C, if you Disagree, mark D, if you Strongly Disagree mark E use 'X' symbol for marking your answers. Give only one response for a statement and make sure that all statements are responded to.

Eg: I wish I had the good qualities of great men.

**Section A**

1. I wish I had the ability to face my colleagues in the Institution.
2. I wish I could be proud of my teaching style.
3. I wish I would work hard in my teaching activities.
4. I wish teachers would not have behaved as if I were the worst teacher in my institution.
5. I wish I could deal with people with presence of mind.
6. I wish I could handle teaching more effectively.
7. I wish I had the ability to communicate in such in way as to develop respect towards me.
8. I wish I had not failed in the teaching activities
9. I wish I am the teacher who receive maximum affection from the students.
10. I wish I could do any difficult job.
11. I wish I could not show any hatred even to the students who used to disturb me.
12. I wish I would teach as efficiently as my eminent teachers.

13. I wish other teachers would consider me as a role model.
14. I wish I could maintain good personal relationship with other teachers and students.
15. I wish if I had the ability to solve any problems that arise in my institution.
16. I wish if I had the ability to correct the behavioural problems of the students in my institution.
17. I wish I had a group of supporting teachers among my colleagues in order to help me in my creative works.
18. I wish if my friends were the most efficient teachers in the educational institution.
19. I wish I could behave affectionately with teachers who shows enmity towards me.
20. I wish I were a bit more skilled in teaching.
21. I wish I could point out and correct the mistakes in teaching of my colleagues.
22. I wish if I were accepted as one of the teachers capable of installing discipline in my educational institution.
23. I wish I were looked upon as an efficient teacher in my institution by my colleagues.
24. I wish my teaching style would have helped in installing socially acceptable behaviour in my students.

### **Section B**

1. I have the ability to interact with the colleagues of my institution.
2. I am proud of my teaching style.
3. I strive hard for teaching activities.
4. I am not one of the worst teachers of this institution.
5. I can deal with others with a presence of mind.
6. I have the ability to handle teaching activities more efficiently.
7. I have the ability to communicate in such a way as to develop respect towards me.
8. I have not failed in teaching activities.
9. I am the teacher who receive maximum affection from the students.
10. I have the ability to do any type of difficult job.
11. I haven't show any hatred even to the students who used to disturb me.
12. I can teach as efficiently as my eminent teachers.
13. Other teachers consider me as a role model.

14. I can maintain good personal relationship with other teachers and students.
15. I can solve any problems that arise in my institution.
16. I have the ability to correct the behavioural problems of the students in my institution.
17. I have a group of supporting teachers among my colleagues in order to help me in my creative works.
18. I have my friends who are the most efficient teachers in the educational institution
19. I can behave affectionately with teachers who shows enmity towards me.
20. I am a skilled teacher.
21. I can point out and correct the mistakes in teaching of my colleagues.
22. I can maintain discipline in my educational institution.
23. I am accepted as an efficient teacher in my institution by my colleagues.
24. My teaching style can help in developing socially acceptable behaviour in my students.

APPENDIX XI A

SELF CONCEPT SCALE FOR TEACHERS  
ANSWER SHEET

Name:.....  
T.T.I:.....

Age:.....  
Male/Female.....

SECTION A

	A	B	C	D	E		A	B	C	D	E		A	B	C	D	E
1	[ ]	[ ]	[ ]	[ ]	[ ]	9	[ ]	[ ]	[ ]	[ ]	[ ]	17	[ ]	[ ]	[ ]	[ ]	[ ]
2	[ ]	[ ]	[ ]	[ ]	[ ]	10	[ ]	[ ]	[ ]	[ ]	[ ]	18	[ ]	[ ]	[ ]	[ ]	[ ]
3	[ ]	[ ]	[ ]	[ ]	[ ]	11	[ ]	[ ]	[ ]	[ ]	[ ]	19	[ ]	[ ]	[ ]	[ ]	[ ]
4	[ ]	[ ]	[ ]	[ ]	[ ]	12	[ ]	[ ]	[ ]	[ ]	[ ]	20	[ ]	[ ]	[ ]	[ ]	[ ]
5	[ ]	[ ]	[ ]	[ ]	[ ]	13	[ ]	[ ]	[ ]	[ ]	[ ]	21	[ ]	[ ]	[ ]	[ ]	[ ]
6	[ ]	[ ]	[ ]	[ ]	[ ]	14	[ ]	[ ]	[ ]	[ ]	[ ]	22	[ ]	[ ]	[ ]	[ ]	[ ]
7	[ ]	[ ]	[ ]	[ ]	[ ]	15	[ ]	[ ]	[ ]	[ ]	[ ]	23	[ ]	[ ]	[ ]	[ ]	[ ]
8	[ ]	[ ]	[ ]	[ ]	[ ]	16	[ ]	[ ]	[ ]	[ ]	[ ]	24	[ ]	[ ]	[ ]	[ ]	[ ]

SECTION-A

A.....  
B.....  
C.....  
D.....  
E.....

SECTION - B

	A	B	C	D	E		A	B	C	D	E		A	B	C	D	E
1	[ ]	[ ]	[ ]	[ ]	[ ]	9	[ ]	[ ]	[ ]	[ ]	[ ]	17	[ ]	[ ]	[ ]	[ ]	[ ]
2	[ ]	[ ]	[ ]	[ ]	[ ]	10	[ ]	[ ]	[ ]	[ ]	[ ]	18	[ ]	[ ]	[ ]	[ ]	[ ]
3	[ ]	[ ]	[ ]	[ ]	[ ]	11	[ ]	[ ]	[ ]	[ ]	[ ]	19	[ ]	[ ]	[ ]	[ ]	[ ]
4	[ ]	[ ]	[ ]	[ ]	[ ]	12	[ ]	[ ]	[ ]	[ ]	[ ]	20	[ ]	[ ]	[ ]	[ ]	[ ]
5	[ ]	[ ]	[ ]	[ ]	[ ]	13	[ ]	[ ]	[ ]	[ ]	[ ]	21	[ ]	[ ]	[ ]	[ ]	[ ]
6	[ ]	[ ]	[ ]	[ ]	[ ]	14	[ ]	[ ]	[ ]	[ ]	[ ]	22	[ ]	[ ]	[ ]	[ ]	[ ]
7	[ ]	[ ]	[ ]	[ ]	[ ]	15	[ ]	[ ]	[ ]	[ ]	[ ]	23	[ ]	[ ]	[ ]	[ ]	[ ]
8	[ ]	[ ]	[ ]	[ ]	[ ]	16	[ ]	[ ]	[ ]	[ ]	[ ]	24	[ ]	[ ]	[ ]	[ ]	[ ]

SECTION-B

A.....  
B.....  
C.....  
D.....  
E.....

UNIVERSITY OF CALICUT  
DEPARTMENT OF EDUCATION

SELF CONCEPT SCALE FOR TEACHERS (1989)

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നിർദ്ദേശങ്ങൾ

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നിനോടും നിങ്ങൾ എത്ര മാത്രം യോജിക്കുന്നു എന്ന് ഉത്തരകടലാസിൽ താഴെ പറഞ്ഞിരിക്കുന്ന രീതിയിൽ രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയേയും സൂചിപ്പിക്കുന്ന നമ്പറിനെതിരെ A, B, C, D & E എന്നിങ്ങനെ എഴുതിയിരിക്കുന്നു. പരിപൂർണ്ണമായി യോജിക്കുന്ന പ്രസ്താവനയുടെ നമ്പറിനെതിരെ A യിലും, യോജിക്കുന്നവയുടെ നേരെ B യിലും, പ്രത്യേകം അഭിപ്രായം ഇല്ലെങ്കിൽ (നിഷ്പക്ഷത പാലിക്കുന്നുവെങ്കിൽ) C യിലും വിയോജിക്കുന്നുവെങ്കിൽ D യിലും, ശക്തിയായി വിയോജിക്കുന്നെങ്കിൽ E യിലും, 'X' -മാർക്ക് കൊണ്ട് അടയാളപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയ്ക്കും എതിരെ ഒരു അഭിപ്രായം മാത്രമേ രേഖപ്പെടുത്താവൂ.

Example: മഹാൻമാരായ ആളുടെ ഗുണഗണങ്ങൾ എനിക്ക് ഉണ്ടായിരുന്നുവെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

SECTION A

1. എന്റെ സ്ഥാപനത്തിലെ സഹപ്രവർത്തകരെ അഭിമുഖീകരിച്ച് സംസാരിക്കാനുള്ള കഴിവ് എനിക്ക് ഉണ്ടായിരുന്നുവെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
2. എന്റെ അധ്യാപന ശൈലിയിൽ അഭിമാനം കൊള്ളുവാൻ കഴിഞ്ഞിരുന്നുവെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
3. അധ്യാപന കാര്യങ്ങളിൽ കുറെക്കൂടി കഠിനമായി യത്നിക്കുവാൻ എനിക്ക് കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
4. വിദ്യാഭ്യാസ സ്ഥാപനത്തിലെ ഏറ്റവും മോശപ്പെട്ട അധ്യാപകൻ ഞാനാണ് എന്ന് തോന്നിക്കത്തക്ക തരത്തിൽ സഹപ്രവർത്തകർ എന്നോട് പെരുമാറാതിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
5. കുറച്ചുകൂടി മനസാന്നിധ്യത്തോടു കൂടി ആളുകളുമായി ഇടപെടാൻ കഴിഞ്ഞിരുന്നുവെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
6. അധ്യാപന കാര്യങ്ങൾ കുറെ കൂടി വിദഗ്ധമായ ചെയ്യാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
7. എന്റെ സഹപ്രവർത്തകർക്കും വിദ്യാർത്ഥികൾക്കും എന്നെക്കുറിച്ച് മതിപ്പ് തോന്നത്തക്ക സംഭാഷണ ചാതുരി എനിക്ക് ഉണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

8. അധ്യാപന കാര്യങ്ങളിൽ പരാജയപ്പെടാതിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
9. വിദ്യാർത്ഥികളിൽ നിന്നും ഏറ്റവും കൂടുതൽ പ്രീതി ലഭിക്കുന്ന അധ്യാപകൻ ഞാനായിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
10. ഏത് തരത്തിലുള്ള വിഷമം പിടിച്ച ജോലികളും ചെയ്യാൻ കഴിഞ്ഞെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
11. ക്ലാസ്സിൽ എല്ലായിപ്പോഴും ശല്യം ചെയ്യുന്ന വിദ്യാർത്ഥികളോടുപോലും വിദ്വേഷം വെച്ചു പുലർത്താതിരിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
12. എന്നെ പഠിപ്പിച്ച പ്രഗൽഭരായ അധ്യാപകരെപ്പോലെ വിദഗ്ധമായി അധ്യാപനം നടത്താൻ എനിക്ക് കഴിഞ്ഞെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
13. മറ്റ് അധ്യാപകർ എന്നെ ഒരു മാതൃകയായി കരുതിയിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
14. അധ്യാപകരുടേയും വിദ്യാർത്ഥികളുടേയും ഇടയിൽ നല്ല വ്യക്തി ബന്ധങ്ങൾ നിലനിൽക്കുന്നതിന് സഹായിക്കാൻ എനിക്ക് കഴിഞ്ഞിരുന്നുവെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
15. എന്റെ വിദ്യാഭ്യാസ സ്ഥാപനത്തിൽ ഉയരുന്ന ഏത് വിഷമം പിടിച്ച പ്രശ്നവും പരിഹരിക്കാനുള്ള കഴിവ് എനിക്ക് ഉണ്ടായിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
16. വിദ്യാർത്ഥികളുടെ പെരുമാറ്റത്തിൽ കാണാനുള്ള വൈകല്യങ്ങളെ തിരുത്തി നേരെയാക്കാനുള്ള കഴിവ് എനിക്ക് ഉണ്ടായിരുന്നുവെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
17. എന്റെ സ്ഥാപനത്തിലെ ക്രിയാത്മക പ്രവർത്തനങ്ങൾക്ക് എനിക്ക് പിന്തുണ നൽകുന്ന ഒരു കൂട്ടം സഹപ്രവർത്തകർ ഉണ്ടായിരുന്നുവെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
18. വിദ്യാഭ്യാസ സ്ഥാപനത്തിലെ ഏറ്റവും കഴിവുറ്റ അധ്യാപകർ എന്റെ സ്നേഹിതന്മാരായിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
19. എനോട് ശത്രുത പുലർത്തുന്ന അധ്യാപകരോട് പോലും സ്നേഹത്തോടെ പെരുമാറാൻ കഴിഞ്ഞിരുന്നുവെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
20. അധ്യാപനത്തിൽ കുറച്ചു കൂടി നൈപുണ്യം ഉണ്ടായിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
21. എന്റെ സഹപ്രവർത്തകരുടെ അധ്യാപനരീതിയിലെ തെറ്റുകൾ ചൂണ്ടിക്കാണിച്ചു അവ തിരുത്തിക്കുന്നതിനുള്ള പ്രാഗൽഭ്യം എനിക്കുണ്ടായിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
22. എന്റെ വിദ്യാഭ്യാസ സ്ഥാപനത്തിൽ അച്ചടക്കം നിലനിർത്തുന്നതിന് കഴിവുള്ള അധ്യാപകരിൽ ഒരാളായി അംഗീകരിച്ചിരുന്നെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
23. സഹപ്രവർത്തകർ എന്നെ എന്റെ സ്ഥാപനത്തിലെ കഴിവുള്ള അധ്യാപകരിൽ ഒരാളായി അംഗീകരിച്ചിരുന്നുവെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.
24. സമൂഹത്തിന് സഹായകമായ പെരുമാറ്റ രീതികൾ വിദ്യാർത്ഥികളിൽ വളർത്തിയെടുക്കുന്നതിന് എന്റെ അധ്യാപന ശൈലി സഹായിച്ചിരുന്നുവെങ്കിൽ എന്നു ഞാൻ ആശിക്കുന്നു.

SECTION B

1. എന്റെ സ്ഥാപനത്തിലെ സഹപ്രവർത്തകരെ അഭിമുഖീകരിച്ച് സംസാരിക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.
2. എന്റെ അധ്യാപന ശൈലിയിൽ ഞാൻ അഭിമാനം കൊള്ളുന്നു.
3. അധ്യാപന കാര്യങ്ങൾക്കായി കഴിവിന്റെ പരമാവധി ഞാൻ യത്നിക്കുന്നുണ്ട്.
4. ഞാൻ ഈ വിദ്യാഭ്യാസ സ്ഥാപനത്തിലെ മോശപ്പെട്ട അധ്യാപകരിൽ ഒരാളല്ല.
5. മനസാന്നിധ്യത്തോടു കൂടി മറ്റുള്ളവരുമായി ഇടപെടാനുള്ള കഴിവ് എനിക്കുണ്ട്.
6. അധ്യാപന കാര്യങ്ങൾ ഞാൻ വിദഗ്ദ്ധമായി ചെയ്യുന്നുണ്ട്.
7. എന്റെ സഹപ്രവർത്തകർക്കും വിദ്യാർത്ഥികൾക്കും എന്നെക്കുറിച്ച് മതിപ്പുള്ളവരായ സന്ദർശന ചാതുരി എനിക്കുണ്ട്.
8. അധ്യാപന കാര്യങ്ങളിൽ ഞാൻ പരാജയപ്പെടാറില്ല.
9. വിദ്യാർത്ഥികളിൽ നിന്നും ഏറ്റവും കൂടുതൽ പ്രീതി ലഭിക്കുന്ന അധ്യാപകൻ ഞാനാണ്.
10. ഏത് തരത്തിലുള്ള വിഷമം പിടിച്ച ജോലികളും ചെയ്യുന്നതിനുള്ള കഴിവ് എനിക്കുണ്ട്.
11. ക്ലാസ്സിൽ എല്ലായ്പ്പോഴും ശല്യം ചെയ്യുന്ന വിദ്യാർത്ഥികളോടു പോലും ഞാൻ വിദ്വേഷം വെച്ചു പുലർത്താറില്ല.
12. എന്നെ പഠിപ്പിച്ച പ്രഗൽഭരായ അധ്യാപകരെപ്പോലെ വിദഗ്ദ്ധമായി അധ്യാപനം നടത്താൻ എനിക്ക് കഴിയുന്നുണ്ട്.
13. മറ്റ് അധ്യാപകർ എന്നെ മാതൃകയായി കരുതുന്നുണ്ട്.
14. അധ്യാപകരുടേയും വിദ്യാർത്ഥികളുടേയും ഇടയിൽ നല്ല വ്യക്തിബന്ധങ്ങൾ നിലനിൽക്കുന്നതിന് സഹായിക്കാൻ എനിക്ക് കഴിയുന്നുണ്ട്.
15. എന്റെ വിദ്യാഭ്യാസ സ്ഥാപനത്തിൽ ഉയരുന്ന ഏത് വിഷമം പിടിച്ച പ്രശ്നവും പരിഹരിക്കുന്നതിനുള്ള കഴിവ് എനിക്കുണ്ട്.
16. എന്റെ വിദ്യാഭ്യാസ സ്ഥാപനത്തിൽ ഉയരുന്ന ഏത് വിഷമം പിടിച്ച പ്രശ്നവും പരിഹരിക്കുന്നതിനുള്ള കഴിവ് എനിക്കുണ്ട്.
17. വിദ്യാർത്ഥികളുടെ പെരുമാറ്റത്തിൽ കാണാനുള്ള വൈകല്യങ്ങൾ തിരുത്തി നേരെയാക്കിക്കാൻ എനിക്ക് കഴിവുണ്ട്.
18. എന്റെ സ്ഥാപനത്തിൽ ക്രിയാത്മക പ്രവർത്തനങ്ങൾക്ക് പിന്തുണ നൽകുന്ന സഹപ്രവർത്തകർ എനിക്കുണ്ട്.
19. വിദ്യാഭ്യാസ സ്ഥാപനത്തിലെ ഏറ്റവും കഴിവുറ്റ അധ്യാപകർ എന്റെ സ്നേഹിതന്മാരാണ്.
20. എന്നോട് ശത്രുത പുലർത്തുന്ന അധ്യാപകരോട് പോലും സ്നേഹത്തോടെ പെരുമാറാൻ എനിക്ക് കഴിയുന്നുണ്ട്.
21. അധ്യാപനത്തിൽ വേണ്ടത്ര നൈപുണ്യം എനിക്കുണ്ട്.

22. എന്റെ സഹപ്രവർത്തകരുടെ അധ്യാപന രീതിയിലെ തെറ്റുകൾ ചൂണ്ടിക്കാണിച്ച് തിരുത്തിക്കുന്നതിനുള്ള പ്രാഗൽഭ്യം എനിക്കുണ്ട്
23. എന്റെ സ്ഥാപനത്തിൽ അച്ചടക്കം നിലനിർത്തുന്നതിനു കഴിവുള്ള അധ്യാപകരിൽ ഒരാളാണ് ഞാൻ.
24. സഹപ്രവർത്തകർ എന്നെ ഈ സ്ഥാപനത്തിലെ കഴിവുള്ള അധ്യാപകരിൽ ഒരാളായി അംഗീകരിക്കുന്നുണ്ട്.
25. എൻ്റെ അധ്യാപനശൈലി വിദ്യാർത്ഥികളിൽ സമൂഹത്തിന് സ്വീകാര്യമായ പല പെരുമാറ്റങ്ങളും വളർത്തി എടുക്കുന്നതിന് സഹായിക്കുന്നു.

Example: മഹാൻമാരായ ആളുകളുടെ ഗുണഗണങ്ങൾ എനിക്ക് ഉണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.



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