
1.1 Professional education of teachers and
qualitative improvement programme

A sound programme of professional education of teacher is essential for the qualitative improvement of education. It is observed that because of all factors innovated in the process of teaching and learning, the teacher is considered to be the most important of all the different factors which influence the quality of education and its contribution to national development. The quality, competence and character of teachers are undoubtedly the most significant things. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. But the situation observed, is quite contrary to the expectations, had in relation to the national goals. Therefore, it is

essential that education of the teachers is of paramount importance to the national goals. This subject has been neglected in the past and therefore, the super structure built-up could not bring forth the desired results in the socio-political set up of the country. The total transformation desired in the rural and urban sectors could not be matched with the development strategies adopted by the State through its many five year plans, so that the over all economic and social development may be observed. Past development strategies, it is coming to be recognized, have tended to by-pass the rural population, thus resulting not only in the aggravation of existing inequalities but also in isolating the rural mass from the main stream of development. The vast majority of the population who could provide a driving force to the developmental process, the plans and programme launched for the transformation of the society from traditional to modern one, became a matter of active discussion with the academicians, planners, educationists and the sociologists, who could feel that the rural mass could not get the due share due to ignorance, poverty and lack of scientific knowledge and attitude towards day to day developments in the field of science and technology. Education system, particularly, as they have evolved in the developing countries are not only urban based and urban biased but also are selective in a way which tends to militate against non-urban environments. For education to function as a force for social and

economic transformation, its forms, methods and content would also have to be transformed at the same time; but in a traditional country like ours, the old and unoperative methods had been in vogue in the urban and rural communities and therefore, the fruits of new developments could not be accessible to the teeming millions of the country. The main spring behind the whole phenomenon was the mass illitracy and the lack of financial resources at the hands of the state. After independence the government of India appointed many commissions for giving requisite recommendation so that the country may have the desired progress and development. According to Mudalier Commission (1952-53),

"The educational needs of a free country are different and ought to be different from what they were under foreign domination. The implementation of a report in the days of foreign rule was the responsibility of an alien government and if nothing was done that Government was to blame. Today, however, in a self governing democracy, the responsibility for implementing a sound education policy vests with the people themselves and their chosen representatives."

If public opinion, therefore, proclaims clearly that a new educational policy is needed, then the new educational system so evolved should fulfil the aspirations, needs and requirements of a new socio-political order. Therefore, education and its objectives should be so spelled out that these may be translated into actions and activities undertaken by the people. These goals can only be put to improvement if the economic and social life of the rural poor is brought to a desirable level. This means that it

involves extending the benefits of development to those who seek a livelihood in rural areas. Therefore, the major dimensions of rural development are 'economic' and 'social'. The 'economic dimension' of rural development envisages economic uplift, the reduction of poverty so that rural poor get adequate food, clothing and shelter. The social dimension underlines the provision of health and educational services. It also aims at the development of the individual and rural society in a socio-psychological context. Educational and political considerations are two additional elements. In the former, facilities for education are provided for the educational growth of the rural people. In the later the political dimension of rural development will enable the rural poor to participate intelligently and freely on the basis of their own aspirations, indigenous culture and creativity in the political life of the community, and in the programmes designed to shape their community, thereby contributing their share to the overall programme of national development. If education is meant for national development which in our country can be achieved mainly through rural development, it must become an instrument of transforming the social structure, as envisaged in the constitution. Education, first of all, must reach all citizens particularly in the rural areas, irrespective of their caste, creed, class and social status. Universalization of education, thus, has become the most important task to be undertaken by teaching community. This immediately demands that a fundamental

change should be affected in all aspects of Teacher Education, i.e., objectives, structures, curricular-methods, modes and media, evaluation techniques, staffing pattern, administrative machinery and control of teacher education in the country so that the objectives spelled out in the national development strategies may be worked out intelligently.

The recommendation of the Education Commission is unequivocal in this regard which reads as follows:

"A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small than measured against the resulting improvement in the education of millions."

Since it is indeed a question of educating millions, particularly, those growing up in the socially and economically deprived communities; a drastic change in the entire existing system of teacher education is overdue. The better teacher can bring forth a desirable change in society by launching adequate programme for the development and progress of nearby community and thus can seek help in a good measure from the community members. Therefore, the teacher's status has got a meaningful way in the societal set up. The teacher training programme has yet to be closely geared to the needs of the school, so that the school may serve the community indirectly. Therefore, the Teacher Education programme has got a very big importance in the social set up. Due to advancements in science and technology, the rural as well as urban scene are being

changed and therefore the impact of new discovery, inventions and innovations are being felt by the common man. The fruits of these developments can not be harnessed unless and until the people are properly educated. For the general awakening in the rural mass it is possible, that education and its appropriate expansions at its grass roots level would usher a new vista of life for the ruralities. Therefore, the education would act as an instrument of social change. According to UNESCO report (1972), "The age of change has provided us with the instruments needed to meet the qualitative and quantitative demand for education which it has stimulated. It remains for us to recognize them for what they are and to be able to use them for that purpose." This has placed an extra demand on the methods, practices and innovative systems most characteristic of the technological era, the mass media and cybernetics which circulate information and transmit it for mass consumption. Therefore, the ends and the means connected with learning education and training are to be re-shaped so that it may help the people to grasp the new coming knowledge. Therefore, the educational system is to be so devised that it may wipe out illit^erac^y problem, it may guarantee universal school enrollment may impart training and better opportunity to the adults so that the concept of life-long education may be observed. These tasks make education as a social necessity and therefore, the primitive societies are gradually changing due to individual revolution and even more so, after modern scientific and technological transformations, the very content

of the ways of life and means of production, of man's hopes and fears, his cares and joys have profoundly changed. The prospects for education have also changed and become greater for a variety of reasons, such as multiplied jobs, new training programme for technicians and professional executives. This presents educational system with a task which is all the more novel in that, the functions of education are being envisaged in relation to the contemporary society and existing social relationship. Therefore, the mission of education should be to train 'unknown-children' for an 'unknown world'. The force of circumstances demands that educationists do some hard thinking, and that in so doing they shape the future. Education, therefore, should aim at preparing the present day child to fit into and feel at home in the 21st century. The child should be ever-ready to adopt new things at the appropriate time and leave old ones with the least hesitation. This is possible only when the teachers are trained to handle the jobs as desired in accordance with the changing times. The colleges of education are the proper places to introduce innovative practices which aim at total change of educational patterns. Education is change, as life is change. Accelerating knowledge acquisition means accelerating change. Change is nothing but progress for better and fuller life. McClelland (1964) reported that many of the obstacles to development are in the eyes of the beholders, not in the psychology of the interpreneure. He further stated, "what does seems to be essential is that man develop a strong faith

in himself as an originator or agent of change, or some one who can solve problems, efficaciously on his own. If he believes in himself, if he is motivated to change things, then, he is undoubtedly an expert on how to carry out change within his social frame-work and within his traditional beliefs. The most effective strategy in other words appears to change the man's self-image by direct instruction on this key point, and then leave the rest to him."

This plea of McClelland puts greater faith in man's innate capacity for change, while discussing about modernization and its impact on education. Education Commission report (1964 - P.18) observed that in India, as in other countries where similar conditions prevail, the world requires, among other things, a new approach to the objectives and methods of education and changes in the training of teachers. Unless teachers are trained in new ways of teaching and learning, the students in schools and colleges will not be able to receive the type of education needed for the new society.

1.2

Modernization and Educational Progress

The Commission (1964-66) observes the progress of modernization would be directly related to the pace of educational advancement and the one sure way to modernize quickly is to spread education, to produce educated and skilled citizens and trained adequate and competent intellegentsia. The Indian society of today is heir to a great culture, unfortunately, however, it is not adequately

educated society and unless it becomes one it will not be able to modernize itself and to respond, appropriately to the new challenges of national reconstruction or take its rightful place in the comity of nations. The proportion of persons who have so far been able to receive secondary and higher education is very small at present-less than two percent of the entire population. This will have to be increased to atleast ten percent to make any significant impact. The composition of the intellegentsia must also be changed. It should consists of able persons, both men and women drawn from all strata of society."

The above quoted paragraph emphasizes the need of mass education movement so that the scientific and technological advancement may give the fruits for the social development and community conditions in a society. Therefore, it is essential that the spread of education is a must for a modern society. If these aims are to be fulfilled, then, the qualitative improvement in teacher training programme is essential. The secret of achievement of success and progress through education as an instrument lies in proper planning, methods of teaching and above all in the teacher himself. The old and traditional society represents strategies, and holds certain age-long dogmatic beliefs as eternal truths. The Education Commission (1966, p.18) while explaining the differences between traditional and modern society observed that in a modern society, the stock of knowledge is limited and grows slowly so that the main aim of education is interpreted to be its preservation. In modern society, the

stock of knowledge is far greater and the pace of its growth is infinitely quicker. The science-based technology which the modern society represents has very important implication for social and cultural life of man. The education should aim at ushering in new and modern society where the individual has widest opportunity to develop his potentialities.

Toffler, A. (1970) shows the future shock in which people will be caught unaware if the system of education is not geared to the super industrial society in which the present student generation is going to live. The prime objective of education, according to Toffler (1970), is to increase the individual's capability - the speed and economy with which he can adopt *himself* to continual change. The modern forces place an extra demand on the learner and therefore, he is to adjust with the changing situation according to changed social milieu. Therefore, the course of studies given by the teacher should be such as may help him to make the optimum adjustment in life situations. This also demands an extra ability on the part of the teacher so that he may fit well with the changing forces. When the sample of students of education is compared to the other samples of students pertaining to arts, science, commerce, engineering and medical sciences, it is observed that the students of education do not fit well with the existing educational standards. North has analysed the situation as follows:

When national samples of education students are compared with comparable samples of students in other curricular areas, they consistently fall below the liberal arts, science and engineering groups, and most other groups as well. On the other hand there is evidence that the teacher education students, in certain colleges that maintain high admission standard, compare quite favourably. Under conditions now prevailing in the country as a whole, however, the field of education is not competing successfully with other professions in drawing the high calibre personnel- that it so urgently needs.

In the light of the above evidence (as observed in U.S.A.), the conclusion has generally been drawn that education students (Prospective student teachers) rank lower in mental ability in terms of the usual measurements of such ability, men those who are in preparation for other professions. Perhaps, it will be sounder to say that teaching has not as yet been enabled to compete on equal terms with other professions rather than to draw the generalized conclusion, the teaching attracts only the inferior. Moreover, because of this fact schools of education as a general rule, have not as yet been enabled to apply as discriminating selective admission requirements as have most other professional schools.

The above lines clearly show that in the old time the teaching profession could not have very bright students

as such and in comparison to other professions. It remained neglected one. The future teacher should be so recruited into the profession that the most able students are able to join or meet the requirements of admission to the teacher training institutions. If this is done so, the teaching profession as such would get a high place in society. But this has not been possible due to lack of clear evidence as regard to identification and selection of students' potential for admission to teacher training programme. Enough research evidence is not available because very few studies have been conducted in India for selection of teachers and the available potential/stabilization of abilities in them, so that proper selection and training may be given to the students for an effective teaching career. Some studies abroad have been conducted related to the teaching effectiveness and their results are enlightening one. On the basis of the results arrived at, it is possible to have better selection of students for educational courses. Thus right type of people can be recruited.

1.3

Some Factors of Consideration

Education has been considered as a potential instrument for bringing out a dynamic change in society. Therefore, it is essential that we should feel concerned with the type of candidates who are admitted to teacher education institutions, the kind of preparation given to those who are

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selected, and the method of introduction into the classroom, of those who complete their preparation programmes. Therefore, the teacher should be a man possessing certain competence which aptly suits to teaching task. It is one of the convictions of the investigator that many of the ills that have plagued the educational system can be rectified by careful selection of the personnel for teaching. But the identification of the needed qualities for teacher is a hard task.

In the support of this contention, Jackson (1962) remarked that the few drops of knowledge that can be squeezed out of half century of research on the personality characteristics of good teachers are as low in intellectual food value that it is almost embarrassing to discuss them. The grim conclusion of Jackson (1962) frightens every one who tries to identify the quality of a good teacher to any degree of certainty. But human experience coupled with certain research findings in the area may go to the rescue of the people who want to identify such qualities.

Ryans (1960) also was equally strong in his remarks about the qualities of a good teacher. He noted that the identification of qualified and able teaching personnel, therefore, constitutes one of the most important of all educational concerns. It is, therefore, not an easy task to find the qualities of teachers which go with good teaching. But at the same time, one can hardly afford to leave this problem untouched, because it is intimately connected with the progress of the society. So there should be some sort

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of arrangement, however, loose and common place it may be, to identify certain qualities in the teacher.

However, it is very gratifying to note Flanagan's (1954) observation about the qualities of a teacher. In the recent review of researches and their implications for the improvements of secondary education, he has pointed out that the basic motivating factors leading man to work long hours under unsatisfactory conditions are related not to good pay, job security, and good superior or good working conditions but the effective motivators are closely related to the content of the job. They are based on the feelings of accomplishment and growth with respect to value objectives. The same factors are likely to be more effective motivators. Here, few more factors can be added such as effective concern for the achievement, urge for doing some sort of good work which bring in fruitful dividends in future, and competition with some standard of excellence.

Ryans (1960) while discussing about the characteristics of a teacher pointed out that in general the qualities may be grouped into two major categories: 1) those invoking teacher's mental abilities and skills, his understanding of psychological and educational principles, and his knowledge of general and special subject matter to be taught, and 2) those qualities stemming from the teacher's personality, his interests, attitudes and beliefs, his behaviour in working relationship with pupils and other individuals. So in all research studies one does not fail to come across a unique

dimension which is personality factors. It is generally accepted truism that personality factors are intimately connected with teacher's ability. A general truism in psychology according to Adler (1935) is that, in order to be able to accept and trust himself, this in other words, is to put greater premium on one's own self-confidence.

In other study, Aschner Mary Jane (1961) maintained that psychologists, other research workers, and curriculum workers are in agreement that most important variable in the classroom is that of verbal and non-verbal behaviour of teachers. It is the language of responsible actions which influence the behaviour of those under instruction. This is one more addition in our search for factors which contribute for good teaching.

In the light of the findings mentioned, it is to be inferred that qualities of good teacher are rather borne out of one's motives and desires than the values attached to teaching profession by the society and individuals.

Getzels and Jackson (1963) observed that the personality of the teacher is a significant variable in the classroom, and indeed, some would agree that it is the most significant variable. Classroom activity is far different from any other activity. It is an interaction between individuals which naturally involves feelings, emotions, and personality styles and other innumerable variables connected with physical stature of the teacher and the personality variables. It is, therefore, important to consider the

personality variables of the teacher rather more closely to find the qualities of a good teacher. When it is said, personality styles of a teacher, it means psychologically the complex and complete pattern of one's total behaviour.

Hamachek (1972) while discussing the personality styles and teacher behaviour threw some light on the qualities of a good teacher. He maintained that the urgency for knowing something about one's self and about one's personality style is not as important in the case of some people as it is for others. In the case of construction worker, accountant, engineer, chemist or the plumber, where the relationship is between man and building, numbers, bridges, test tubes, or pipes, knowledge about one's personal dynamics is not so crucial. But when the relationship is between man and man or between teacher and student, understanding one's personality style is more crucial. It is more crucial because the process as involved is more personal in nature, involving as they do feelings, emotions, status, subjective views, and personal preferences. This explanation of Hamachek would highlight the needed understanding of teacher who actually is engaged in the task of educating the children. Unless the task of classroom activity is perceived in a way different from that of other activities, one can not reach the real point in question, namely, the qualities of a good teacher.

As per figures presented in Education Commission

Report (1966), India is a land of youth as half of its population is below the age of 18 years. In these circumstances human concern for progress must be inculcated. The concern for progress lies in the perceptual world of the individual which needs more exploration. Cantril (1969) maintained that it was found that by and large education was the most crucial single influence in widening the scope of people's concerns, not so much those involving the more immediate day to day standards of living but the more long-range aspects personal development such as attaining a congenial job, achieving a satisfying set of values together with greater involvement in more overall social justice, more honest and efficient Government, and a resolution of the international problems the nation must face. Slow pace of change brings less dividends. But individuals, who are effectively concerned with the progress, change the pace of progress through their involvement. They endeavour to achieve more or less time. Affective concern is an aspect of achievement motivation. Education, should therefore, make the individual achievement-oriented which is the sign of modern society. The question of making an individual achievement oriented is also related to the question of self-image.

The self is remarkably conservative and once a child forms negative self image of himself as slow-learner, it is very difficult to change it in him. Therefore, the foremost thing that the teacher has to do is prevention of negative self-concept in the students. The teacher can

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achieve this in the students when he is resourceful, patient, persistent in his work. Gogan (1968) reported that students, with warm and considerate teachers, produced unusual amounts of original poetry and art. Christensen (1968) found that the warmth of teachers significantly related to their students' vocabulary and achievement in arithmetic. Reed (1962) concluded that teachers characterized as considerate, understanding, and friendly, and with a tolerance for some release of emotional feelings of students, had a favourable influence on their students' interest in science. The research mentioned here are the relationships between the teacher personality elements on one hand and students' achievement outcomes on the other. These relationships clearly indicate that a teacher who gives human touch to the cognitive abilities does a wonderful job. Warmth, friendliness, and understanding pay dividends in teaching. But these qualities require a kind of commitment on the part of the teachers. When a person becomes committed to attain his goals, be it teaching, administration or business, concerns, becomes internalized within the individual.

In this part of the write-up, several points have been discussed which highlighted the status of teacher in the society in particular and his roles and functions in general. Similarly, the educational importance of teacher's qualities, learning processes, and classroom behaviour etc., are of significant effect as regards to educational development and policies of education are concerned. This should be goal-oriented so that education may become a potential instrument

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of social change. Needless to point out, that the teacher is the principal actor in this high drama. Therefore, the research related to teacher education in the Indian setting is of paramount importance. A few attempts have been made at the doctoral level to gauge the effectiveness of teacher education programme, but all these attempts are meagre. Therefore, the present study is a step towards the enrichment of teacher effectiveness and its related issues. The problem in hand would provide an ample evidence as regards to the identification, selection, placement of teacher trainees in the world of work, so that by having the requisite and essential programmes for the training purposes, they may feel to seek a real adjustment in the teaching profession.

1.4

Entrepreneurial role of teacher

Individual performing a task wants to do it to the best of his abilities. People differ due to their capacities, potentialities and abilities and also some of the personality characteristics, i.e., some individuals are good at performing certain types of activities while others are not. This is due to individual differences and different perceptions related to the work situations. Jobs such as managing an office, productive centres, classroom situations etc. require certain special qualities. These qualities may be labelled as entrepreneurial qualities. They are associated with better performance at task which requires investigations. Spatial

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ability, mental manipulation, i.e., new way of putting things together. McClelland (1961) observed that entrepreneurial behaviour involves doing things in a new and better way innovating activities.

Individual responsibility implies individualism, it embraces both credit for success and blame for failure and leaves the individual free to claim or accept the consequences. Dissatisfaction with the present, forward moving attitude and risk taking behaviour and the like are also aspects of entrepreneurial behaviour.

The teacher who possesses leadership and entrepreneurial qualities should succeed in his work. Therefore, such a teacher can help the learners to get the maximum output success in their work. Therefore, such a teacher has got a special qualities in his personality which keeps him to have the maximum influence on the students. The personality of the teacher has got a significant attribute as regards to success in the classroom situations. An individual's personality traits are not merely his own processes, "like his height or eye colour". These largely depend on attitude of other people who interpret his behaviour. A teacher may show one set of characteristics with a class of infants and very different traits in a parents meeting or she may be affable and industrious in one school, staffroom disconducted, lazy and rebellious in another. Indeed, contemporary psychological

theory is trying to get away from the conception of personality as a sum or the integrated pattern of a person's distinctive traits. In spite of the complexities of personality just mentioned people do to some extent behave consistently in accordance with descriptive traits. But for this no suitable appointments to any job could ever be made except by chance, and normal social intercourse would break down. Many investigations have shown that traits such as emotional stability, extraversion - introversion and persistence, even all-round character, can given sufficient resources - effectively be measured. Particularly interesting in this connection is Lawton's demonstration that the warden of an hostel for men student teachers and fellow students can give good prediction of a student's teaching mark from their acquaintance with his personality outside the classroom. Lawton claims also that an experienced interviewer's judgements of candidates and reports from the schools which the candidates themselves attended, provide fairly accurate estimates. But this is not borne out by other research. The traits displayed and judged during school days or in a personal interview, tends to differ so widely from those emerging during training that most students selection is probably pretty haphazard.

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1.5

Classroom instructions and the
effects of teacher personality

The classroom instruction is not simply confined to the intellectual pursuits of the teacher or his mental makeup alone but it has got an all-round effect the interaction processes with the teacher on one side and the pupil on the other side. Therefore, the importance of studying teacher's personality and of the development of methods of diagnosis are greatly enhanced by the general recognition that schools serve other than merely intellectual functions. Teacher is often expected to assume position of leadership in outside the classroom situations and particularly in the community outside school hours. Therefore, education in fact of Ichabod Crane or a Mark Hapkin's of Mr. Chips or Socrates as surely not due solely to what he knows or even to what he does, but in a very real sense to what he is (Gelzels and Jackson 1963).

Therefore, the personality of the teacher is more essential than the knowledge he possesses. The interaction that takes place in the classroom is not only traffic in ideas but also in feelings. According to Atkinson (1964-P.228) one of the major characteristics of n-Ach. is to be anticipatory of forward looking. Teacher's with high level of n-Ach. are believed to be more successful in the classroom than the teachers with low n-Ach. Therefore, the dissatisfaction with the present state of affairs, pace of progress, status, level of achievement etc., amounts to possessing high level n-Ach. It is observed that the teachers who have real commitment

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for teaching are never satisfied with what they are. It is also found that the teachers who have risen high in the ladder of academic attainments they could start beginning from the bottom, worked heart and soul with a consistent endeavour and thus could reach to the highest rung of the ladder. They never feel contented with what they have already achieved. This is an entrepreneurial quality which if the classroom teacher possesses, makes him all the difference.

1.6

Need for the change and where to begin

In spite of the best efforts by the government and semi-government agencies to educate the masses in wholesome fashion, so that they may harness the fruits of democracy in an objective way, it is witnessed that the efforts put forward by the government have not been able to yield good fruits due to population explosion. Ours is a country of teeming millions and therefore, any good measure or effort done to safeguard the interest of the masses and to fulfil some of the constitutional directives, it seems, has remained incomplete and futile. This state of affairs has added several problems such as unemployment of educated mass, skilled and semi-skilled unemployed, health problems and problems of educated youth. This test is endless, therefore, the society as such is to be re-shaped and be given new values, attitudes, feelings, opinions and scientific outlook so that they may live and become men of reasons and may exercise their moral responsibilities for developing necessary talents for the success of society. The

educational system which was developed in the past became out-dated and with the development of scientific outlook and techniques, new methods and educational technology are being used at present in the classroom situations. Therefore, all the innovating practices and the technological gadgets are being employed as teaching aid and equipments for the mass education, so that, the learners may develop to its maximum or a better individual in society. In short, the process of education has changed and changed for better. But from all the nook and corners the cry comes up that the academic standards have fallen down. Therefore, it is observed that the people with I class degree even are not able to cope with the demands of the job and better excellence in the pursuits of knowledge. Thus, the problem has become a social stigma and a rehearsal issue for the academicians, educationists, and the administrators. The classroom teacher by and large feels that his responsibility is only to impart knowledge. He does not seem to feel the moral responsibility to build up the personality of the individual student to develop right attitudes, values, so that, it may boost up the high morale of the students by measuring anxiety, frustration etc. and may give them better personality characteristics, so that, intellectual development and performance may be attained with a suitable conducive environment. Therefore, it will help the students to minimise anti-social activities-students unrest and other hoodlums and the college or university premises.

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Therefore, the education system should come up according to the needs of the time and the requirements of the society.

If the courses are planned and geared according to the requirements of the students in particular and society at large, then the problem of education unemployed youth can be tackled with an insightful way and it would help them to avoid the atmosphere of despair and uncertainty in the minds of students and would give them a ray of hope for gainfully employed persons. Therefore, the investigator feels that educational system primarily at the present time, is not able to help the children to give certain skill and mastery over the subject matter when they are in the schools - institution or when they are very much under the portals of the universities. Therefore, the new developments coming up in the educational system i.e., the ideas of work experience, new pattern of schooling, vocationalised courses and work oriented jobs-all these processes would put an added responsibilities on the shoulders of the teachers. If the teachers can actively involve themselves in the programmes, the student-unrest and other related problems can be solved very easily.

In the above paragraph, the circumstances described, help us to fill that shows an urgent need for the change of educational system, i.e., change in attitude of teachers, change in the subjects taught, courses of study and change in values of the educational systems. Therefore, it is essential that the teachers should be properly selected, trained and given an

appropriate atmosphere for entering into the teaching profession. It may be one of the possibilities that the teachers may not unlearn what has been learnt by them. In order to build up a new cadre of dedicated and committed teachers, the process should start at the colleges of education and that too with the student teachers. Today's students of education are tomorrow's classroom teachers. Fruitful results could be expected if the students of education are trained and equipped with the new roles of discharging necessary responsibility in the society. The prospective teachers should be given proper personality makeup in the form of authority, affiliations, creativity, leadership and many other traits of behaviour along with the positive orientation to have better perceptions of children, work, role of parents, authority and responsibility etc. They should also be trained to have concern for the social responsibility to be an anticipatory and have desire for the achievement of excellence in academic sphere as well as in social measure. When these traits are cared for and developed, the students of education would generate such ideas, ideals, precepts and actions. This in turn would help the students to gain better knowledge and mastery over the courses and the schools will be better centres of learning.

1.7

Statement of the problem

The precise statement of the problem under

investigation is "A Study of Achievement Motivation, Personal Preferences, Perceptions, Anxiety, Risk Taking Behaviour and other coⁿ-relates in relation to Intelligence, Socio-economic status and performance of the prospective secondary school teachers of Orissa State.

This study basically measures n-Ach., personal preferences, perceptions, anxiety and risk-taking behaviour, Intelligence, S.E.S. and performance with the general family background of teacher trainees of colleges of education.

The personal preferences have been measured to assess the personality needs of the teacher trainees.

Self-perception has a composite score yielding sub-scores. The 8 scores are the quantified perception of an individual subject about self, others, children, parents, work, reality, authority and hope. According to the operational definitions of self-perception, these percepts constitute the phenomenal self of the individual. The phenomenal self has been defined:-

1. That this portion of the personality which consists of perceptions of 'I', or 'Me' and develops out of the organisms interaction with the environment. It strives for consistency, interjects the values of others, which may be perceived in a distorted way and change as a result of maturation and learning (Rogers 1951).

The self, as accepted in this study, is the self of an individual situation in which he is involved, significant to others and his environment.

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1.8

Achievement Motivation

A tremendous economic growth has been registered by the developed countries and the progress made by them could provide an increase in the material welfare. What produced these effects? How did it happen? Why did a particular country decline in importance both commercially and artistically until at the present time? It is not particularly distinguished as compared with many other regions of the world. Was it just luck or a peculiar combination of circumstances? Perhaps we can find something in the motives, customs or institutions of man that will account for over achievement in the economic sphere. Historians have been fascinated by such questions ever since they begin writing history, because the rise and fall of a particular Empire or a particular nation is by no means an isolated phenomenon. In fact, as Kroeber (1944) has demonstrated, "Configurations of cultural growth", are the rule rather than the exceptions, "Success occurs close together in relatively brief periods within nations or limited areas." The way wealth is distributed, is a matter of special interest, partly, because it has become so uneven in the past century that the curiosity has been aroused. Some countries have done fantastic economic growth while others not, and could feel to label themselves either underdeveloped ones or the developing ones. The answer to this malady is not confined with the economists or the historians, rather it is related with the psychologists or the sociologists, who study the society as a whole, for getting desirable changes from

the old patterns, i.e., the desire to change or learn. What is it? Where does it come from? Why does it sometimes go away? Can it be measured? nurtured? altered? These questions are significant and real under all these ideological, sociological and psychological ideas, the spirit is of human-motivation, social motives; achievement, affiliations and powers. "The researches have shown that achievement motive is a backbone of all the human achievements and the individual differences which discover the principles of interactions between personality dispositions and environmental influences." Therefore, the psychology of motivation has pervaded the whole human concern for achieving societies."

The first major report of the experimental work on measurement of human motivation, particularly, the Achievement motive appeared in 1953 (McClelland et al, 1953). Atkinson (1958) later, edited further the research employing the thematic apperception as the technique of measurement of human motivation. McClelland (1961) further reported some interesting research on achievement motive and economic development, which attracted the attention of other workers working in the similar fields.

Motivation to achieve is basically and inevitably a personal matter. Personality and related motivation patterns are, in large measure, a product of social and culture influences, and an argument could be made that the personality can really never be separated from those

influences. By having reviewed the studies, it was observed that two major aspects of personality came through the time and again as major factors affecting motivation - individual perception of Anxiety and Self-concept. Many researchers, such as Klausner (1953), Harer (1964), Beard (1965), Caliguri (1966), Gay (1966), Johnson (1968), Hershoritz (1969), Friedman (1969) etc. studied achievement motivation in relation to various variables such as self-concept, socio-economic status, Academic Achievement, delinquent and non-delinquent behaviours (personality factors), aspiration level, self-perceptions etc., by using the various tools and scales to find out the relationship and effects, if any existed among these various variables. It was observed by the investigator that no such similar attempt has so far been made in India to study the problem in hand on scientific lines. From the empirical research evidence (from western countries) discussed in the fore-running paras, it is clear that the influences and the effect of Achievement motivation, Self-concept and Anxiety on school achievement have been observed and felt to be correlated in one direction or the other. Now, if they are independent of one another, they will supplement in accounting for the various operating in the measures of achievement in school subjects.

1.9

Socio-Economic Status and the General Background of Teachers

The socio-economic status has got a meaningful influence on the rural and urban mass due to class structure

and society, the individuals are affected by their socio-economic environment and their status position are determined by commonly accepted characteristics. Many individuals get different positions on the basis of social prestige, education, occupation and the salary scale. Many sociologists have worked out the social prestige on the basis of the amount of income as well as the source of income. Therefore, the salary of the individual is one's social prestige in the society. Thus the people have different attitudes, belief, values and social background for better education and occupation. Warner and his associates used four variables such as occupation source of income, type of housing and neighbourhood for assessing the social prestige of an individual. This dimension would largely determine the status of one's family in the social set up. Many researchers have tried to link-up the nature of the family, with the position engaged by them in the society. Therefore, it is essential on the part of researcher to find out sociological background of the students in education and their behaviour on certain tests for personality traits measurements with the intellectual standards and academic performance. Therefore, Dr. B.Kappusawamy's scale of S.E.S. has been used.

1.10

Performance

Academic achievement or the performance is the degree of attainment of the student after period of learning exercise. The total marks obtained at the end of academic year are the index of one's academic performance in a particular examination

or the level of attainment. In this study the academic performance of the subject at the end of educational course (B.Ed.) has been considered.

In addition to these variables, i.e., achievement motivation, personal preferences, perception, anxiety, intelligence, S.E.S., performance and other correlates: nature of the family such as joint/nuclear, rural/urban, agriculturist/non agriculturist etc., it was felt essential that marital status married/unmarried, general educational level or the highest degree received before entering teachers training programme, rank and division secured, place of residence urban/rural stay during the present study: hence home/hostel should also be considered.

1.11

Rationale of the study

This is a study of achievement motivation, personal preferences, phenomenal self, anxiety, intelligence and the academic performance of teacher trainees of Orissa who are going to enter the teaching profession. It has been undertaken with a view to measure and investigate certain ~~characteristics~~ entering characteristics of students of education so that the young teacher may be given proper direction, guidance and sense of the purposefulness of the teaching profession. It is necessary to orient their energies into the process of social reconstruction rather than to let them resign to their fate or alien themselves to anti-social disruptive ways. However, teachers generally do not indulge in such tasks but the changed situations have brought forth an added responsibility on the shoulders of the teachers due to mass education. The entrance to the teaching

profession has been allowed to everybody desirous of it but the present situations were not that some needed restrictions should be followed as teaching is a career where generally, he is engaged with a dialogue with the learner. This involves a process, a process of clearing their perceptions about the environment and their goals and aspirations, personal preferences, anxieties related to task etc. so that it may become essential to give them a right perspective to start with.

Teacher is a practitioner who is engaged in the daily interactions with the students who must be taught. He is, therefore, essentially man of action rather than a man of contemplation. The teacher must do now with whatever is available. Since many of the phenomena, he must deal with, backlog of empirical evidence to support his every action. Hence, to a degree, he is an artist rather than a scientist, for this reason, the theory of instruction he develops may be a loose one, scientifically speaking.

Motivation is not a new idea to teachers. For centuries they have known that there is a rather intimate relationship between learners level of motivation and his behaviour. How intimate that relationship is and precisely what impact it has on learning is all well known. The plight of the teachers regarding motivation for himself and for others is somewhat like the young lady who drives an automobile. She knows that the engine is important to the automobile but not precisely in what way, knowing only that

certain input is necessary for the engine to function effectively. Consequently, she will occasionally put gasoline and oil into the car. What role the gasoline and oil play is known but vaguely, if at all. Although the analogy may be crude, the teacher faces a similar dilemma in using curriculum, content to stimulate motivation - he is in difficulty in knowing how they relate. If this is the dismal condition of teaching related to learner and the curriculum, content, it is equally important to know teacher's motivation to do good work in the school and outside. Occasionally, the remarks come from teachers, "I wish that students were as interested in my class as in a film hall." The principal and the administrators impose strict discipline in the students to do good work in school. The parents complain that their ward is not interested in schooling. The fundamental cause lies in the motivation to do good work in school. Teachers use different techniques and teaching aids in classroom situations to motivate the child. There is no doubt that such things stimulate interest but not significantly. There are no long-range influences or benefits because the students soon recognise their such devices as manipulative rather than genuine aids to learning. What is the end to this chronic problem. The more new methods, teachers, educators and innovators try to innovate new practices to attract the students to learning situations, the more the pupils go out of their hold. Hence, measurement of motivation and other related such dimensions - self perception, personal

preferences, intelligence, anxiety and other background information such as SES and other related factors: nature of the family, place of residence, teaching experience and age etc., are necessary and justifiable problems so that, these may be studied in detail to bring out a solution to the present educational crisis. Therefore, it is essential that the present study should give an answer to these problems, in order that the teacher trainees may find a congenial environment in the new classroom set-up. It is also imperative on the part of the investigator to study certain entering characteristics of students of education so that the selection of the students and training to them may determine their success as a teacher. In a training college, the prospective teachers are in the process of making. All that is considered to be essential in this process, is carefully provided to the students. In schools the trained graduates stand face to face with realities of life. Each one of them has to come to grips with the situations he is placed in and the efficiency with which he does it determines his success in the teaching career. The details of the two environments differ but the teacher is the common element in both the situations like a central theme underlying a book of verse. A teacher is the focal point of consideration although placed under varying circumstances. A relationship between his successive achievements is a logical phenomenon. Therefore, an attempt

to study this relationship between his A PRIORI and A POSTERIORI success seems to be an agreement with current education theory and practice. Therefore, it is essential that this study would be an attempt in Indian conditions, to give an answer to such problems which are related with the students of education and their success later on as a teacher in the field, so that, some objective basis for making suggestions for further improvement of the practices that are followed at present in teacher training colleges and in secondary schools may be made an objective result.

Taking students of education as the sample of the present study, is justified on the grounds that it is an exploring study designed to measure certain entering characteristics of future teachers and various dimensions of personality, intelligence, anxiety and other correlates nature of the family, place of residence, age etc. which have been correlated to achievement motivation, personal preferences and self perception of the students of education. Studies of this sort help make selection of students for colleges of education more objectives. Since n-Ach., personal preferences, self perceptions, anxiety, intelligence and performance of an individual play a prominent part in his behaviour and actions, the variables investigated are appropriate.

1.12

Scheme of Chapters

The present report is divided into six chapters, each devoted to a separate aspect. The investigator believes that all the six chapters will make a unified whole to

encompass the problem from all sides.

The first chapter has been devoted to the significance of the study. In this a few issues pertaining to training and selection of students of education facing present educational system have been raised. Attention is focused on the selection of teachers with a requisite background which may enable them to be an effective teacher later on, and the part motivation development can play in bringing these changes.

In the second chapter a review has been made of the previous research and related literature. Attempt has been made to note the trends, to identify the gaps and thereby to select the problem for detailed study.

The third chapter deals with the need and justification of the problem and the variables chosen for the purpose of the study, its specification, basic assumptions made, enumeration of objectives and hypotheses, definitions of various terms used, the detailed procedure for the study and listing of the limitations of the study etc.

The fourth chapter deals with the deep specification of the methods and procedure followed in carrying out the investigation, description of the sample, and the selection and administration of the tools and scoring of the answersheet etc.

In the fifth chapter is presented all the analysis and results of data along with the interpretation and discussion in the light of the previous researches made.

The sixth and the final chapter records review of the work, summary of the findings and suggestions for improving the training programmes and for further study.

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