
6.00 Review of Findings, Conclusions and Suggestions:

The discussion and the description of the work in the previous chapters naturally mould: one towards a conclusive phase. Though, it is difficult to summarize briefly the large amount of data and facts dealing with the study of n-Ach., personal preferences, perception, anxiety, risk-taking behaviour and other correlates in relation to INT, Socio-economic status and performance of the prospective secondary school teachers of Orissa state, as one in hand yet it directs the investigator to conclude his findings to give a better glimpse of the whole investigation. The present study has resulted into valuable findings, on the basis of which the following conclusions have been drawn. The present study was mainly undertaken to measure n-Ach., personal preferences, perception, anxiety, risk-taking behaviour and other correlates such as sex, age, rural/urban residence, entering qualification, economic status, teaching

experience and outlook of teacher trainees etc. in relation to intelligence, socio-economic status and performance of the teacher trainees. The second objective was to examine as to what extent these variables explain the achievement, intelligence and SES variance of the Ss. In this study the academic performance of the Ss was taken to mean teacher effectiveness.

A sample of 608 men and women students of education, studying in 6 Government teachers training college of Orissa having age range 21 - 30 and above years was selected out of the total population of roughly 1300 students undergoing B.Ed. course during academic year 1976-77 in the colleges of education which are affiliated to three universities of Orissa. The standardized tools for measuring the variables under study were selected. TAT test for n-Ach., E.P.P.S. for measuring personal preference, the Self Report Inventory for Self perception, Risk-taking Behaviour interpreted in the light of n-Ach. and intelligence (as group test of risk-taking behaviour was not readily available and the individual test available could not be used due to group administration programme) for anxiety, Dr. Sinha's anxiety scale and Raven's progressive Matrices of INT, Dr. Kuppuswamy's SES scale (remodelled for non-scoring by the investigator) were used for measuring the above mentioned variables. The investigator prepared the Self Report Card for teachers to collect the personal data of the subjects. The SES dimensions-education,

occupation and monthly income of the subjects were considered separately. The other correlates regarding teacher's background as related to the above dimensions were measured by the items of Self Report Card such as sex, age, rural/urban residence, qualifications, economic status, teaching experience had by the trainees and their outlook towards religion and liberal in religion. They were measured in relation to different variables under study. Scoring the different tests under administration was strictly undertaken according to the scoring procedures given in the manuals of the different tests.

To interpret the data statistically, different statistical techniques such as means, S.D.s., 't' test, Pearson's Product Moment Correlation and multiple regression analysis were used. The analysis of the data have revealed several important facts and findings which are being summarized below for deriving better conclusions.

The sample of the study was drawn from 6 government teachers training colleges of Orissa State. All the six teachers training colleges admit students of both the sexes. The sample consisted of 179 female and 429 male teacher trainees. Since the minimum qualification for admission to B.Ed. is graduation, therefore, 510 trainees were either B.A. or B.Sc. or B.Com and rest of them were M.A.'s/M.Sc.'s/M.Com's. The investigator was surprised to find that only one M.Com trainee could be included in the total sample population.

Teachers' sample

207 trainees (47.2%) were married and the rest of them were unmarried. 42.92% of them belonged to age range 21-25 years. 48% of them belonged to 26-30 years and roughly 10% of them were above 31 years of age.

90% of them could secure compartment class, III and II Divisions at their graduation/post-graduation levels. Only 10% of them could secure I divisions in their graduate/post-graduate degrees. The study has revealed the teacher trainees belonged to average and below average academic levels before entering the portals of teachers training colleges. As regards to teaching experience, 57.23% of them had teaching experience of 0-3 years, 40.13% of them had teaching experience of 4-9 years and 3% of them had teaching experience beyond 10 years.

It was heartening to find that 75% of teacher trainees had their permanent residence in villages which cover up the rural sector and 25% of them belonged to urban areas.

As regards to their stay, the trainees (86.88%) remain in hostels during the B.Ed. course and only 13.32% of them remain in their respective homes along with their families. Therefore, 13.32% of the trainees are just commuters who attend their homes in the city itself. 33% of the teacher trainees' fathers are having no education or just the learning 3 years. That is, they are illiterate or have passed primary classes, 48.84% of them are having primary and high school education. It is surprising to find that only 18% teacher trainees' fathers have got post-graduate degree or the college education and 2.13% mothers of trainees have got post-graduate/college education.

According to the occupation of the parents, the subjects were categorized into labours and farmers with land, clerical, teachers and gazetted officers. The percentages for these 3 categories of occupations are 60.36, 20.55 and 19.07%. This can be said with confidence that 81% of the teacher trainees come from occupations which are just related as average or low level occupations. The occupational classes are 1) labour/unskilled/farmer with land; 2) clerical/teacher/lecturer/headmasters and 3) Gazetted officers and other categories.

As regards economic status, 99% of the trainees (606) belonged to middle and lower classes (economic status of the parents as perceived by the trainees). Only 10% of them could belong to upper class level.

As regards to nature of the family; joint/nuclear, rural/urban, agriculturist/non-agriculturist, traditional/modern, religious in outlook and liberal in religion, the analysis of the data revealed that 44.4% of them have joint families, 69.75% of them belonged to rural areas and 67.6% of them could practise agricultural as an occupation. The investigator was surprized to find that 66% of them practised modern ways of living and were having religious bent of mind. 33.4% of them practised traditional ways. It can be safely concluded that the teacher trainees opting for teaching as a career come mostly from rural sector and have got average and low economic status, and they are religious-minded and their parents have low education. Most of their

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parents belong to joint families and practise agriculture as an important occupation.

6.1 n-Ach. Measure Results:

The mean measure of the n-Ach. of the present sample was 7.64 with S.D. of 11.848, median 5.09 and mode 0.013 and the spread of the n-Ach. scores was from -6 to 44. Most of the n-Ach. scores of 608 trainees could be counted upto 8 points. These results are little higher than the already established norms of the school children. As the studies confined to teacher trainees, therefore, the results obtained are better in magnitude ^{than} that ^{ob} the Madras Study (M = 4.88, S.D. = 4.39). Most of the teacher trainees belong to average and low socio-economic status so they have shown high n-Ach. level on Dr. Mehta Prayag's test. Mehta (1973) measured the n-Ach. of University Youth and found it to be 4.76, Pathak (1973) measured the n-Ach. of high school students as 1.88. Chaudhry (1972) found n-Ach. of Punjab high school students as 7.56. Choksi found n-Ach. of Baroda high school students as 4.81. Vijaya Vardhan Rao (1975) measured n-Ach. of B.Ed. students Andhra University and n-Ach. level was 4.66. Rao, K.S. measured n-Ach. of teacher trainees of Madras and n-Ach. level was 4.88, with S.D. of 4.39. All these figures indicate more or less similar n-Ach. but the present investigator has found high n-Ach. level as M = 7.64, with S.D. of 11.85 which differs markedly as compared to school going children. It may be interpreted that Orissa is a under

developed state. So trainees belonging to average and low SES are striving hard to better their lots, therefore, the n-Ach. score is little higher than that of other studies.

6.2 n-Ach. Components

The need achievement was measured by quantifying the verbalized needs. Need achievement is a composite score with several sub-categories such as need, goal-anticipation, emotional states, blocks, instrumental activities and achievement thema. Though all categories of verbalization were present in the thought processes of the Ss., some categories such as achievement thema, blocks and instrumental activities were not adequately present. However, subjects expressed needs, goal-anticipations, thema and emotional states more adequately. Pathak (1973), Choksi (1973) and Kapoor (1974) have also analysed the components of n-Ach. of the school children. Age is a considerable factor which discriminates the Ss in the verbalized categories of n-Ach.

6.3 Personal Preferences measured by E.P.P.S.

The personal preferences as measured by E.P.P.S. are n-Ach., n-def., n-ord., n-exh., n-aut., n-aff., n-int., n-suc., n-dom., n-aba., n-nur., chg., n-end., n-het., n-agg. The results arrived at are quite comparable with the U.S.A. study. The men and women teacher trainees differ as regards to different personality needs. Heterosexuality and n-aggression means for men are significantly higher than the means of women of these dimensions. Women teacher trainees show higher

means than men on deference, abasement, nurturance, change and endurance. The male teacher trainees show similar personality needs (heterosexuality and aggression) and are comparable with the results of the study made in U.S.A. However, the men teacher trainees do not show significant difference between the means on need achievement, need autonomy and need dominance when compared with the results of American data. This is attributable to the fact that a social-cultural influence on Indian teacher trainees is altogether different from that on the American youth. Men and women teacher trainees strive hard for n-Ach., n-def., n-aut., and n-dom. However, both-male and female teacher trainees show similar needs as heterosexuality and aggression which are mainly the dominant characteristics of male population.

6.4 Self Perception measures and Relevent Statistics -Ms., S.Ds.

The phenomenal world consists of 8 perceptions such as 'self', 'others', 'children', 'work', 'authority', 'reality', 'parents', 'hope', total perceptions. The mean and S.Ds. for male and female teacher trainees on 'self', 'other', 'authority', 'reality' and 'parents' scale do not show much difference but the aggregate of means for total self perception scores show difference between male and female teacher trainees. The teacher trainees under sample study are not having higher perception about 'self', 'authority' and 'reality'.

6.4.1. Sex and Intelligence

female teacher trainees have shown better intelligence level than the male trainees. The mean intelligence for female

teacher trainees is 43.79 with S.D. of 9.79 and for male teacher trainees 39.67 with S.D. of 11.14, that is, female teacher trainees are more homogeneous in intelligence level and show higher mean as most of them come from average and high SES parents.

6.4.2 Anxiety test and Relevent Statistics

Male members have more anxiety than the female members. The mean score for male teacher trainees is 43.97 with S.D. of 15.85 and for female teacher trainees M. and S.D. are 41.36 and 15.41. That is, there is a slight difference between the means of male and female teacher trainees.

6.4.3. 'Self' and Performance

The study has revealed that male and female teacher trainees do not show much difference as regards to achievement in academic task. Girls are slightly better than boys. It is also to write that the girls show less anxiety as compared to male teacher trainees and so, their performance is also likewise.

6.4.4 n-Ach. Scores and Sex

Male and female teacher trainees differ markedly as regards to n-Ach. scores as on Prayag Mehta's test. Girls have higher n-Ach. score (M = 10.67 S.D. = 13.2) than the boys (M = 5.84, S.D. = 11.69). These facts have been supported by the study of Rao, K.S. (1975) who concluded that female's n-Ach. score was 5.039 (N = 271) and for male 3.87 (N = 139). However, the results showed significant difference at .01 level. In the

present study also, women students secured significantly higher than the men and the difference was found to be significant at .01 level of confidence. The major reasons advanced for women's high n-Ach. scores are better prospects for entering the teaching career, for settling the marriage prospects and to become a bread-earning unit in the family. Therefore, they have got a better foal anticipatory feelings.

6.5. a. Analysis of the Data and 't' test Results

The relationship of different variables and their differences, if any, have been established on the basis of 't' test technique. The results related to different variables such as n-Ach., personal preferences, self perception anxiety and other correlates such as sex, age, urban/rural residence, economic status, teaching experience and attitude of trainees related to intelligence, SES (three components) and academic performance of the teacher trainees of Orissa, have been analysed and the results showing relationship, if any (on the basis of 't' test) are being summarized as below: The results are being listed down in sequence as presented previously for analysis and interpretation of the data.

6.5.1 Intelligence Levels and other 35 Variables

This section majorly deals with results connected with INT levels of the trainees with other different variables.

1. INT levels and INS

Significant difference exists between the mean scores obtained by high, average and low INT categories of

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teacher trainees and the mean INS differ significantly at .01 level of probability. The mean INS and for high, average and low groups of trainees are (M = 52.35, S.D. = 47, M = 42.46, S.D. = 5.6 and M = 23.5 and S.D. = 8.53.)

2. INT levels and anxiety scores

The high, average and low groups of teacher trainees do not show significant difference in means of anxiety scores as their means of anxiety scores are 43.48, 42.63, 44.81 with S.Ds. of 15.98, 15.52 and 16.3. Therefore, it can not be concluded that highly intelligent people have high or low anxiety or low intelligent people have high anxiety. The present study revealed anxiety scores pertaining to 3 levels of INT.

3 INT levels and E.P.P.S. Dimensions

The high, average and low intelligent trainees show a difference in n-Ach. The mean score for low INT group is 14.55 with S.D. of 3.27 while for high INT group M score is 13.91 with S.D. of 3.48. The study indicated that the low INT group showed higher n-Ach. level as to do their best than others.

However, the difference among the three means is not significant statistically at .05 or .01 levels of confidence.

In the affiliation need high and moderate intelligent groups of trainees have the higher means than that of the lower intelligence groups. These results also do not show significant difference among them at .01 level or so. The teacher trainees with INT level are having higher mean on deference as compared to average and low INT groups. Therefore, study has proved

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that highly intelligent teacher trainees are prone to suggestion or accept suggestion from others, follow instruction and do what is expected of them. The low INT group also shows better deference than the average INT teacher trainees. The trend is very much akin to the general rule for improving the academic standard. It is to conclude that all the 3 groups of teacher trainees based on INT levels have more or less the same behaviour on E.P.P.S dimensions. On intraception, with the decrease of INT level the intraception mean score also shows decrease in magnitude, i.e., they highly felt to analyse their motives and feelings and they feel to observe others.

INT levels and change show a difference in means between high and average INT groups. The significant difference exists in high and average groups of INT as regard to change category at .05 level of confidence.

In the order category all the 3 groups show more or less similar behaviour and the difference has not been found significant. For INT levels and succorance the 3 groups do not show significant difference in means at any levels.

In endurance also all the groups have got means ranging from 14.3 to 14.7. The low INT group shows a higher mean than the high INT group. But on the whole, teacher trainees tend to show more or less similar behaviour.

In exhibition category high, average and low INT trainees do not show significant difference of means. However, the low INT groups has a higher mean value on exhibition scale than the high INT group but difference have not been found significant at .05 or .01 levels of probability.

On n-dominance trait of personality, average and low INT groups have almost same mean value while the high INT groups have got lesser values than the others but the difference among the 3^{groups} is not statistically significant at .05 level.

INT levels and heterosexuality show a significant difference as regard to 3 groupings. The first 2 groups show a significant difference of means at .05 level while the average and low groups are more or less the same. It can be concluded that high INT group students do not think about heterosexual relations as they find themselves engrossed in studies or their nature of work may demand something very serious attention and thus they remain devoid of enjoying such concessions. Average and low INT persons show higher means on heterosexuality than the high INT group.

INT level and autonomy also does not show significant difference of means for 3 groups. Means and S.Ds are 12.98, 13.1 12.92 with S.Ds. of 3.4, 3.5 and 3.00.

In abasement need, high INT groups does not show significant difference in means with the moderate one, while the average and low INT groups have significant difference in means at .05 level of confidence.

Aggression and INT levels differ in means, i.e., means for 3 levels of grouping of INT are 12.8, 13.12, 14.02 with S.Ds of 3.2, 3.4 and 3.1. The relationship is significant for average and low INT groups at .05 level while in case of highly intelligent teacher trainees mean difference is not significant at .05 level. It can be concluded that personality

effects become more dominant with the average and low INT people. The significant difference in means has been observed with categories change, heterosexuality, abasement and aggression. The categories No. 1, 6, 11, 2, 7, 3, 8, 13, 4, 9, and 5 do not show significant differences in means in relation to high, moderate and low INT groups at .05 level of confidence. The present study has revealed that personality needs of the trainees have little relationship with the levels of INT - high, average low. The findings are in consonance with studies conducted by Bhatnagar, R.P. who found that the variables n-end. and n-nur. were the least susceptible to the influence of age or INT or both. The investigator has also arrived at the similar findings even when the sample pertains to the teacher trainees who are adults at the moment.

Therefore, personality needs can be said to be independent of the INT levels of the individuals.

4. INT levels and the Perceptions

High, average and low INT groups of teacher trainees have more or less similar means in most of the sub-scales such as self, others, children, authority, work, reality and parents but in hope scale moderate and low INT groups show significant difference at .01 level of confidence. The hope scale under the present study has^{been} defined as expectations of optimistic feelings or as sense of confidence that one will always play for a satisfying role in future life. The study has revealed that average and low INT people have got significant difference in the hope of success but high and

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average INT groups do not have much difference as regards to means (21.69, 21.56 with S.Ds. of 8.27 and 5.25). Therefore, it can be concluded that low INT group depends more on hope situation. In the total perception scores the low INT group has got high perception mean with a high S.D. as compared to the high INT group mean and S.D. facts observed, that the lower is the INT level the higher will be the mean perception score, the higher is the INT level, the more moderate will be the perception mean.

5. INT levels and performance

No significant difference was found in total performance scores in relation to high, average and low INT groups. It was surprising to find that the low INT group (N = 113) has got a mean performance of 229.6 which is the highest mean performance as compared to average and high INT groups mean (M = 212.8, S.D. 259.9 and M 207.88 and A.D. 248). The results obtained are not palatable to the investigator but there can be numerous factors in consideration to interpret the situation. It might be one of the possibilities that the trainees of average and low groups of INT might be more motivated to enter the teaching as a career. Therefore, it can-not be concluded on the basis of the findings arrived at that higher the INT, higher would be the performance. In the case of teacher trainees low INT group has got high hope and high performance as compared to the high INT group of teacher trainees.

6 INT levels and n-Ach.

Between the high and average INT subjects the difference in n-Ach. scores was found significant at .01 level of confidence. The same results have been arrived at by Rao, K.S. (1975) for the sample of teacher trainees of Madras. The mean scores of high and average INT groups show a significant difference (Mn = 3.32 S.D. 12.2, Ma = 8.74, S.D. 12.6). Therefore, it is obvious that the low INT group has the lowest n-Ach. mean of all. It is heartening to note that the average INT group has the highest n-Ach. mean, that is, they are the most stimulated and motivated to show better performance.

7.0 INT levels and variable of self report card - Sex, age, urban/rural residence, qualification, economic status, experience and religious/liberal outlook.

7.1 Sex: High and average INT groups differ significantly as regards to sex and the mean difference is significant at .01 level. Same is true for low and high INT groups.

7.2 The differences among INT groups exist due to age also. High and average groups of INT show significant difference in age at .01 level of confidence and results are similar for low and high groups also.

7.3 Entering qualifications also showed significant difference in means with the moderate and low INT groups at .05 levels of confidence while the low and high groups show significant difference in means at .01 level of confidence.

7.4 High and low INT groups show significant difference in economic status also while other groups - high and average INT groups, average and low INT groups do not show significant difference in their economic status.

7.5 INT levels and experience

Teacher trainees differ markedly as regard to significant difference of means between INT levels and experience. It is observed that high and average INT groups differ significantly (.01 level) as regard to teaching experience had by them. The same is true with the low and high INT groups. The moderate group does not show any significant difference in experience group with the low INT group.

7.6 INT levels and outlook towards Religion

The outlook of teacher trainees belonging to urban/rural setting does not show a rigid pattern as regard to their attitude towards religion being rigid or liberal. Therefore, it can be concluded that INT is not totally dependent on the environment but something else also contribute to it.

6.5 SES Components and the 35 variables

SES components included educational, occupational levels and monthly income of trainees' fathers. So, data have been analysed as regard to SES A, B and C pertaining to education, occupation and income of the parents from all sources.

1. SES A and INS

The father's education has a significant difference in mean INT of teacher trainees whose parents are illiterate or are having lower primary education as compared to those whose parents are having post graduate qualifications. The difference has been found significant at .05 level of confidence. On the basis of the results arrived at, it can be safely concluded that the education levels of the parents contribute to the intellectual levels of the children due to better intellectual environment at home.

4.2. SES A and Anxiety

The educational level of the parents does not contribute to the anxiety level of the children to some extent because the educated parents are supposed to interpret the situation independently, which may be related to health, family, peer group relationship, friendship, love, guilt and shame, physical and psychological manifestations, success or failure in education, work, finance and occupation. The results show that the illiterate/lower primary passed parents' children have higher anxiety level as compared to the post-graduate and graduates parents' children, (found at .05 level). It decreases in relation to better educational environment at home as they provide better facilities to the trainees, which reduce their anxiety state.

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5. SES A and performance

The performance of the teacher trainees shows a significant difference with the high and average educated parents, that is, high and average educated parents' wards show significant difference at .05 level of confidence and same is true with the low and high group means of academic performance. It was revealed that trainees belonging to parents, who are highly educated, achieve less as compared to the teacher trainees whose parents are illiterate or have only primary education. This fact is attributable to the environmental situation, i.e., teacher trainees whose parents are illiterate strive hard to achieve better so that they may enter the teaching career to become the bread earner. The individuals who belonged to high strata of society might consider as if this training is imposed upon them from outside.

4.6 SES A and n-Ach. Scores

Teacher trainees whose parents are highly educated have got high n-Ach. scores ($N = 11.5$, $S.D. = 12.4$) as compared to those trainees whose parents are illiterate ($M = 6.59$, with $S.D.$ of 12.5) and the relationship is significant at .01 level of confidence. The same relationship was found with high and illiterate groups. The results in the study indicated that better is the education of the parents, the better will be the n-Ach. level of the children. This fact is in parlance with the studies conducted by Rao, K.S. (1975) who also arrived at similar results. The parents influence the personality of the child i.e., hobbies, education, life-style and the intellectual

pursuit and this influences the n-Ach. of the individuals. Therefore it is concluded that the education of the parents and n-Ach. level of the child are related positively. Studies conducted by Desai (1970), Mehta (1969), and Chaudhry (1972) supported this finding. Moss and Kogan (1961) have empirically investigated that the Ss whose parents were highly educated seemed to have higher n-Ach. than the Ss whose parents were low educated.

1.7 SES A and measures of Self Report Card

7.1 Sex: Male and female teacher trainees differ markedly as regard to the educational level of the parents (found at .01 level). This shows that the parents of the male teacher trainees (70.55%) belong to all the 3 categories while most of the teacher trainees' parents are highly qualified individuals.

7.2 Age: Age also shows a significant difference in means with all the possible combinations pertaining to the educational level of the parents and has been found significant at .01 level.

7.3 Urban/rural Residence: shows a significant difference as regard to the educational level of the trainees' parents and is significant at .01 level.

7.4 The entering qualifications B.A./B.Sc./B.Com, M.A./M.Sc., / M.Com., when studied in relation to the educational levels of the parents, it was observed that groupings 1/2 and 3/1 and levels, i.e., post graduates - high school and illiterate and post-graduate parents' wards are having significant difference in means as regard to qualifications at .01 level of confidence, i.e., educated and uneducated parents' wards differ markedly as regard to entering qualifications.

7.5-6 Economic Status and Teaching experience of the trainees show a significant difference in means at .01 level of confidence, for 3 levels of parents' educational qualification.

7.7 The trainees whose parents have higher educational qualification do not show any significant difference in their outlook towards religions or being liberal in religion while high and illiterate parents of the trainees show significant difference as regard to their outlook towards religion.

6.5 SES -B-Occupations practised by the parents of the Teacher Trainees

Six types of occupations of the parents resulted into 3 levels SES-B₁, SES-B₂, SES-B₃ and all the data related to SES-B have been examined in relation to these 3 levels. Occupations classed as gazetted and others categories constituted 19.07% of the total trainees' parents. Parents who practised clerical/teacher, headmaster and lecturer constituted 20.55% and labourer/unskilled, farmer with land and businessman 60.30%. The figures indicate that majority of the subjects came from low occupation groups.

1. SES-B and INS

No significant difference in means of INS was found in relation to 3 levels of occupation. It is concluded that the occupation practised by parents does not contribute significantly as regard to the INS of the teacher trainees.

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2. SES-B and Anxiety

The trainees whose parents belong to high moderate and low occupational groups do not show significant difference in anxiety scores. Therefore, the anxiety scores of the teacher trainees are independent of the occupational level practised by the trainees' parents.

3. SES-B and E.P.P.S. DIMENSIONS

SES-B occupational level of the parents of the teacher trainees shows significant difference in means for the categories change, succorance, order, exhibition, heterosexuality and abasement but with rest of the categories no significant difference in means exists in relation to 3 levels of occupation. The results clearly show that dimensions such as n-Ach., n-Aff., n-nur., n-def., n-intra., n-end., n-dom., n-aut., n-agg, are the personality variables which do not show significant difference of means among 3 levels of occupations in their all possible combinations.

4. SES-B and Self perceptions

The sub-scale self, others, work, hope and the total perception scores show a significant difference of means at one level or the other, in relation to different occupational levels. The level of occupation of parents seem to play a significant role in developing positive perception of hope in the B.Ed. trainees. This is perhaps due to the climate, the head of the family generates in the home where every member of the family

deeply thinks over it. The first and II Occupation levels show a significant difference in total perceptions at .01 level.

5 SES-B Academic Performance

Low occupation groups of trainees have higher mean in performance at B.Ed. level as compared to the high group level. It is concluded that the trainees coming from middle and lower middle classes of society show better academic performance (the present study sample constitute of 99% of trainees who belong to these two classes of society). Therefore, high and low, moderate and low groups show significant difference of means of academic performance at .01 and .05 levels, respectively.

6. SES-B Economic Status

All the groups pertaining to 3 levels of occupations have got significant differences in means of economic status at .05 and .01 levels of confidence. High and moderate occupation groups practised by the parents of teacher trainees show a significant difference in means as related to SES as perceived by them. The same is true for low and high groups of teacher trainees. The moderate group does not show any difference with low group of occupations. It is derived that the parents of teacher trainees who have low SES, practised low level of occupation.

7.00 SES-B and SRC measures:

7.1 SES-B and Sex

Male/female teacher trainees:

Male/female teacher trainees' parents differ markedly as regard to the occupational level of the parents. It was observed that 81% parents of the trainees have occupations belonging to farming, teaching, clerical, skilled, unskilled and labour class. Hardly 19% of them belong to the gazetted and other categories. Most of the girls' parents practised high level occupations.

7.2 SES-B and Age:

3 levels of occupational groups differ markedly as regard to the age of the teacher trainees. It is observed that the groups 2/3 and 3/1 differ markedly as regard to the age level of the trainees. It is observed that the high and average groups do not have mean difference in age, i.e., most of them are graduates/post graduates with an age range of 21-25 or below. It is safer to say that the trainees of this age range are fresh graduate/post graduates. The teacher trainees who hold pass classes and compartment, thus belong to higher age range:31-40. Significance difference of means in range has been found out at .01 level of confidence.

7.3 SES-B and Residence

High and average, moderate and low, and low and high occupational groups have got significant difference in means regarding urban/rural residence of the trainees. It was observed that approximately 87% of trainees remain in hostel and their rural residence influences their parents' occupational choice.

7.4 SES-B and Qualification

Entering qualification of the teacher trainees also shows a difference of means among the 3 levels of occupation. The higher occupational group and moderate one show significant difference in means of qualification at .05 level of confidence while the other groups 2/3 show the significant difference at .01 level. It is concluded that trainees belonging to labour/farmer class and the teacher/clerks classes have got a wide gap in qualification as compared to the qualification of the trainees belonging to the high occupational group. It is concluded that near about 84% of the trainees have entering qualification as graduate in arts, science and commerce and 16% of them had passed post graduate ^{classes} ~~degrees~~.

7.5 SES-B and Economic Status

Levels of economic status perceived by the trainees and the levels of occupations practised by their parents showed a significant idfference of means between 1/2 and 2/3 groups at .05 level of confidence. And the group 3/1 shows difference at .01 level, i.e., trainees belonging to 3 occupational groups of parents have got significant difference as regard to the economic status of the parents.

7.6 SES-B and Experience

Teacher trainees belonging to high and average occupational groups differ markedly in teaching experience from the low group.

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7.7 SES-B and trainees outlook towards Religion

Teacher trainees who belonged to educated homes and whose parents practised high level occupations are liberal in religious outlook while trainees coming from parents of low occupation groups are conservative in religion.

6.5 SES-C-Monthly Income of the parents from all sources

The monthly income of the parents of the teacher trainees from all sources have also been studied in relation to other 35 variables and the relationships of income as High, moderate and low have been processed to three groupings. The results have been observed with other variables given as under:

1. SES-C and INS

The different levels of income groups do not have significant relationship with the INS. Therefore, INT of teacher trainees, belonging to three levels of income, does not differ at all.

2. SES-C and Anxiety

High and low income groups do not show significant difference in anxiety scores but middle and low income groups show significant difference at .05 level. It is concluded that middle and low income groups trainees differ markedly as regards to anxiety level. That means low income is related with high anxiety, middle income with low anxiety but high income is related with moderate anxiety. These results show that due to anxiety level and low income group, the trainees are able to

achieve higher as their performance scores also show increase in relation to anxiety level.

3. SES-C and E.P.P.S. Dimensions

The high moderate and low income groups of trainees do not show significant difference in means and 14 dimensions such as n-ach., n-aff., n-nur.,n-aggression. Only heterosexuality dimension shows a significant difference at .05 level between moderate and low groups of SES-C. It is derived that all the personality needs are independent of the monthly income of the parents of the trainees.

4. SES-C and Self-Perception

All these self-perception measures such as self, others, children, work, reality, parents, hope do not have significant relationship with the income level of the parents of the trainees. Even the total perception scores do not show significant difference with the all possible groupings of the income levels.

5. SES-C and Academic Performance

Total performance scores of the teacher trainees do not show any significant difference in means in relation to high, moderate groups of income of parents of teacher trainees, i.e., academic performance at B.Ed. level is independent of income groups.

6. SES-C and n-Ach. Scores

The significant difference of means in n-Ach. scores between high and moderate, low and high groups and performance

scores exist at .05 and .01 levels of confidence. The moderate and low income groups do not show any significant difference in means on n-Ach. scores. These results are in consonance with the study undertaken by Rao, K.S. (1965) who studied the sample of teacher trainees of Madras. He concluded that higher the family income, greater is the development of n-Ach. in the children. The present study also supports these facts.

7. SBS-C and Self Report Card Measures

7.1. Sex: Male and female teacher trainees belonging to moderate low and low-high income groups differ markedly at .01 level of confidence.

7.2 Age also shows a significant difference between 1/2 and 3/1 groupings of income levels at .01 level of probability.

7.3-4 Urban/rural residence and the entering qualification of the trainees also show significant difference at .01 and .05 levels between low and high income group trainees. With other possible combinations the difference is not significant.

7.5 Economic status and income levels differ markedly and 1/2 and 3/1 groups show significant difference at .01 level while the moderate and low groups of teacher trainees do not show significant difference in their economic status.

7.6 Teaching experience also shows a marked difference as regard to income groups had by the trainees. It is observed that the income groups 1/2 and 3/1 show significant difference in teaching experience at .01 level.

7.7 The teacher trainees showed difference in their outlook towards religion. Low and high income groups showed difference in outlook towards religion .01 level of confidence. The first 2 groups resemble in their outlook towards religion.

6.5.1 Performance levels and INT

All the possible groupings of performance in combinations do not show significant difference in means of INS at any level of confidence, i.e., for high/low performance, INT is not only ^{the} factor which may predict the success, outrightly. The mean difference in INS for high, average and low performance groups have been observed but these are not significant.

2. Performance levels and Anxiety

Anxiety scores also do not differ significantly in relation to high-average, average-low, and low-high groups of performance. It can ^{be} concluded that low performance as related with high anxiety scores, and ~~the~~ averagely high performance are related with moderate anxiety.

3. Performance levels and E.P.P.S. Dimensions

The first 14 categories of E.P.P.S. do not show any significant difference in means with the 3 levels of performance with all possible combinations. The means for low and high groups are 14.6 and 11.9 with S.Ds. of 2.6 and 3.00. These results exist for aggression trait of personality and the significant difference between low and high groups of performance is observed. It is concluded that the performance levels are independent of personality needs.

4. Performance levels and self perception

High, average and low performance groups do not show significant difference in means' on different dimensions of SRI. The self perception categories do not show significant relationship with performance groups.

5. Performance levels and Performance

High, moderate and low performance groups differ markedly in their mean performance scores. The significant difference in means between the all possible combinations have been found significant at .01 level of confidence. It is concluded that the high performance group has high academic achievement and low performance groups have low mean achievement.

6. Performance levels and n-Ach. Scores

Significant difference in mean scores of n-Ach. do not exist in relation to 3 levels of performance. The mean n-Ach. scores for high and low performance groups are 5.72 and 5.11 with S.Ds. of 10.5 and 9.2. Both the means are higher in magnitude than the average performance group for which the mean is 4.45 with S.D. of 10.2. n-Ach. scores have not shown any significant difference in means of different performance groups.

7. Performance levels and SRC Measures

5.7. 1-7 All the measures such as sex, age, urban/rural residence, entering qualifications, economics status, teaching experience and the attitude of trainees towards religion do not show significant difference among the 3 levels of performance. It shows ~~that~~ that these dimensions are not influenced by the all possible groupings.

6.5.1 Ses and INS

Male and female population shows a significant difference in means of INS at .01 level of confidence. The female trainees have higher mean INS (943.79) than male trainees (39.7).

2. Sex and Anxiety Scores

Male and female teacher trainees do not show significant difference in anxiety scores. Their means and S.Ds. are 43.97 and 41.36 with S.Ds. of 15.85 and 15.41. That is, both the sexes show more or less similar means as regard to anxiety state.

3. Sex and E.P.P.S. Dimensions

Male and female teacher trainees show significant difference at .01 level of confidence as regard to n-nur., n-def., n-chg., n-het., n-agg. Both the sexes show significant difference in other dimensions such as n-end., n-aba., at .05 level of confidence. Both the sexes do not show significant difference in personality traits such as n-Ach., n-Aff., n-int., n-ord., n-suc., n-exh., n-aut. The personality traits of male and female teacher trainees show resemblance on these variables of E.P.P.S. The personality needs differ as regard to both the sexes. Therefore, teacher trainees can become effective according to their personality make-up.

4. Sex and Self-Perception

The different dimensions of the perception such as self, others, children, authority, work, reality, parents,

hope and total perception do not show significant difference in means in relation to male and female teacher trainees at any of the recognized levels. Both the sexes resemble in their field of perceptions.

5. Sex and Performance

The difference in the performance between male and female teacher trainees is not significant at any of the levels of confidence. The performance means and S.Ds. for both the sexes are: 212.12, 214.74 and S.D. = 251.61, 243.07

6. Sex and n-Ach.

The female teacher trainees have higher mean n-Ach. scores than the male teacher trainees and the difference is significant at .01 level. The means and S.Ds. are 10.67 and 5.83 with S.Ds. of 13.203 and 11.69. It is concluded that the female teacher trainees are more motivated than the male trainees. It may be due to socio-cultural influences and some of the environmental factors viz - settling down into marital status, getting better opportunities for a job. Some of these and various other reasons may contribute to higher n-Ach. scores for the women trainees.

7.1-5 Sex and Self Report Card Measures

The results show that the male and female teacher trainees differ markedly as regard to sex at .01 level of confidence in relation to sex, age, urban/rural residence, economic status and teaching experience. The teacher trainees have similar outlook towards religion and significant difference is not available. Both the sexes also differ as

as regard to entry level qualification and difference has been found significant at .05 level.

6.5.7.1 Teaching experience and INS

The teacher trainees having teaching experience 1-3 years, 4-9 years and 10 years and above showed mean difference in INS as 41.42, 40.3 and 37.62 with S.Ds. of 10.9, 10.6, and 13.8. The teacher trainees who have teaching experience of more than 10 years show slight difference in means as compared to the teacher trainees who have 1-3 years teaching experience but the differences found for three level in relation to INT levels have not been found significant. It is not at all associated with the INT levels of the trainees.

2. Levels of Teaching Experience and Anxiety

Anxiety does not show any sort of significant difference in means in relation to teaching experience had by the trainees before entering the B.Ed. class.

3. Levels of teaching experience and E.P.P.S. Dimensions

The E.P.P.S. dimensions do not show significant difference in means in most of the dimensions in relation to teaching experience. However, the personality needs such as intraception, authority and aggression showed significant difference of means between high and moderate, moderate and low groupings of teaching experience at .05 level of confidence. In the categories chg., het., and agg., the moderate or low groups i.e., trainees having teaching experience below 10 years— show significant difference in means at .01 level of confidence

With rest of the personality needs and among all the possible combinations the significant difference has not been found out.

4. Levels of Teaching Experience and Self-perception

All the dimensions of SRI do not show significant difference in mean in all the possible combinations pertaining to 33 levels of teaching experience. Even the total perception scores also do not show significant difference in means in most of the combinations of high, moderate and low teaching experience. Teacher trainees having 3 years of teaching experience and those 4-9 years showed difference with total perception scores at .05 level of probability.

5. Levels of teaching experience and the performance scores

The significant difference in mean performance scores in relation to teaching experience has been found in high, moderate and low-high groups at .05 and .01 levels of confidence. While in the moderate and low performance teaching experience groups no significant difference is available.

6. Level of teaching experience and total experience

The levels of teaching experience and the total experience had by trainees show significant difference between 1/2 and 3/1 groupings of teaching experience at .01 level of confidence while in the moderate and low groups such significant difference is not available.

7. Levels of teaching experience and self report card measures

The moderate and low groups of teaching experience teacher

trainees show significant difference in means in sex, age, urban/rural residence, qualification, teaching experience and economic status at .01 level of confidence. Some relation is true for groups low and high in relation to sex, age and experience. In rest of the groupings such relationship has not been found out. It can be concluded that the teacher trainees male/female differing in age, residence, entering qualifications, economic status and experience show significant difference in all the possible grouping of high, moderate and low teaching experience.

655.1 Economic status and INT scores

Economic status is not related significantly with all the possible groupings of levels of economic status, i.e., for INT and its development many other factors contribute a lot.

2. Economic Status and Anxiety Scores.

The moderate and low economic status groups have significant difference in means in anxiety scores at .05 level of confidence. The low economic status holders show more variation in anxiety scores.

3. Levels of economic status and E.P.P.S. Variables

Most of the dimensions of E.P.P.S. do not show significant difference in means in relation to all the possible groups of economic status. The possible groupings such as moderate and low and low and high economic status groups show significant difference in n-Ach., n-aff., and n-suc., at .05 level of confidence, i.e., perception of the economic status

of the trainees goes vis-a-vis different personality needs, i.e., the trainees belonging to 3 different economic groups show similar means in most of the personality needs as measured by E.P.P.S.

4. Levels of Economic Status and Self Perception Dimensions.

No significant difference exists in the self, others, children, work, hope and parents scale in all their possible combinations with levels of economic status. This indicated that the economic status is not significantly related to the dimensions of S.R.I. The significant difference existed in combinations moderate and low and low and high for reality and authority scales at .05 level of confidence.

5. Levels of economic status with performance

If higher is the economic status, the higher would be the performance, has not been proved in the findings of the present study. Therefore, academic performance of the teacher trainees is not related with the economic status.

6. Levels of Economic Status and n-Ach. Scores.

Teacher trainees belonging to 3 levels of economic status do not show significant difference in n-Ach. scores. 90% of the teacher trainees belonged to moderate economic status group and the mean n-Ach. score is 7.5 with S.D. of 12.5, which differs markedly with the high economic status group.

7. Levels of Economic Status and Self Report Card Measures

For the moderate and low groups of economic status,

significant difference exists as regard to sex, age, residence, entering qualification, economic status and experience at .01 and .05 levels of confidence. The teacher trainees outlook towards religion for this grouping average low does not show significant difference while low and high groups of ES differ markedly as regards to sex, ES, and their outlook towards religion. It is concluded that low ES trainees are more religious-minded than the high and low ES status groups.

6.5.1 Urban/rural residence and INT Scores

The teacher trainees belonging to urban/rural residence do not show any significant difference in means in intelligence scores at any ^{of} the recognized levels of probability. It is obvious that the residence of the teacher trainees does not affect the INT levels of the individuals.

2. Urban/Rural residence and anxiety scores

Significant difference has not been found out between the anxiety scores and rural/urban residence. The means for the 2 groups are 43.39 (N = 423) and 42.76 (N = 185) with S.Ds. of 15.5 and 16.2.

3. Urban/rural residence and E.P.P.S. Dimensions

Teacher trainees can not be differentiated for the various personality needs had by them on the basis of rural/urban residence, i.e., teacher trainees do not differ significantly as regard to personality needs.

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4. Rural/Urban residence and Self Perception Measures

The self has been perceived significantly higher by the city dwellers than those having rural residence. The teacher trainees having rural/urban residence differ in their perception of self and the relationship is significant at .05 level of probability. However, the total perception of rural/urban trainees show a significant difference in means at .05 level of confidence.

5. Urban/rural residence with total performance

The results show that urban trainees are more motivated ($M = 10.03$, $S.D. 12.74$) than the teacher trainees belonging to rural residence ($M = 60.05$ and $S.D. 11.98$). The significant difference in means between the 2 groups has been found significant at .01 level ($t = 3.698$). This is to conclude that urban teacher trainees score higher on n-Ach. test than the rural teacher trainees. The findings of the present study are very much akin to the findings of Rao, K.S.(1975) who studied n-Ach. of rural and urban teacher trainees of Madras (Urban $M = 5.43$, $S.D. 4.46$; rural $M = 3.99$, $S.D. 4.14$, t value 3.26)

7. Urban/rural residence and the Self Report Card Measures

Teacher trainees having rural/urban residence show significant difference in means in relation to Self Report Card measures: Sex, age, rural/urban residence and entering qualification, economic status and teaching experience. But

they did not show significant difference in means as regard to their outlook towards religion etc.

6.5.1 Traditional/Modern family and INT Scores

The trainees belonging to traditional-illiterate/modern-literate families do not show significant difference in means at any of the levels of probability, i.e., intelligence score means for both types of trainees are more or less similar. It can be concluded that development of INT of teacher trainees has got nothing to do with the nature of the family of the family as traditional/modern.

2. Traditional/Modern families and the anxiety scores

Traditional/Modern families do not show significant difference in means at any of the levels of confidence. Their means are 44.0 and 41.59 with S.D.s of 15.6 and 16.1, i.e., both the groups show slight difference in means but they are not significant.

3. Traditional/Modern families and 15 dimensions of E.P.P.S.

The traditional and modern families do not show significant difference in means on 14 dimensions of E.P.P.S., i.e., teacher trainees belonging to traditional/modern have more or less similar personality needs but for the category n-nur. both the categories differ markedly and the difference is significant at .01 level of confidence.

4. Traditional Modern family and Self Perceptions

Trainees belonging to traditional and modern families

do not differ significantly. ~~As~~ The trainees under study sample belong to lower and middle class families and 68% of their parents are engaged in agriculture. However 67.6% of them possess modern outlook, that is, they being educated do not believe in traditional practices. Naturally, their perceptions have shown changed trend. Even they are traditional in their origin - being ruralities, agriculturists and occupying a lower and middle class economics status (99%) and believe in religion (66%) but still they have perceptions which are very much akin to the modern living conditions.

5. Traditional/Modern family and total performance

The teacher trainees belonging to traditional and modern families do not show significant difference in total performance scores. This clearly indicates that modern families do not contribute significantly to performance due to extra-facilities available to them. However the difference in the mean performance has been observed ($M = 191.57$ and 223.58) but the significant difference has not found statistically.

6. Traditional/Modern families and n-Ach.

It is concluded that the modern homes have not contributed significantly towards the higher mean value of n-Ach. scores. Trainees from traditional/modern homes do not show significant difference of means in n-Ach. scores at any of the levels of significance. However, the trainees belonging to modern homes have a little higher mean than that of the traditional families.

7. Traditional/modern families and the Self Report
Card Measures

Trainees belonging to traditional and modern families exhibit significant difference in means as regard to sex, age, urban/rural residence, entry qualification, economic status as perceived by them, teaching experience before joining B.Ed. course and their outlook towards religion at .01 level of confidence. The trainees of traditional families have higher mean age and teaching experience in years as compared to ^{those of} ~~these~~ modern families. In dimensions such as sex, urban/rural residence, qualification, economic status and liberal outlook towards religion, the trainees belonging to modern homes excel in means than the traditional one's.

6.5.1 Religious/Liberal outlook and the INT Scores

Significant difference in means does not exist between the religious and liberal outlook of trainees and the INT scores. The means for 2 groups are 40.75 and 41.16 with S.Ds. of 11.2 and 10.3. It is concluded that religious feelings do not show much impact on the INT levels of the individuals.

2. Religious/liberal outlook and the anxiety scores

The study has not revealed any significant difference between the outlook of trainees towards religion and anxiety scores but means differ slightly for these 2 groups (M = 43.73, 42.12). It is to write that religion is not giving any significant

difference in anxiety scores between the means for religious and liberal in religion groups.

3. Religious and Liberal outlook and E.P.P.S. Dimensions

Teacher trainees having religious and liberal outlook do not have significant difference in means in all the categories of E.P.P.S. It is to conclude that the teacher trainees do not differ significantly on personality needs due to religion. One of the supporting effects for such results is that 80% of trainees have got rural base and belong to lower and middle class of families. Therefore, personality needs of the trainees on these 2 groupings do not show significant difference.

4. Religious/Liberal outlook and self perception measures

The teacher trainees of these 2 groups do not show significant difference in means as regard to self, others, children, authority, work, reality, parents and the total perception of the individual but in the hope scale trainees of both the groups religious and liberal show a significant difference in means at .05 level of confidence. It is to conclude that it is every-body's right to hope for the future.

5. Religious/Liberal outlook and the total performance

No significant difference in means exists for teacher trainees having religious/liberal outlook towards life situations at .05 or .01 level of confidence. However, trainees having

religious outlook on higher mean for the performance ($N = 219.15$ with S.D. 250.68) than that of the trainees having liberal outlook ($N = 201.6$ with S.D. 246.9). However, the difference means has been observed but it is not significant statistically.

6. Religious/Liberal Outlook and n-Ach.

The significant difference in means between religious/liberal outlook and n-Ach. does not exist at any of the levels of confidence, i.e., both the groups show more or less similar means ($M_R = 7.236$ and $M_L = 7.294$) (S.Ds. are 12.59 and 11.89)

7. Religious/Liberal outlook and Self Report Card

Measures

Entry qualification, economic status and religious and liberal outlook of the trainees have significant difference in means for these 2 groupings while other categories such as sex, age, urban/rural residence and teaching experience do not show significant difference at any of the levels. It is to conclude that these 2 groups show similar behaviour on these measures; sex, age, urban/rural residence and teaching experience.

6.5.1 n-Ach. and INT scores.

High - average and high-low, groupings of n-Ach. levels show a significant difference in means with INT scores at .01 and .05 levels of confidence. The moderate and low groups of n-Ach. level do not show significant difference in relation to INS. These results of the investigator are supported by the findings

of Lakhia (1971), Pathak (1973) who found the similar results. It can be concluded that high-low achievement motivation level trainees differ markedly in relation to INS.

2. n-Ach. and Anxiety scores

Three n-Ach. levels of the trainees do not show the significant difference between the means in relation to anxiety scores, i.e., high, moderate and low n-Ach. levels of the teacher trainees are having mean anxiety scores as more or less similar, i.e., marked difference in anxiety scores as regard to 3 levels of n-Ach. have not been found out. It can be safely concluded that high n-Ach. with high anxiety and low n-Ach. with low anxiety are not possible. These findings are very much akin to the findings arrived at by the previous researchers.

3. n-Ach. Levels: INT, Anxiety and Risk-taking Behaviour

On the basis of the results arrived at in relation to INT, performance and anxiety scores, it is concluded that significant difference in means exists in INS in relation to 3 levels of INT and high-moderate and low-high groupings of n-Ach. showed a significant difference in means at .01 level of confidence. So, it can be safely concluded that if higher is the n-Ach., higher would be the INT and risk-taking behaviour of the trainees and vice-versa. As the anxiety scores do not show significant difference in means in relation to 3 levels of INT. However, high n-Ach. shows a slight difference in mean anxiety scores when compared to the low n-Ach. level group.

So is the case of teacher trainees in particular and other samples in general. The following results can be arrived at:

1. Higher n-Ach. would lead to higher risk-taking behaviour and weak anxiety state.
2. Low n-Ach. is related with low INT level, low risk-taking behaviour and moderate anxiety.

4. n-Ach. Levels and E.P.P.S. Dimensions

The n-Ach. measured by E.P.P.S. and achievement motivation measured by Mehta's test show a significant difference in means at .05 level of confidence between high and average motivation groups. The teacher trainees whose level of n-Ach. is high or moderate showed a significant difference in heterosexual behaviour at .05 level of confidence, i.e., trainees with high motivation are less in heterosexual needs and vice-versa. Moderate-low and low-high groups of n-Ach. show significant difference as regard to n-end. and differ significantly at .05 and .01 levels of confidence. It is to conclude that high and average motivated groups show a similar behaviour in n-end., i.e., they do not differ markedly. Similarly, the personality need deference, i.e., to get suggestions from others, to find out what others think and to follow instruction and do what is expected, show a significant difference at .05 level of probability between the low and high n-Ach. groups. Similarly, both the groups differ in heterosexuality also, i.e., low n-Ach. group trainees have higher sexuality means than the higher n-Ach. group trainees and the difference has been found significant at .05 level of confidence. Other categories such as n-aff., n-nur.,

n-int., n-chg., n-ord., n-suc., n-exh., n-dom., n-aut., n-aba., and n-agg., do not show any significant difference with all the possible groups of n-Ach. level.

5. n-Ach. levels and Self-perception measures

Authority and work scales show a significant difference in means at .05 level of confidence when compared to the low and high n-Ach., levels, i.e., teacher trainees who have high and low n-Ach., differ significantly as regard to authority and work scales but with rest of the categories such as self, others, children, reality, parents, hope and the total perception score in all the possible groupings of high, average and low n-Ach. levels, the Ss have not shown significant difference in means.

6. n-Ach. level and total performance.

High-average and low-high n-Ach. levels differ significantly as regard to their means for total performance at .05 level and .01 levels of confidence. It can be concluded that high n-Ach. level has got high performance scores and low n-Ach. level has got a low performance scores.

7. n-Ach. levels and Motivation scores.

High-moderate and low/high groupings of n-Ach. level differ significantly in n-Ach. scores at .01 level of probability. It can be concluded that high and low levels of n-Ach. differ markedly as regard to n-Ach. means scores ($M = 223.64$, and $M. = -3.5$)

8. Levels of n-Ach. and different measures of Self-Report Card.

No significance^{of} difference has been found out in these levels and different age range of teacher trainees. It is concluded that age has got no influence on the n-Ach. levels of teacher trainees. Urban/rural residence has shown a significant difference in means in relation to high/average and low/high groupings of n-Ach. at .01 level and .05 levels of probability, i.e., the urban subjects score significantly higher in n-Ach. mean than the rural people.

The teacher trainees also differ as regard to the quantum of entry qualifications to B.Ed. course. The results have revealed that high and moderate groupings of n-Ach. show significant difference in means as regard to qualification, i.e., both high and average groups of trainees differ markedly as regards to qualification level. Economic status shows a significant difference at .05 level but only in average-low and low-high groups of n-Ach. of the trainees. The high and average n-Ach. grouping does not show significant difference in means as regard to economic status of the parents as perceived by the trainees.

No significant difference in outlook towards religion or liberal in religion has been found in relation to the levels of n-Ach. It is ^{to} conclude that trainees having high, moderate and low n-Ach. do not show significant difference in outlook as regard to religion.

PART B

Results related to Intercorrelational Matrix as regard to 12 Independent and 35 dependent variables:

The results related to intercorrelation Matrix (35 x 35) are being summarized below. It is to observe that among the known correlates, relationship found was in varying degrees. In the present study the n-Ach., self perception, personal preference, anxiety, risk-taking behaviour and other correlates have been studied in relation to INT, SES and performance of prospective secondary school teachers of Orissa. This section deals with the intercorrelation of these variables and inter-correlation of n-Ach., personal preference, anxiety and INT scores with the total performance of the trainees. The intercorrelations among these 35 variables have been computed in all possible combinations in relation to one another, showing correlational effects. The scheme for correlational values with different variables are being given as under:

1. Motivation with 34 other combinations
2. Self perception with other 34 dimensions
3. Anxiety with other 34 combinations
4. Intelligence with other 34 combinations
5. Performance with other 34 combinations
6. 15 x 15 correlational matrix of E.P.P.S. dimensions
7. 9 x 9 correlational matrix of ~~E.P.P.S.~~ self perception measure and total perception scores.

6.6.1.00 Correlation between n-Ach. and other variables:

1. Correlation between n-Ach. and INT scores

The correlation between n-Ach. and INT scores is positive but not significant, but the results obtained in the present study are in parlance with the results of the studies made by other researches. Robinson (1961) and others found that n-Ach. is correlated with the INS at about 0.4.

2. Correlation between n-Ach. and anxiety scores is negative and is not significant at any of the levels of confidence. The magnitude of correlation between these 2 variables is -0.03. It is to conclude-if there is high anxiety, there would be low n-Ach. and vice-versa.

3. The different correlations worked out for different dimensions of E.P.P.S. in relation to n.Ach. scores show significant relationship at .05 level for n-Ach. and for rest of the needs significant relationship does not exist. The magnitude of correlation varies from -0.03 to +0.04. With heterosexuality n-Ach. scores show completely negligible correlation. It is observed that n-Ach. and some of the personality needs go together while others are negatively correlated. But for 14 dimensions the correlation values are not significant.

4. n-Ach. and the perception of the trainees towards the self is negatively correlated and the magnitude for the relationship is -0.01 which is not significant at any of the levels of confidence. The results of the present findings are quite contrary to the findings arrived at by Rao., K.S.who found

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a positive significant correlation between these 2 dimensions.

The correlation between n-Ach. and others scale has been found out to be 0.04 but it is not significant. The same is true for n-Ach. and children, work, parents, hope and the total perception scores and the coefficient of correlation varies from 0.01 to 0.04, i.e., all the correlational values related with the SRI within this range are insignificant. n-Ach. scores show completely negligible correlation with the authority scale, i.e., both types of scores are independent of each other. Reality scale is negatively correlated with the n-Ach. scores and coefficient of correlation is -0.01. In nutshell, it can be concluded that individuals with high n-Ach. tend to have a better self-image than those with low n-Ach. But the results of the present study could not show similar findings

5. The relationship between n-Ach. and total performance was found significant at 0.01 level of confidence. The coefficient of correlation is 0.16. This shows that individuals with high n-Ach. are high in total performance. Therefore, the results provide a practical implication for the selection of B.Ed. trainees at the time of selection. The n-Ach. test results can prove helpful as regard to the prediction of success at the B.Ed. training programme on the basis of the high/low n-Ach. scores.

6. Male and female teacher trainees show significant relationship of high order with n-Ach. scores and coefficient

of correlation is 0.2 and it is significant at .01 level of confidence. It can be concluded that sexes differ markedly as regard to n-Ach. level.

Age shows a negative relationship with n-Ach. and the co-efficient of correlation is -0.05.

Urban/rural residence shows a positive correlation of high order with n-Ach. and the relationship is significant at 0.01 level.

Qualifications and n-Ach. also show a highly significant relationship at .01 level of confidence. The coefficient or correlation is 0.10, i.e., the n.Ach. scores and the qualifications of the trainees show a positive relationship which is significant.

Economic status and n-Ach. of the trainees are also significantly related. The coefficient of correlation is 0.12 and is significant at .01 level.

Teaching experience and n-Ach. scores are negatively correlated and the coefficient of correlation is -0.09 and level of significance is .01. It can be concluded that more the experience the trainees have, the less would be the n-Ach., if high is the n-Ach., low would be the teaching experience.

No correlation exists between n-Ach. and outlook of trainees towards religion. This shows that high n-Ach. is not at all effective for creating a better outlook toward religion.

6.6.2 Correlation between self perception scores and other variables

1. Self Perception Scores and INT scores are positively

correlated and are found significant at .05 level of confidence. The magnitude of correlation is 0.07. It can be concluded that if high is the INT, high would be the self perception of the individuals, if INT is low, low would be the self perception of the individual.

2. Anxiety and self Perception are positively related ($r = 0.09$) at .01 level of confidence.

3.1 Self perceptions and n-Ach. scores as measured by E.P.P.S. show a positive high correlation ($r = 0.10$), which is significant at .01 level of confidence.

3.2 n-affiliation and self perception scores show negative correlation, i.e., if perception is high, n-aff. is low or vice-versa.

3.3 Nurturance shows positive correlation with self perception. The magnitude of correlation is 0.04. The relationship between ^{the two} variables is positive, but not significant.

3.4 Same is true for n-deference and total perception ($r = 0.02$).

2.3.5 Self perception scores and n-intracement of the trainees show a positive relationship between them. The coefficient of correlation found is 0.05 and is not found significant at .05 or .01 level of confidence.

3.6-7 n-Change and Self Perception and n-order and self perception show positive correlation of the magnitude 0.02

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and 0.03. Both the correlations are not significant.

3.8 n-Succorance and Self Perception are negatively correlated. The coefficient of correlation is -0.07 and is significant at .05 level of confidence. It can be concluded that if perception is high, succorance is low and vice-versa.

3.9 Self perception and n-end, are positively correlated and the magnitude of correlation is 0.06 but value found is not significant.

3.10 Self perception and n-exh. show a negative correlation which is highly significant at .01 level of confidence. The magnitude of correlation is -0.10.

3.11 The self perception and n-dom. show a positive relationship of magnitude 0.03 but it is not significant.

3.12 Self perception and heterosexuality need are negatively correlated and the magnitude is -0.02. This shows that the total perception of the individual and the trait of heretosexuality show reverse relationship. It can be concluded that if high is the perception, low is the heterosexual need; low is the perception, if high is the heterosexual need.

3.13 Self perception and n-aut. show a negative correlation of the magnitude -0.13 and is significant at .01 level of confidence.

3.14 Self perception scores and n-aba, show a completely negligible correlation. Therefore, abasement is related with the person's concerns to feel guilty when one does something

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wrong, accepts blame when the things do not go right, to feel personal pain and misery suffered does more good than harm etc. However these variables are not at all related.

3.15 Self perception and n-agg. show a significant correlation. The magnitude of the same is 0.08 which is significant at .01 level.

4. 1-9 All the dimensions of SRI: self, others, children, authority, work, reality, parents and hope show a significant relationship at .01 level of confidence with total self perception scores. The magnitude of correlations vary from 0.30 to 0.60. Correlations are highly significant.

5.00 Self perceptions and performance also show highly significant relationship at .01 level and the magnitude of relationship 0.12, i.e., if high is the perception, high would be the performance and vice-versa.

6. n-Ach. and self perception scores show a positive relationship ($r = 0.04$) which is not significant.

7.1-7 Entry qualifications and the self perception scores are highly related and they are significant at .01 level. Sex, economic status and outlook of trainees toward religion show a positive relationship with self-perception scores and the magnitude of correlation varies from 0.01 to 0.05. It is to observe that age and self perception scores show completely negligible correlation while teaching experience and self perception scores are negatively correlated. These relationships are not significant at any of the recognized level.

6.6.3 Correlation between anxiety scores and other variables:

Correlation of anxiety and INT scores are positively correlated and the coefficient of correlation is 0.04 which is not significant at any of the levels of confidence.

2. Anxiety and n-Ach. as measured by E.P.P.S. are negatively correlated and value is significant at .01 level of confidence.

The magnitude of correlation is -0.09.

3. Correlation between anxiety and other E.P.P.S. dimensions such as n-aff., n-nur., n-agg., show a positive correlation ranging from 0.03 to 0.04. Some of the dimensions show completely negligible correlation with anxiety and they are: n-def., n-int., n-chg., n-ord-, n-suc. The other dimensions which shows negative correlation are n-aba., n-dom. - n-dominance is significant with anxiety at .01 level of confidence, and shows a negative correlation. n-endurance and n-exhibition, ^{and} n-heterosexuality are positively correlated and show significant relationship at .01 level of confidence. The magnitude of correlation varies from 0.01 to 0.07.

4.0 SRI dimensions also show varying nature of relationship with anxiety scores. Completely negligible correlation has been found with self and other scales. Anxiety finds negative correlation with work, authority and parents scales. Out of these three, the first two are significant at .01 and .05 levels of confidence. The hope scale is negatively correlated with anxiety and the magnitude of correlation is -0.04.

5.0 Performance scores are positively correlated with anxiety scores but the relationship is not significant at any of the levels of confidence. It clearly reflects that anxiety has got a significant contribution as regard to performance level; but in general, significant relationship in the present study has not been found out.

6. n-Ach. scores and anxiety are negatively correlated and magnitude of correlation is -0.03 . Therefore, it can be concluded that anxiety shows a negative correlation of low level with n-Ach.

7. Sex and anxiety are positively correlated and significant relationship has been found at $.05$ level of confidence.

Age and outlook of trainees toward religion are positively correlated with anxiety and the magnitude of correlation is from 0.02 to 0.03 . Qualifications show highly significant relationship ($.01$ level) with anxiety scores.

Urban/rural residence and the economic status seem to be negatively correlated and the magnitude of correlation varies from -0.01 to -0.02 .

Other variables - age, urban/rural residence, economic status and outlook toward religion are either positively or negatively correlated.

6.6.4.00 The Correlation INS and other variables:

The correlation between INT scores and n-Ach. scores are positively correlated and magnitude of correlation is 0.04 . The correlation is not significant at $.05$ and $.01$ levels of confidence.

2. The E.P.P.S. dimensions have been studied in relation to intelligence. It is observed that n-Ach. and affiliation categories show negative correlation ranging from -0.01 to -0.04. It can be concluded that n-Ach. and n-affiliation categories show negative correlation. n-Nurturance shows a significant relationship at .05 level with INT scores. Similarly, intraception and succorance show a significant relationship at .01 level of confidence. The magnitude of correlation in both the cases ^{was} found to be 0.1. INT shows completely negligible correlation with n-ord., n-end., and n-exh., i.e., all these traits of personality do not go well with INS. INT and heterosexuality and abasement show significant correlation at .05 level of confidence and the magnitude of correlation is 0.07 and 0.08.

INT and autonomy show a negative correlation of magnitude -0.01. This shows that INT scores has got a tricky effect on different personality needs.

Aggression also shows significant correlation with INS and the level of confidence is 0.01 and magnitude found is 0.09.

3. Self perception measures: children and parents scales show a positive relationship with INS and the coefficient of correlation vary from 0.02 to 0.03; and are not found significant at any of the levels.

INT is negatively correlated with others, authority, work and hope scales. The hope scale shows negative correlation which is significant at 0.01 level. Similarly, total perception scores show significant relationship at .05 level with intelligence scores.

4. Correlation of INT scores and performance has been found negative and the magnitude of correlation is -0.04 . However, the results are contrary to the already established norms. Many factors can be attributed to such a relationship, may be that bright students are not at all attracted to the teaching career. It is one of the convictions of the investigator that the results arrived at may differ with a different type of sample of the study. This relationship needs further testing by some future researcher.

5. N-Ach. and INS are positively correlated and the magnitude of correlation is 0.66 . These results are in consonance with the results of other studies.

6. Sex and entering qualifications show a significant relationship with INS and the co-efficient of correlation is 0.17 and 0.14 . No correlation has been found between the place of residence and INS, i.e., the rural/urban setting is not related in any way with the development of INT scores.

Experience is negatively correlated with the INT and the coefficient of correlation is -0.07 , showing significance at $.05$ level. Economic status and outlook toward religion are positively related but relationship is not significant. It can be safely concluded that sex and qualifications are positively correlated with INT and the relationship is significant at $.01$ level of confidence. Age is also correlated but negatively and is significant at 0.01 level.

6.6.5.00 Correlation between Performance Scores and other Variables

1. Performance and INS show a negative correlation which is not significant and INS show a negative correlation which is not significant at any of the levels of confidence. These results need to be verified again for the sample of teacher trainees by future researchers.
2. Performance scores and anxiety show a positive correlation and the magnitude found is 0.06 which is not significant at any of the levels of confidence.
3. Performance and E.P.P.S. dimensions show a varied type of relationship. Five needs out of 15 show negative relationship while others are positively related and show significant relationship. The personality needs - nur., int., suc., end., het., aut., aba., and agg., show a significant relationship with performance scores at .01 level. Their coefficients of correlation vary from 0.09 to 0.20. The needs which are negatively correlated are heterosexuality, autonomy and aggression. n-Ach. and deference needs are positively related with the performance scores. Same is the case with n-dominance but it is significant at .05 level. n-change does not show any relationship with the performance scores. It can be concluded that the personality needs of the teacher trainees show a favourable trend when correlated with the performance scores achieved by them at the B.Ed. level.
4. Performance scores are related with the other's and children scales positively and coefficient of correlation has

been found as 0.1 and 0.11 which are significant at 0.01 level of confidence. The self, authority, work, reality and parents' scale show a positive correlation with the performance scores and the magnitude of correlations varies from 0.02 to 0.04. It can be concluded that self, work, authority, reality and parents' perceptions had by the trainees show positive relationship with performance, but not significant one. However, the total perception score and the hope scale show positive relationship with the performance scores which are significant at .01 level of confidence.

It can be concluded that the self perception of the teacher trainees is positively related with the performance at the B.Ed. level.

5. Performance and n-Ach. scores show a significant relationship at .01 level of confidence and the magnitude of correlation is 0.16, i.e., performance is positively correlated with n-Ach. of the individuals.

6. All the dimensions - sex, age, urban/rural residence, qualifications experience and outlook of trainees toward religion show a positive relationship with performance score. Coefficient of correlation shows highly significant relationship of performance with age, entering qualification and teaching experience of .01 level of confidence and the coefficient of correlation vary from 0.10 to 0.17. The outlook of trainees toward religion and the residence had by them also show positive correlation ranging from 0.02 to 0.03 but these coefficients are not significant.

6.6.6 Inter correlation matrix (15 x 15) of E.P.P.S.
Dimensions.

Inter correlation matrix has provided the correlational values with different personality needs of the teacher trainees. The results arrived at ~~at~~ n.agg. is negatively correlated with n.nurturance, n.def., n.int., n-chg., n-ord., and correlations found are significant ~~ranges-from-0~~ at .01 level of confidence. The magnitude of correlation ranges from -0.1 to -0.7. Aggression also shows positive and significant relationship at .01 level with n-Ach., n-Aff., and n-abd. With other dimensions such as suc., exh., dom., and aut. positive relationships have been found out. Intraception need shows no relationship of completely negligible relationship with n-Ach. n-aff., and n-def., Same is true for n-chg. dimension which also shows zero correlation for def. and int.

Endurance is also the personality need which shows negligible correlation with n-ach., n-nur., n.def., n.int., n-chg., n-ord., while with affiliation and succorance positive and negative relationships have been found which are significant. The sub-scales such as dom. het., aut., aba., and agg., have been able to show positive or negative significant correlation with other subscales. It shows that E.P.P.S. could measure the personality needs of the trainees.

6.6.7 Results related with intercorrelational matrix
(9 x 9) of SRI

The different self perception sub-scales have shown inter-intra correlations and all the combinations worked out

have been able to assess the self perception of teacher trainees as regard to self, others, children, authority, work, reality, parents and hope sub-scales. The matrix shows— correlational values found out are significant in 36 possible combinations at .01 level of confidence. The magnitude of correlation varies from 0.09 to 0.42

6.7 Results related with the prediction equations:

The 35 criterion variables were subjected to linear relationship between with the 12 independent variables and the results showed that the variables intelligence, n heterosexuality, performance, motivation, sex, age, urban/ rural residence, qualifications, economic status, experience and outlook of trainees towards religion are statistically significant, i.e., the 12 independent variables explain the above dependent variables. Rest of the criterion variables such as anxiety, 14 dimensions of E.P.P.S., 9 dimensions of Self perception have not been found significant as regard to their predictive value, i.e., the independent variables could not explain these 24 criterion variables.

SUGGESTIONS

Education is a potential instrument of social change and, therefore, it can do many things as regard to the change in the social structure of the society by providing adequate developments in the field of commerce, industry, educational development, social-cultural heritage and helping people to adopt modernization and western effects related to healthful living. This will not be possible unless we are able to attract ample supply of effective teachers to our schools. If this situation is tackled, the likelihood of attaining desirable educational objectives will be substantial. On the other hand, if the teachers are incompetent or misfits, excellent material, resources in the form of buildings, equipment and text books are likely to be ineffective if not wasted. Yet, in spite of universal recognition of the importance of the teacher, relatively little progress has been made in defining "good teaching" or in specifying the distinguishing characteristics of competent teachers. Personal decisions are constantly being made by teachers education institutions in admitting students and administrators in selecting and educating teacher trainees but there is little agreement about the relative importance of qualifications such as n-Ach., self-perceptions, personal preferences, intelligence level, formal education, their social psychological adjustment, interest, their background effects and various personal and social characteristics but in practice, it is observed, that teaching is a poor man's career that is why highly intelligent and able young men are not

attracted towards it. Moreover, the social status of the teacher has been under-rated through the past years which has also added to fury to the total situation, thereby, lowering down the educational standards. If the social status better ensured to teacher by decent pay and other benefits like social security and other related benefits so that they may work as incentives for the teacher community in particular and other people in general, it might be one of the possibilities that the able and highly intelligent people may feel to undertake teaching as a career and, therefore, the educational system itself may show improvement. What should be the criterion for the selection of candidates to undergo teacher training programme? What type of teacher education ^{should} be provided? What should be the duration of course? All these questions need a judicious answer. Even from the American scence, the importance of selecting right type of people for teacher training programmes has been observed. In the words of Bagley: I do not hesitate to say that if three-fourths of the time, energy and money spent during the past 15 years in carrying through elaborate programmes of curriculum revision had been spent in a determined effort to raise the standards of selecting and training teachers, a far more significant contribution would have been made to the improvement of American education."

The esteem with which the public regards teaching depends upon the regard it holds for the individual members,

their personal and intellectual qualities and the quality of their service. Therefore, we should be concerned with the type of candidates who are admitted to teacher education institutions, the kind of preparation given to those who are selected and the method of introduction into the classroom of those who complete their preparation programmes. We have examples before us of similar concern on the part of other professions. Physicians are very much interested in the type of candidates admitted to medical colleges and engineers are interested as regard to students of engineering, in the quality of preparation provided by medical and engineering colleges and in how young doctors and engineers are assisted in securing satisfactory employment later on. Same situations hold good for other jobs also. Therefore, many educationists believe that the basic approach to the improvement of teacher education as a process, improvement of class room instructions and the achievement of higher quality education generally should be concerned with more careful attention to the identification and selective admission of teacher education students. To some extent the present study in had has been able to answer some of these related issues-identification, selection and training of teachers in the state of Orissa. As we know teacher's personality and his behaviour in the classroom, his style of teaching and talking, his actions and all what he does, influences the students, therefore, much concern should be felt by the persons involved in the teaching-learning situation. Therefore, this dilemma needs to be solved effectively

on the basis of empirical evidence of the different researches undertaken in this area. It is one of the convictions of the investigator that once the selection for undergoing the teacher training is made, the student teacher must be paid salaries. As soon as the course is completed, they should be absorbed into the schools. This may perhaps ensure better job commitment on the part of the teachers.

The present B.Ed. course in state of Orissa in particular and in India in general is for one academic year in all the universities. Due to social prestige and other economic benefits the better candidates are not attracted towards the teaching profession, and moreover, the situations prevailing in different teacher training colleges of India also do not help the individuals to develop right type of attitudes towards the teaching career. Therefore, much patience and concern are to be exercised to correct this situation. This is possible only if a thorough preparation is imparted to the individual before he becomes a bonafide teacher in schools. This would enable the teacher to develop certain teaching competencies which go with good teaching. The national requirements of the teachers should be assessed well in advance so that the available number of teacher trainees may be so trained that they may not remain idle after leaving the teacher training colleges. If this fact is realized, the wholesale production of B.Eds. in all the universities will automatically stop yielding place to the objective assessment of teacher requirements. Women seem to possess

certain qualities which go with good teaching. It is, therefore, suggested to recruit more women teachers than man teachers. This may be further investigated before any final decision is taken. The teacher should be given orientation courses to keep them abreast of the new techniques and trends in higher education, practice teaching for teachers ~~shall~~ should be organized on the block levels so that they may understand the social situations of the areas which they originally belong to and would like to serve when they go back to their own places. This would strengthen the teaching practices adopted by teacher's training colleges as they provide variety and novelty to the techniques to be more successful in varied situations. Therefore, the training colleges are to assume added responsibility in a phased programme of up-grading teacher training course to the collegiate standard so that the qualitative improvement in teacher education may be registered. The essence of the programme of teacher education is quality. Therefore, integrated courses of general and professional education in universities can also be thought of as the youth of today are different than the youth of yester years. Therefore, they should be properly understood. Therefore, the teacher trainees should possess the capacity for adaptability to new situations. The all round development of the youth is dependent on many and varied types of factors which has a favourable/unfavourable influence on their total personality. Therefore, he is needed to be understood in the totality of his experience which go to make his social psychological self and in the same fashion his achievements, attainments and aspirations should be understood.

Therefore, students' achievement is not entirely due to his intelligence and hard work alone but partly due to the teacher's personality and attitude towards children. When selecting candidates for teacher education, there should be proper assessment of the personality dimensions as is obvious from the findings of the present study. Therefore, those candidates who possess right type of attitudes and needed personality characteristics alone, may be given admission into the teacher education course.

Achievement motivation develops in an individual outgrowing dissatisfaction with the present. It also develops because of the child-rearing practices, parental aspirations, home backgrounds, their family influences, intelligence self-perception towards the social events and some of his personality needs related to the situations in which the individual is involved. If the youth is to be handled carefully for a better future tomorrow, he needs to be taught effectively in the class room of today. Therefore, the personality, n-Ach., aspirations and other characteristics need to be studied for better prediction of school success. This is not possible unless the teacher who are teaching him have got better personality characteristics, self-perception, lesser anxiety, moderate or high intelligence and better performance at the training programmes and lastly a high n-Ach. level, so that all these virtues imbibed by him may prove as an acid test for the world of reality, i.e., his total effectiveness as a teacher. Therefore, training of n-Ach.

development is essential for the students of education. Desai (1970) and Mehta (1969) indicated that the teachers who have received n-Ach. training have shown marked improvement in their classrooms and school activities. Therefore, this background of the teachers resulted into a higher performance made by their students in schools. Therefore, the need achievement helps the teacher to consistently strive hard to do better in the school and to perceive the environment around them in a more meaningful way. The results arrived at have shown that teacher trainees coming from average SES scores have got high n-Ach. scores and it has also been found that if higher is the n-Ach., higher would be the INT and risk-taking behaviour of the trainees and vice-versa. n-Ach. has also been able to explain different personality needs of the trainees. Economic Status and n-Ach. of the trainees are significantly related and it can be safely suggested that on the basis of the results arrived at, it is possible that the teacher trainees can well be selected for the B.Ed. training programme and a probable ^{critterion} for admission of the students can be framed. So it is suggested that to have the better teachers in schools, it is essential that right type of teacher trainees should be selected who may have effective teachers personality. The dimensions of teacher effectiveness are believed to be many. Some of them are observable and some are not. The present investigation has been confined to only a few of the personality needs, self-perceptions, anxiety state, intelligence level and risk-taking behaviour and lastly, their performance at the B.Ed. level. Therefore, the success of the teacher trainees largely depends on their personality make-up and the intellectual levels.

Therefore, these aspects need to be studied before they are given a chance as students of education. The results of the present study can be observed to develop the behaviour pattern of teacher trainees, considering their family backgrounds in relation to the other variables in hand. The personality needs have been varied and many Personality needs like heterosexuality, n aggrsssion show a slightly higher means for men than for the women teacher trainees. Women teacher trainees show higher mean than men on deference, abasement, nurturance, change and endurance. Similarly, the means and S.Ds. for male and female teacher trainees of self, others, authority, reality and parents scales do not show much diffarence. It is suggested that the male and female teacher trainees can not be differentiated significantly on the basis of self perception results, i.e., both the sexes resemble in the field of perceptions but female trainees are more motived that the male trainees, it may be due to socio-cultural influences as some of the enviromental factors viz - settling down into marital status or getting opportunities for a job. Some of these and various other reasons may contribute to higher n-Ach. scores for the women trainees.

The present system of the examination in schools and colleges is making the teacher less responsible to the students' achievement. Non detention ~~pli~~ policies and semester system etc. and on the one hand and the abolition of external examinations on the other makes the individual teacher more and more responsible for the educational development of the children. Therefore, it has added an extra responsibility on the teacher

training colleges which should have definable operating programmes of continuous selection. The selective processes at least ^{should} be based on evaluation of emotional maturity, moral and ethical fitness, health, demonstrated abilities to work with children and youth, academic aptitude and intelligence, demonstrated competence in speech and basic skills and motivation. Therefore, the responsibilities for selection are clearly placed on the staff, the instruments and processes which need to be planned and diversified, so that the sequential steps be sensitively applied and systematically followed. Therefore, the total teaching profession accepts recognition of the need and responsibility for helping develop and apply a continuing programme of selection throughout the teaching careers of its members. Therefore, the programmes of selection admission and retention for preparation and performance have as a primary goal securing qualified staff for quality educational programmes.

The role of certain non-intellectual measures in the students has been high lighted by several researches. Also teachers personality characteristics play a vital role in making an effective teacher. The investigation of this sort must be undertaken systematically to identify and isolate the predictors of teacher effectiveness in the student teachers so as to make teacher education programme a success on one hand and to avoid wastage in teacher education programme. Teaching profession especially at primary and secondary level has not

acquired any reputation so far, as vocational course like engineering, medicine and others. The needed recognition can be achieved if the training is made more scientific and systematic. Selection of right type of people, ^{to} become teachers also add to it.

The present investigation has unfolded many things pertaining to the student teachers. One conclusive inference that can be drawn from the findings and observations made above is that the educational development of the child is significantly linked with the teacher education. It must be the concern of all the people connected with education to see that teacher education is well organized, maintained and operated on sound, scientific principles to make an individual a better teacher. Therefore, the better selection, training and placement of the teachers need to be strengthened.

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