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Predictors of Selection in Professional Course of Teaching

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Abstract

Every profession has got certain characteristics that are conducive for its effectiveness. At the same time, it has other aspects that lead to dissatisfaction in the profession. Teaching profession is also not an exception. If the teacher attains adequate cognitive and affective characteristics, they will be in the position to fulfil the educational objectives and national goals. The teacher has a powerful and abiding influence in the formation of the character of future citizen.

Now a day there is a general feeling that the teachers are not performing well in their jobs. There seems to be growing discontentment on the part of the teachers towards their job as a result of which standards of education is declining. One of the major reasons for this dissatisfaction is because the students are not entering in professional course by their choice. All the professional courses need specific characteristics like personality, intelligence, achievement, level of aspiration, aptitude, socio-economic status etc. If we know the characteristics of particular profession then we can make a better selection and obviously a better nation. Due to this very reason, in a project sanction by the U.P. Govt. Higher Education Department, Lucknow, researchers felt the need to study the different selecting characteristics of students studying in professional course of teaching.

Key Words: Professional course, Predictors of Selection, Teaching Profession, Psychological Traits

Introduction:

In the present digital era, no doubt that science on one hand has made our lives comfortable and smooth but on the other hand it has generated some seemingly inevitable problems. The problems of today, are not like which our forefathers have faced. The present modern age is an entirely technical age with numerous hazards. The scientific development of civilization has opened up multifaced requirements of life and thus created a vast scope for jobs to manage them which definitely was missing in early days. Still not withstanding this fact but related to this, the main problem of today being faced by our youth is lack of proper guidance to them in preparing them for the right job.

Furthermore, people working in various organizations feel frustrated for their potentialities being underutilized. As a result, strikes have become a common feature in every private or public sector organization. Obviously enough, the process of such activities has left such an adverse effect on the country that whole economy, the backbone of any nation, is jeopardized and further threatened to today's world of competitiveness there is not a single man who is devoid of ambition in some or the other form. A great deal of individual variation is found with regard to goal setting behaviour. Persons with an equal amount of ability may differ significantly in their performance.

The attainment of these higher ideals and the satisfaction of the task and social needs of the students depends upon number of factors. These factors play crucial role in determining the career.

One of the important potential determinants of human behaviour is personality. The way in which human beings behave in different situation of life is certainly the output of distinct organizations of different traits of personality. The unique composition of the personality traits determines largely the vocational preference of the individuals. It is more than evident that a teacher having good characteristics or one with a wholesome and integrated personality can always overcome any amount of difficulty and inadequacy in the system and successfully manipulate or even innovate and invent his own methodology, so as to attain the teaching goals most efficiently.

Beside personality traits, there are other factors which have an impact on the choice of a vocation of an individual viz. level of aspiration, socio economic status, intelligence and academic achievements. In the present research paper, the researchers make an attempt to identify the predictors of selection in professional course of teaching.

Objectives of the Study:

The study was design to realize the following objectives:

1. To assess the prediction ability of the cognitive factors (Intelligence & Academic Achievement), affective factors (Personality & Level of aspiration) and socio-economic status for the selection in professional course of teaching.
2. To assess the magnitude of various cognitive and affective factors that contributes to predict the selection in professional course of teaching.

Hypotheses of the Study:

On the basis of above objectives following hypotheses are formulated for the present study:

1. The higher a learner is on Cognitive, Affective and Socio-economic status greater are the chances of his selection in professional course of teaching.
2. Both cognitive and affective factors equally contribute to predict the selection in professional courses of teaching.

Research Methodology:

The purpose of study in hand was to make an inquiry for various cognitive and effective predictors that contributes in the selection of students in professional course of teaching. In this regard the methodology of the research is explained in the following heads:

Method:

The purpose of the study in hand is to make an enquiry into the predictors in selection of students in the vocational course of teaching. For this "Normative survey method of research" was chosen in preference to other possible methods. The criterion for selecting this method was that most of the researchers are of the view that in an enquiry type of study "Normative Survey Method" yields better results.

Population:

The population for the study is all the pupil teachers of B.Ed. programme associated with CCS university, Meerut.

Sample:

By cluster random sampling method, a sample of 500 pupil teachers was selected for the data collection from different colleges running B.Ed. programme and are affiliated to CCS University, Meerut.

Tools Used:

Following tools are used to measure the magnitude of various dependent and criterion variable:

Dependent Variable:

1. Intelligence: Test of General Intelligence for college students developed by Dr. K.S. Misra and Dr. S.K. Pal
2. Personality: Hindi translation of Big Five Personality Inventory developed by Oliver P. John and Sanjay Srivastava
3. Level of Aspiration: Level of Aspiration Measure by Dr. Mahesh Bhargava & Prof. M.A. Shah
4. Socio-economic status Scale Questionnaire developed by the researchers himself.

Criterion Variable:

5. Academic Achievement: Marks in state level B.Ed. Entrance test of U.P. Government.

Statistical Technique Used:

For testing the operational hypotheses of the projects as well as for achieving the objectives following measures will be used to analyse and interpret the result. They are:

Mean, Standard Deviation. 't' Test, Normal Probability Curve, Aitkin's method of Multiple correlation

Analysis of the Data:

The information gathered by various tools are tabulated, raw data were converted into group data and organised with respect to various predictors intelligence, level of aspiration, achievement, socioeconomic status and personality. After this, the group data are subject to statical treatment in the form of mean and standard deviation the calculated mean and standard deviation is shown in the table below:

Table-1: Mean and Standard Deviation of Various Predictors

S. No.	Variables	noted by	Mean	S.D.(σ)
1.	elligence	1	38.44	7.37
2.	sonality	2	133.06	33.34

3.	Level of Aspiration	3	2.72	3.18
4.	Socio-economic Status	4	73.16	15.99
5.	Academic Achievement	c	202.66	41.44

The Table-1 depicts the calculated mean and Standard deviation of all the five variables. When they are compared with the norms as given in the standardized test manual it was found that magnitude of all the variables fall in the category of average. Also, the standard deviation is not too high we can interpret the result that the students of B.Ed. possess average Intelligence, Level of aspiration, Academic Achievement, Socio-economic status and Personality trait.

In the next step, the coefficient of correlation was calculated between criterion variable and four dependent variables also between the two dependant variables. The calculated are between these variables are shown below:

Table-2 Co-efficient of Correlation between different variables

No.	Co-efficient of Correlation	Value of 'r'
1.	$r_{c.1}$	0.68
2.	$r_{c.2}$	0.31
3.	$r_{c.3}$	0.41
4.	$r_{c.4}$	0.26
5.	$r_{1.2}$	0.29
6.	$r_{1.3}$	0.48
7.	$r_{1.4}$	0.21
8.		
9.	$r_{2.3}$	0.41
10.	$r_{2.4}$	0.23
11.	$r_{3.4}$	0.27

From the Table-2 above it is clear that the co-efficient of correlation is highest in between Academic Achievement and Intelligence and is least between Academic achievement and Socio-economic status. The other correlation co-efficient are as mentioned in the table. These co-efficient of correlation are used to calculate variance, F-Value and multiple regression equation, their results are shown below:

Variance: The variance equation and its value is given as:

$$R_{c.1234}^2 = b_1r_{c.1} + b_2r_{c.2} + b_3r_{c.3} + b_4r_{c.4}$$

$$R_{c.1234}^2 = 0.49$$

F-value: The formula of F and its calculated value is:

$$F = \frac{R^2}{1 - R^2} \times \frac{N - K - 1}{K}$$

$$F = 94.925 \quad \text{with } df(4, 494)$$

The obtained 'F' value is greater than table value 3.41 at 0.01 level of significance. It may be interpreted that F-value is highly significant. It can be further said that the variance (R^2) is 49% i.e. nearly 50% variance of criterion variable may be predicted by joint four predicates intelligence, personality, Level of aspiration and Socio-economic Status of the students of B.Ed.

Multiple Regression equation:

Multiple Regression equation after calculating the constant A is given by:

$$X_c = 3.38X_1 + 0.104X_2 + 2.75X_3 + 0.246X_4 + 33.42$$

It appears from the regression equation thus that X_1 predictor contribution is greatest followed by X_3 and then X_4 and the lowest is X_2 as we can say that intelligence is the first best predictor and country contributes the lowest

Conclusions:

With reference to the analysis at a glance we conclude that all the Mean and Standard Deviation fall under the category of average and the Standard Deviation is not too high it is safe to interpret that the students entering in professional course of teaching possesses average magnitude of Intelligence, Personality, Level of Aspiration, Academic Achievement and Socio-economic status.

After the analysis it was also interpreted that the four variable Intelligence, Level of Aspiration, Socio-economic status and Personality jointly contributes approximately 50% in the selection of students for professional course of Teaching. Furthermore, the intelligence is the first-best predictor and contributes highest in selection probability of the students while Personality contributes lowest among the four variables. Level of aspiration being the second-best predictors and Socio-economic Status being the third-best predictor in selection of students for professional course of teaching.

Educational Implications:

There is no exaggeration in saying that the findings of the project made will be of immense importance to help the aspiring students, parents, teachers, counsellors and all those who are directly or indirectly concerned with the system of education. The educational implication can be stated as follows:

1. The findings of this project will be useful for Teacher-Trainee and Teacher-Educators to develop insight in them.
2. Training institutions will be greatly benefited by making it a point to assess these aspects of pupil-teachers at the time of admission so that individual with proper characteristics may be selected for teacher-training course.
3. The guidance worker can use the result obtained of this project to analyse the problem faced by the teacher-educators and teacher-trainee. A counsellor may be able to redesign the most appropriate intervention programmes which if implemented carefully, may help these teachers reconstruct their life process with a better future.

4. The findings will have implication for policy planning also, by making several recommendations and introduce programmes to reduce the maladjustment and to improve course structure.
5. The findings will also be useful for clinical purpose. By observing the trainee behaviour, the supervisor or mentor can assess the level of dissatisfaction and remedial efforts may be made to remove or minimize the same.

Delimitations of the study:

The study in hand has been delimited with respect to following:

1. The study has been conducted for one profession course only i.e. Teaching.
2. The study has been delimited to the B.Ed. pupil-teachers of CCS University, Meerut.
3. The study has been confined to the contribution of two cognitive characteristics only i.e. intelligence and achievement.
4. The study has been confined to the contribution of two affective characteristics only i.e. Personality and Level of Aspiration.
5. The study has been confined to socio-economic status of the family of students.
6. The study has been delimited to 500 students only.
7. The study has been confined to only those B.Ed. Students which are studying either in Govt. College or Grants-in-Aid college of U.P. Government under C.C.S. University, Meerut. It does not include the self-finance institutions running B.Ed. Course.

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