

## A Perspective Building Paper on Utilization of Psychometric Tests as A Mandatory Tool Before Recruiting Teachers as Education Leaders

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### **Abstract:**

**Aim** - This paper has been written with a purpose of raising awareness about the wide spectrum of psychometric tests available for utilizing by HR personnel for recruitment. The thought which stimulates the content of this paper is, when teachers are the professionals who make all other professionals then why their selection and recruitment procedure is not made more scientific, stringent and human element inclusive as all other professionals.

**Logic and hypothesis**-Right recruitment of people with right traits and attributes will definitely provide better leadership to the education system.

**Methodology**-The paper has been written by employing desk research method and online qualitative analysis of the facts. The current recruitment procedure in India has been duly reviewed. References of all the links have been duly provided at the end of the paper.

**Review of literature** - The paper begins with a source of inspiration for writing the same, it introduces the countries teacher education system, the rationale of the paper, it talks about psychometric testing for recruitment, it describes various psychometric test and their function, further it connects the paper with similar studies.

**Perspective building content** - The paper contains brief information about one of the best HR practice of utilizing psychometric testing as a mandatory tool before recruitment. It emphasizes on following such practices in education sector as well. Just as the CEO of a multinational decides the fate of the organization similarly the leaders in education sector decide the fate of the future citizens of the nation. Hence it becomes even more important to follow objective procedure of psychometric testing of education leadership.

**Conclusion**- The paper concludes or winds up with the recommendation for improvisation in the system of hiring teaching professionals. It states that hiring a teacher with big certifications as B.Ed, M.Ed, PhD, TET will not guarantee their performance as good teachers in classroom. Something more is required which is known as human element and psychological bent or inclination towards a job.

The Source of inspiration for authoring this paper goes to the reading of "What Do You Make, Teacher?" (Posted on January 29, 2013 by Lynn dove)

### I. SUMMARY OF WHAT DO YOU MAKE, TEACHER

Dinner guests were sitting around a table discussing life. One man, a CEO, decided to explain the problem with education to his guests. He argued about the demerits of teachers and said that those people who do not aim to become engineers or doctors or CEO's in life become teachers. He pin pointed a teacher named Bonnie and questioned her that what does she make in life?

Bonnie on the other hand responded very well and said that she makes the life of a student easy and meaningful. She added that when people try to judge her by money she feels that money isn't everything. She finally said it is the teachers only who make future CEO's, Doctors and Engineers. Then she cross- questioned to the CEO that what does he make and there was pin drop silence.

### II. INTRODUCTION TO EDUCATION SYSTEM IN INDIA

Education has been positioned on a higher pedestal in

India. In the Vedic period in India education was given by a guru. Students were expected to follow strict guidelines prescribed by the guru and stay away from cities in ashrams gurukuls or monastery.

Buddhist and Jain education were more inclusive and different from the monastic systems, the Buddhist education centers were urban institutes of learning. The universities of Taxila and Nalanda were center of grammar, medicine, philosophy, logic, metaphysics, arts and crafts etc. During this era lot of Indian literature was developed. Foreign educators from china Japan and Korea used to visit the country to study its art, architecture and literature. The people who used to work on ground level used to attain skill based learning.

With the beginning of invasions in the country the education systems began to change. During the rule of Islamic kings in India the traditional methods of education increasingly came under Islamic influence. Islamic education in India laid emphasis on religion, grammar, philosophy, mathematics,

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and law influenced. A feature of this traditional Islamic education was its emphasis on the connection between science and humanities. **The middle Ages also saw the rise of private tuition in India. People with exceptional skills were highly applauded and were a kind of institution in them.**

During the Colonial period T. B. Macaulay completely revamped the education system and introduced English education in India, especially through his famous minute of February 1835. He called an educational system that would create a class of anglicized Indians who would serve as cultural intermediaries between the British and the Indians. Macaulay succeeded in implementing ideas previously put forward by Lord William Bentinck, the governor general since 1829. Bentinck favored the replacement of other languages by English as the official language, the use of English as the medium of instruction, and **the training of English-speaking Indians as teachers. He was inspired by utilitarian ideas and called for "useful learning."**

Post-independence education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Education in India falls under the control of both the Union Government and the State Governments, with some responsibilities lying with the Union and the states having autonomy for others.

**Teacher's training** in India is known as B.Ed. which is a degree course. Apart from this diploma in education, guidance and counseling are other useful courses for working in education sector. People who are passionate in this area of study often do a M.Ed. course which is master's degree in education, MA education course which is again a master's degree. Most of the senior professionals in education sector do bachelor and masters course, PHD in education and attain high profile jobs in education sector. Not every leader is a management professional in India. Most of the administrative heads in education sector are people with very high qualification and great experience in education.

**National Council for Teacher Education (NCTE)** is an Indian government body set up under the National Council for Teacher Education Act, 1993 to formally oversee standards, procedures and processes in the Indian education system. Before 1995, the NCTE had existed since 1973 as a government advisory body (and not as a separate institution) to look after development and progress of "teacher education". The NCTE was then only a department of the National Council of Educational Research and Training. As per the NCTE's own admission, it failed in its objective of overlooking and, to an extent, regularizing norms and processes in teachers' education in India because of lack of formal jurisdiction. To that effect, the National Policy on Education, 1986 allowed the setting up of a government authorized institution with formal powers. The act was amended further on as the "National Council for Teacher Education (Amendment and Validation) Ordinance, 2006". As of 2007, the NCTE has its headquarters in New Delhi apart from regional representations in many other cities. The Ministry of Human Resource Department (HRD), Dept. Of Social Education and Literacy has authorized National Council of Educational Research & Training to lay down the

curriculum and evaluation procedure for elementary education and to develop framework of national curriculum for teacher's education.

In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) had vide Notification dated 23rd August, 2010 and 29th July, 2011 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. The syllabus for TET includes language proficiency and elements, subject matter knowledge and pedagogy, child development and pedagogy.

The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under:

- It would bring national standards and benchmark of teacher quality in the recruitment process;
- It would induce teacher education institutions and students from these institutions to further improve their performance standards;
- It would send a positive signal to all stakeholders that the Government lays special emphasis on teacher quality

**Teacher Profile as per Curriculum Framework for Quality Teacher Education drafted by NCTE** states the profile of a teacher which emanates from the contexts and concerns necessarily implies additional roles besides the conventional ones. The following capabilities and competencies need to be highlighted:

- Inculcating the intrinsic and extrinsic values of professional competency, professional commitment and professional ethics
- Creating and reconstructing knowledge
- Selecting, organizing and using learning resources
- Effectively transacting curriculum, selecting and organizing educational activities and programmes for learners with special needs
- Using media and appropriate instructional technologies
- Communicating effectively and responding to the challenges of continuity and change
- Counselling students for personality development, adjustment and learning attainment
- Conducting research, especially action research and initiating innovative practices
- Organizing student-activities
- Inculcating a sense of value judgment, value commitment and value transmission
- Understanding the import of inter-relationship between culture and education and 'culture and personality'
- Fostering interest in life-long learning
- Understanding the aspirations and expectations of the community and establishing mutually supportive linkages between school and community

- Acting as a change agent for modernization and development

The educational programmes for prospective teachers, therefore, need to be so designed as to develop in them the requisite potential and capabilities.

### III. RATIONALE OF THE PAPER

Although there has been major reform in the field of teacher's education and recruitment yet the consistent poor results of CTET (ref: CTET 2012, 2013) there are certain issues that still need to be addressed. Common concerns amongst them are: Who are planning to become teachers? What is their competency? Is there any tool to map their competency? Is the tool valid and reliable enough? Can something else be done apart from utilizing this existing tool of teacher recruitment? Teaching is something which is not only about attaining knowledge and passing the knowledge based tests in the field of education but it is rather more about passion and personal traits. When we talk about traits and behavior of a person or when we discuss about passion all of these are encompassed in the envelope of psychometric testing. These are personal attributes and matter a lot in one's professional success. Especially if the person is a teacher or an educational leader the attributes shape up future of others. Hence psychometric testing becomes more important.

### IV. A REVIEW OF LITERATURE TO UNDERSTAND TEACHER CHARACTERISTICS

**According to the government of queensland Australia** Teaching is a career that provides challenges, excitement, personal reward and a chance to encourage and support others to achieve their goals. Good teachers know that by listening to and working with colleagues, parents, other professionals and community members that they can inspire students and improve their learning. There are many personal qualities and skills that make someone a good teacher. Communication, openness to listen, ability to foresee, hard work, knowledge, people management, team work and being just are a few to enlist. (<http://education.qld.gov.au/hr/recruitment/teaching/qualities-good-teacher.html>)

According to the **Washingtonpost.com**, 12 qualities great teachers share by Valerie Strauss these are the qualities a teacher must have, Passion for teaching, Love of kids, Understanding of the role of a school in a child's life, A work ethic that doesn't quit, A willingness to reflect, Organization, Understanding that being a "great teacher" is a constant struggle to always improve, Enough ego to survive the hard days, Enough humility to remember it's not about you, A willingness to work collaboratively. [http://www.washingtonpost.com/blogs/answer-sheet/post/the-12-qualities-great-teachers-share/2011/06/13/AGL64fTH\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/the-12-qualities-great-teachers-share/2011/06/13/AGL64fTH_blog.html)

According to the **ASCD published book "keeping good teachers"** authored by Mark F Goldberg, the following are desirable characteristic of a good teacher. Willingness to Put in the Necessary Time, Love for the Age Group They Teach, An Effective Classroom Management Style, Positive Relationships with Other Adults, Consistent Excellence,

Expert Use of Instructional Methods, In-Depth Content Knowledge, Capacity for Growth, Steadiness of Purpose and Teaching Personality. <http://www.ascd.org/publications/books/104138/chapters/The-Qualities-of-Great-teachers.aspx>

Personality profiling would not only tell if someone is going to be a good teacher or a bad teacher, however it would tell you what kind of teacher they would be. School as a work environment probably isn't compatible with everyone. A personality report will tell what kind of teacher someone is likely to be and if they are allowed to be that type of teacher then the teaching staff and pupils will be all the richer for it. - <http://www.peoplemaps.com/psychometric-testing-of-teachers/> (by **Martin Gibbons** on MAY 5, 2008)

Psychometric tests are designed to assess how one responds to different situations. The tests that employers use should have been carefully researched and trialed, to ensure that they provide valid assessments they should ideally be designed with the type of work in mind; they should reasonably be cost-efficient way of assessing a large number of applicants. **Teaching skills tests** - for literacy, numeracy and ICT tests is required prior to gaining qualified teacher status in England. [http://www.careers.ox.ac.uk/wp-content/uploads/2012/10/psychometric\\_tests\\_2012.pdf](http://www.careers.ox.ac.uk/wp-content/uploads/2012/10/psychometric_tests_2012.pdf)

**In England**, personality tests will be used to weed out 'unsuitable' teaching applicants. England is to become the only country in the world where all teaching hopefuls face psychometric tests designed to reveal whether they have the right personality for a career in the classroom. From 2012, all training applicants face the psychological assessments that examine whether they have "a blend of empathy, communication and resilience" that is suited for life as a teacher, The TES can reveal. This is the latest weapon used by universities to spot students who are not cut out for the chalk face. <http://newteachers.tes.co.uk/news/psychometric-tests-all-trainee-teachers/45672>

### V. WHAT IS PSYCHOMETRIC TESTING?

Psychometrics is the field of study concerned with the theory and technique of psychological measurement, which includes the measurement of knowledge, abilities, attitudes, personality traits, and educational measurement. Importance of psychometric testing in the field of recruitment is clearly evident as Psychometric testing helps in Cognitive, conative and affective behavior assessment. The cognitive part involves testing areas as intelligence, aptitude, thinking, creativity, problem solving, decision making etc. The conative behavior is tested by demonstration, psychomotor skills assessment etc. The most important area assessed is affective behavior. Personality, interest, integrity, traits, emotional quotient, work motivation, career anchors, job satisfaction, values, leadership and team roles etc. can be tested utilizing different standardized reliable and valid tests.

### VI. WHAT ARE SOME OF THE FAMOUS PSYCHOMETRIC RECRUITMENT TESTS AND THEIR UTILITY?

There are a number of psychometric tests designed to assess various behavior aspects. Some of them are very famous globally to assess human resources.

***Aptitude*** (Ref: *DBDA Davis Battery of Differential Aptitude*)

Ability is the power to perform an act, physical or mental, innate or attained by training or education. General ability is concerned with all kinds of cognitive or intellectual tasks. Special ability has to do with a defined kind of tasks. Ability thus implies that the task can be performed now, if the necessary external circumstances are present; no further training is required. Various abilities play an important role in how one is able to perform on a given task.

**Verbal ability** is the ability to comprehend words, ideas and the ability to understand written language. It is considered to play an important role in academic success. Overall it can be considered to be one's level of comfort with language. It is very important for teaching professionals.

**Numerical ability** refers to facility in manipulating numbers quickly and accurately in tasks involving mathematical constructs. It is important for a teacher who teaches math, statistics, physics, and chemistry etc. It is useful for work in the technical professions such as science, engineering and architecture, business and finance e.g. sales forecasting, banking, accounting etc. Numerical ability is also needed for many courses of training and further study.

Spatial Ability, Closure ability, Clerical ability, reasoning Ability, Mechanical Ability, Psycho-motor ability are some of the other areas assessed by the tool.

**Personality test by NEO Big five factors** (Ref: *parinc.com*)

This is a famous and widely used personality test. It comprises of five factors Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. This five-factor structure seems to be found across a wide range of participants of different ages and of different cultures. "All other factors as Openness to experience, Conscientiousness, Extraversion, Agreeableness should be high whereas Neuroticism should be low." <http://psychology.ucdavis.edu/Simonton/SPSP.ppt>

**Interest test by RAISEC Holland's code** (Ref: *selfdirectedsearch.com*)

The Holland Codes or the Holland Occupational Themes (RIASEC) is a theory of careers and vocational choice based upon personality types. It was developed by the psychologist John L. Holland. Each letter or code stands for a particular "type": Realistic (Doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders), and Conventional (Organizers)." According to the Committee on Scientific Awards, Holland's "research shows that personalities seek out and flourish in career environments they fit and that jobs and career environments are classified by the personalities that flourish in them." The Holland code for a teacher or educator is a combination and blend of Artistic, Conventional, Enterprising and social.

**Personality test by MBTI** (Ref: *Myersbriggs.org*)

The Myers-Briggs Type Indicator (MBTI) assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. These preferences were extrapolated from the typological theories proposed by Carl Gustav Jung. He theorized that there are four principal psychological functions by which we experience the world: sensation, intuition, feeling, and thinking. Jungian personality

assessments include the MBTI assessment, developed by Isabel Briggs Myers and Katharine Cook Briggs and some work also done by Keirse referred to ENFJs as Teachers, one of the four types belonging to the temperament he called the Idealists.

**EQ test by Emotional and Social Competence Inventory (ESCI)** (Ref: *danielgoleman.info*)

Emotional intelligence consists of five domains, i.e., Self-awareness, Managing Emotions, Motivating Oneself, Empathy, and Handling Relationships. It plays a large role in one's adjustment to the work environment. Some people get just hired and then shortly after, we have to let them go? The fundamental reasons are EQ (emotional quotient, emotional intelligence) -- or, in the case with these employees -- undeveloped emotional and coping skills. In the same way as IQ (or intelligence quotient) is a valid and reliable indicator of a person's mental strength and capability, the EQ (or emotional quotient) is a valid and reliable indicator of a person's emotional strength and capability. Emotional and Social Competence Inventory (ESCI) – Co-designed by Daniel Goleman, Richard Boyatzis and Hay Group to assess the emotional and social competencies that distinguish outstanding leaders. Considering the education sector it is very important to assess former teachers and latter principals with this tool.

**Leadership tests** (Sample Ref: *queendom.com*)

Excellent leaders bring out the best in the people around them. It takes a certain natural tendency combined with learned skills to be a good leader. While some people are certainly not cut out to head up a group, others just need a boost from some leadership training courses. Leadership Skills and Style tests tell whether teachers possess the personality traits and skills that characterize good leaders or future school principals.

**FIRO B test by William Schultz** (Ref: *cpp.com*)

Fundamental interpersonal relations orientation (FIRO) is a theory of interpersonal relations, introduced by William Schutz in 1958. The FIRO-B assessment is a 15-minute tool for improving working relationships and individual effectiveness, exclusively published by CPP, Inc. It helps people understand their interpersonal needs and how those needs influence their communication style and behavior—and in the process improve their personal relationships and professional performance. Teachers and school leadership also can benefit using this tool and improve their relationship as well as reduce conflicts.

**DISC profiling** (Ref: *discprofile.com*)

DISC assessment is a behavior assessment tool based on the DISC theory of psychologist William Marston. The theory centers on four different personality traits: Dominance, Inducement, Submission, and Compliance. This theory was then developed into a personality assessment tool (personality profile test) by industrial psychologist Walter Vernon Clarke (July 26, 1905 - Jan. 1, 1978). Disc is a personal assessment tool used to improve work productivity, teamwork and communication. It helps manage more effectively by understanding the dispositions and priorities of employees and team members. Become more self-knowledgeable, well-rounded and effective leaders.

**Motives, Values, Preferences Inventory (MVPI)** (Ref: *Psychpress.com*)

Greatness of a person or an institution is derived from the values. This concept was central in the development of the Motives, Values, and Preferences Inventory. It assesses individual's core values and compares them to the existing culture (values) of an organization. The Motives, Values, Preferences Inventory (MVPI) reveals a person's core values. It identifies what a person wants to do rather than what a person may do in certain situations. These values are assessed on 10 scales as recognition, power, fun, altruism, affiliation, tradition, risk tolerance, finances, aesthetics and problem solving. Certain values are definitely expected to be higher in teachers as compared to others.

**VII. WHAT IS THE RECRUITMENT PROCEDURE IN SCHOOLS IN INDIA?**

Most of the Indian schools private or public look for teachers who have a qualification in education as D.Ed, B.Ed, M.Ed, PhD. It could be a diploma or degree in education depending upon the requirement. Now a days TET is also a deciding factor for getting a teaching job. Their different categories of teachers as PGT, TGT, PRT etc. Some rounds of interview to check the knowledge base and demonstration rounds to check the teaching in classroom situation is conducted as a part of the procedure. But there is no facility of psychometric testing in almost all of these schools. (Barring a few exceptions if any<sup>1</sup>).

**VIII. WHAT CAN BE DONE TO IMPROVISE THE CURRENT SCENARIO – RECOMMENDATION?**

- To understand and accept the fact that hiring a teacher with big certifications as B.Ed, M.Ed, PhD, TET will not guarantee their performance as good teachers in classroom. Something more is required which is known as human element and psychological bent or inclination towards a job.
- To learn to give respect to the teaching professionals as they are equally important employees of the system which creates so many other kind of professionals. If hiring of all other professionals finds psychometric testing a prior requirement then why not so for the teaching professionals who are also human elements and who deal with human elements.
- To create an understanding about the competency required for teaching professionals. Not only the qualification based competency or the experience tags but to understand more on a psychological level as what is the ideal personality, attitude, aptitude, career interest, career motivation required for being a passionate teacher.
- To either customize create a psychometric test and standardize it for recruitment purpose of all teachers or utilize a blend of existing psychometric tests for finding the right person with not only right qualification, skills and experience but also most importantly passion.

**IX. REFERENCES**

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<sup>1</sup>Some exceptionally good and elite class schools in India do have Psychologists onboard but we do not have ample evidence to state that they follow the procedure of Psychometric testing for recruitment of their teachers.