Chapter 1

INTRODUCTION

I. ORIGIN OF THE STUDY

The quality of education and the development of the nation go hand in hand. History of civilization is a witness of the fact that more a nation has paid or pays attention to the advancement of sciences: Physics, Chemistry; Biology, Geology, Space etc; application of newer trends in technology, agriculture, medicine, econometry, the higher sociometry, psychometry and scientific Know-How has been its productivity in all fields of life as for example, economic agricultural, scientific, technical. Quality of education, therefore, seems to be nucleus of national progress. It is probably for this reason that National Education Commission (1964-66) felt motivated to assert that the destiny of a nation is shaped in the classroom of its educational institutions. The implication of above premises is to raise nation can raise its cultural level, enhance its economic status, develop its social fabric and, in fact, its maximise industrial production without creating such conditions in its educational institutions, as are conducive for the reservation transmission and enrichment knowledge as its socio-cultural heritage. If India aspires to translate into concrete reality the ideas enshrined in its constitution and expects its people to keep pace with the rapid strides that people of other progressive countries are making, then it will have to improve institutional instructional technology, enrich its curricular contents, democratise its educational administration and provide proper and effective teaching audio-visual aids to its educational institutions. Consequent to the above educational
treatments, These education treatments will not only maximize teacher pupil interaction between teacher and learners in classroom situations will be optimum. Earlier research on teacher-pupil interaction has empirically demonstrated that learners' behavioural outcomes is a function of interaction between teacher and learner. The more the interaction between the two, the higher will be magnitude of learning. For this purpose the nation will have to subject its prospective teachers in teacher-education institutions to such pedagogical, methodological practical and social experiences as are helpful in to developing faith in social justice, secularism, democracy and ideals of socialism. Obviously, teachers of such qualities will go to teach in their classes with an aptitude for teaching and with a positive attitude.

A teacher notwithstanding the great technological revolution in the whole world is still the base on which a learner's learning-building rests. No doubt, he acts as a catalytic force which accelerates the interaction between the educational contents on the one hand and learns mental processes on the other. The interactions between a teacher's and learner's personality help in the development of learner's desirable personality. In this sense a teacher continues to occupy the educational stage he has been occupying countries ago.

Acceptance of the above premise on the significance of a teacher in the total educational matrix leads us to infer that teacher education institutions at secondary level should so design their teaching situations as are helpful in developing a teacher who has competencies to realize the educational objectives. Educational institutions by selecting and educating teachers of
above characteristics will play a vital role in preserving the socio-cultural heritage, democratic values and, of course its economic independence. A significant in the Indian social scenario change that can hardly miss the attention of an impartial observer is that during the post-independence period a vital social change has taken place in the social fabric of our country. For example, now more importance is being given to the education of the socially deprived section of the society of our nation. The socially disadvantaged sections of our society, namely, the back ward, scheduled caste and scheduled tribe who for long have been denied the socio-politico-economic privileges, have begun to enjoy these privileges in the form of reservation at all levels: primary, secondary, higher, technical and professional education. Infact the provisions of the Mandal Commission Report after being accepted by the parliament have acquired the legal sections of an Act. Consequent to the application of this historical instrument, the under privileged or socially disadvantaged sections of society have begun to enjoy the fruits of reservation policy in recruitment and promotion in State and Central Government Services. Although, the above Pparliamentary Act has some what widened the social proximity gap between the socially advantaged and disadvantaged sections of the society. There is little doubt that the socially disadvantaged sections of society have not only begun to feel at par with socially advantaged suctions but have also begun to feel that their self concept has enhanced.

The effects of reservation policy has also made a significant change in the quantum and procedure of admissions of students in teacher education
institutions. It is now a known fact that there is a reservation of 50% seats for the socially disadvantaged students and the remaining 50% seats are for the general or socially advantaged section of the society. How far this policy has influenced the teaching effectiveness of prospective teachers belonging to disadvantaged sections of the society is a question which can be answered through as empirical research project. The investigator, therefore, decided to ascertain whether, there significant the general and reserved categories of difference between teacher trainees studying in secondary teacher education institutions in respect of their teaching effectiveness, teaching aptitude, attitude towards teaching profession and of course, their personality characteristics. The present study draws its origin from this curiosity.

II. THEORETICAL BASES OF THE STUDY

Having discussed the rationale for the origin of the study on comparative characteristics of socially advantaged and disadvantaged teacher trainees, it seems pertinent to examine the theoretical basis of the present study. It will be agreed that teacher trainees exposed to the teacher-educational experiences are not conditioned to identical human, social, economic or political situations in this country. Differences in the above situations substantially contribute to differences in the social dynamics which may draw a cleavage between these sections of the society which are regarded as socially advantaged and their opposite, designated as socially disadvantaged. Infact, the prospective teachers belonging to these contrasting social groups by virtue of differences in their living condition, develop different behavioral characteristics-cognitive psychomotor, affective and social.
Teaching is essentially a communicative process between the influencer (teacher) and person whose. There is, therefore, no wonder owing to differences in the environmental conditions they develop different teaching styles, abilities, skills and attitudes. Teacher trainees who are reared under behavior developing facilitating conditions develop such communicative abilities as are helpful to them in making more curricular transactions. However, reverse is the case of these teacher trainees who live in a socially disadvantaged environment. The letter type of teachers develop among them a feeling of inferiority, an alienation and a low confidence in their abilities to deal with new institutional and classroom teaching-learning situations.

Research workers have sought to find out the magnitude of correctness of both these view points for the preceding more than six decades through empirical research studies. While some research workers have claimed to find evidence of the contribution of genetic factors in the excellence of intellectual performances and social superiority of individuals belonging to superior race and poor intellectual performance and low social status of those individuals who belongs inferior race. Bringham (1923) for example, found that "Whites" of America manifest excellence in intellectual performances because of their superior heredity (genetic factor) and the Negroes/Blacks in contrast to them perform poorly on intellectual tasks because of their inferior genetic factor. Social advantagedness, in this context, is caused by superior genetic condition and social disadvantagedness, for similar reason, manifests its existence for poor genetic factor. Bringham's (1923) view on the role of genetic factors or heredity was later on supported by psychologists belonging
to gestalt school of thought. However-their contention in this regard was not accepted by anthropologists. They on the basis of their comparative studies of different races, tribes, social sections and cultural characteristics found substantial evidence to support the view that socially advantagedness or disadvantagedness bears no significant relationship with heredity or genetic status. This view of anthropologists at a later stage was accepted by proponent's of heredity theory of social advantagedness (Bringham 1940). Good enough using Draw-a-man test on pupils living in contrasting environments, found that inferior environment has an effect at least as much as it is a cause of inferior ability. The person of low intelligence tends to agitate to those neighbors whose economic requirement is minimal. His children inherit his mental characteristics. However, Terman (1916), Garret and Schnock (1933) on the basis of their independently conducted studies found that heredity influences academic accomplishment. As against these studies, anthropologists on the basis of their cross cultural studies concluded, that culture produces different reactions among members belonging to different cultures. The logical corollary of this thinking is that people living in an impoverished environment perform poorly on academic and intellectual tasks and those living in a socially facilitating environment perform better.

Researchers in the past felt fascinated to study the effects of socially advantaged and disadvantaged environmental processes on the behaviors of the members of different ethnic groups. Broadly speaking, two different trends of thinking have emerged to explain the differential cognitive, affective and psychomotor behaviors of persons living in socially advantaged and
disadvantaged conditions. One viewpoint suggests that those who live in poor psychological condition develop negative personality characteristics. Which exert an adverse influence on a adjustment of an individual teacher-trainee in teaching situations. The reverse is true of the personality characteristics of teacher-trainees who are reared in a socially advantaged environment at setting. Needless to say that the latter type of teacher-trainees are better able to adjust with classroom teaching-learning situations. The second viewpoint explains the behavioral differences among teacher trainees in terms of genetic factors. The belief is that the relatively ineffective adjustment of a socially disadvantaged individual teacher trainee to classroom teaching-learning situations needs to be located in his genetic development. The experiments conducted by Mandal on peas, rats and a host of other organisms, have convincingly demonstrated that heredity plays a dominant role in the development of behavioral characteristics. In this sense teaching performances of a socially disadvantaged need to be understood in term of their morbid genetic effects.

It is, indeed, sad to observe that no critical study has so far been designed in this area which may specifically lead to a definite conclusion on the relative significance of heredity on the one hand and social environment on the other hand in such life areas of an individual human being as academic, social and professional or technical. However, a majority of educationists, social scientists and political workers feel inclined to believe that scheduled and other backward sections of the society have not been able to actualize their potentials because of their adverse living conditions which
lead to low academic achievement and for below to their academic potential. This group of thinkers are of the opinion that a change in their social environment of the individuals characterized by high intellectual status to progress at par with that section of society which is designated as higher castes. The constituent assembly of India, therefore, resolved that the disadvantaged section of society be offered such facilities by way of reservation as will help them to develop commensurate to their potentialities. The socially disadvantaged, therefore, right after 26th January 1950, have been given such statutory facilities as monetary grants in the form of scholarships, freeships in tuition fee and book grants to students at all levels of education. After the completion of their education their placement through the policy of reservation and admission in professional and technical courses. The constitution framers want further in their resolution by providing a provision in the law making and sharing of administrative decisions by reserving a proportionate representation of the scheduled castes, other backward castes and scheduled tribes.

These above mentioned socio-politico-economic measures have, although, made a significant contribution in raising the status of socially disadvantaged section of our country, have not yet made them at par with the socially advantaged section of Indian. What factors are responsible for inhibiting their progress? The answer to this question can be given but only through an empirical research. Such an answer is all the more necessary for vitalizing teaching learning-processes in educational institutions. The investigator, therefore, decided to find answer to the above questions by
choosing a sample of teacher trainees studying in secondary teacher education. Needless to say a teacher trainee is a prospective teacher who after the completion of his training will be entrusted with the job of teaching in an educational institution. The present researcher feels that a comparative study of the teaching effectiveness, teaching aptitude, attitude towards teaching profession and personality characteristics of socially advantaged and disadvantaged teacher trainees should offer a valid answer to the question raised above.

Bases of Successful Teaching

The following are the salient features of a successful/effective teaching:

(i) Choosing Learning Experiences

According to Munro's viewpoint described in his Encyclopedia of Educational Research, successful teaching is characterized by the skill in choosing learning experiences. The more rationale and logical experiences, the more effective in teaching.

(ii) Catering for Individual Differences Among Learners

More a teacher caters for individual differences among his students, the more effective he will be in his teaching. This view as per Barr's survey supported by seven research studies.
(iii) Organizing Curricular Learnings into Meaningful Whole

Seven independent research studies as per Barr's survey report have found that more a teacher organizes curricular learning experiences into meaningful whole, the more successful is his teaching.

(iv) Classroom Behaviour

Teaching ability to interact with learners in classroom situation is an important factor in successful teaching.

(v) Attitude Towards Teaching

Out of the nine studies on attitude toward teaching and effectiveness of teaching by research workers in the survey of Barr and others, five of the research studies report that a positive attitude towards teaching determines the effectiveness of teaching.

(vi) Intelligence Level of Teacher

Forty four studies, as per Encyclopedia edited by Barr have suggest a positive relationship between teachers degree of intelligence and his teaching effectiveness

(vii) Emotional Stability of the Teacher

Teacher's emotional stability bears a significant relationship with his teaching effectiveness. A teacher's poise, self control, steadfastness, sobriety, reservedness, dignity, non-neuroticism, emotional maturity
adjustment, consistency, loyalty problems substantiality influence a teacher's teaching effectiveness.

(viii) Resourcefulness of the Teacher

Eight of studies of Barr's survey indicate a relationship between Resourcefulness, a constituent of originality, creativeness, initiative veracity, imagination, adventurousness and progressiveness bears a positive relationship with successful teaching.

(ix) Objectivity of the Teacher

A majority of seven research workers, who attempted to explore the phenomenon of teaching has reported that fairness, open mindedness, impartiality freedom from prejudice and objectivity are significant indices of effective teaching.

(x) Considerateness of Teacher

Teacher's considerateness and teaching efficiency, bears a significant relationship

(xi) Buoyancy Trait of Teacher

Buoyancy trait of a teacher have been found by earlier research workers to contribute to effective teaching.
(xii) Drive Trait of Teacher

Such constituents of a drive of a teacher as physical vigor, energy, perseverance, ambition, industry, speediness, zealousness and quickness facilitate in achieving the objectives of teaching.

(xiii) Dominance Trait of the Teacher

Self-confidence, forcefulness, decisiveness and independentness are related to successful teaching.

(xiv) Attractiveness of the Teacher

Attractiveness of the teacher characterized by proper dress, physique, neatness, and good appearance contribute to effective teaching.

(xv) Refinement Characteristic of the Teacher

Refinement and successful teaching go hand in hand. A refined behaviour imbraces with in it good taste, modesty, courtesy and polishedness. Needless to say these characteristics develop a good rapport of the teacher with his students.

(xvi) Reliability of the Teacher

A teacher's reliability bears a positive relationship with teaching effectiveness. Studies on teaching behaviour mancate that accuracy, dependability, honesty, punctuality, responsibility, conscientiousness, pains
taking ness, trust worthiness, consistency and sincerity bear a significant relationship with effective teaching.

(xvii) Directorship of Learning

The ability to direct teaching-learning process learning's of the learns is sin-qve-non for successful teaching.

(xviii) Making activities Meaningful

The degree to which a teacher makes his teaching meaningful to his students, the more successful he is in his teaching.

III. STATEMENT OF THE PROBLEM

The study seeks to ascertain significance of difference between socially advantaged and disadvantaged teacher trainees studying in secondary teacher education institutions in respect of their teaching effectiveness, teaching aptitude, attitude, towards teaching, and personality characteristics.

IV. OBJECTIVES OF THE STUDY

The study in hand was designed with a view to achieve objectives as under:

I. To ascertain significance of difference between socially advantaged and disadvantaged teacher trainees in respect of their teaching effectiveness studying in secondary teacher education institutions.
II. To ascertain significance of difference between socially advantaged and disadvantaged teacher trainees of secondary education institutions in respect of their teaching aptitude.

III. To ascertain significance of difference between socially advantaged and disadvantaged teacher trainees of secondary teacher education institutions in respect of their attitude towards teaching profession.

IV. To ascertain significance of difference between socially advantaged and disadvantaged teacher trainees in respect of their personality characteristics.

V. HYPOTHESES OF THE STUDY

The present study has attempted to test the validity of the following hypotheses framed in the context of it objectives and relevant research studies conducted earlier:

(i) Socially advantaged teacher trainees are more effective in their teaching ability than those teacher trainees of the same institutions who are socially disadvantaged.

(ii) Socially advantaged teacher trainees have more aptitude for teaching than those teacher trainees of the same institutions who are socially disadvantaged.
(iii) Socially advantaged teacher trainees have more positive attitude towards teaching profession than those teacher trainees of the same institutions who are socially disadvantaged.

(iv) Socially advantaged teacher trainees differ significantly from those teacher trainees of the same institutions who are socially disadvantaged in respect of their personality characteristics.

VI. SCOPE AND DELIMITATION

The study has been confined to teacher trainees studying in the Department of Education of aided colleges and are affiliated to C.C.S. University, Meerut.

A. Indices of Good Teaching

The following are the indices of good/effective teaching in classroom situations:

Choosing Learning Experiences

The more a teacher develops skill in choosing learning experiences for transmission to his learners the better will be his learning.

Teaching Devices Commensurate to Individual Differences among Learners

More a teacher caters to individual differences among his students, the more effective is his teaching.
Locating and Overcoming Difficulties

The more an individual teacher is able to locate the problems experienced by his pupils, the more successful he is in helping his students in overcoming then problems during teaching consequently better will be in his teaching.

Organizing Curricular Experiences into Meaningful Whole

More a teacher organizes curricular experiences into meaningful wholes, the more successful he is in the classroom teaching situations.

Making Activities Meaningful

The degree to which a teacher makes his teaching experiences meaningful to his learners the more successful he is in his teaching.

Supervising Studies

The more effectively a teacher supervises the teaching of his pupils, the more successful he is.

Teacher-Pupil Relations

Effectiveness of teaching is contingent upon, development of the skill in establishing proper relation with pupils.

Using Learning Aids

The more a teacher uses learning aid during classroom teaching the more effective is his teaching.
Appraising Pupils Growth and Achievements

Munro on the basis of his review of research studies on effective teaching found that the ability to appraise the pupil’s growth and academic achievement is helpful in optimizing learning of the pupils.

Directing Discussions

Conducting discussion between teacher and learners among learners on a teaching learning theme in classroom situations chances the quality of teaching.

Proper Classroom Management

A teaching, as per Barr’s survey, a positive relationship exists between classroom management skill and teaching effectiveness.

Instructional Ability

The better in the instructional ability of a teacher, the more successful he is during teaching.

Counseling

Counseling on the part of the teacher to his pupils contributes to his teaching effectiveness.

Community Knowledge

The more a teacher has knowledge of the structure and dynamics of the community in which he lives, the more successful he may be in his
teaching. Teacher's knowledge of the learners' immunity is, therefore, an index of good teaching.

Professional growth

The more a teacher attends such professional activities as seminars, workshops and lectures pertaining to the area of his specialization, the more successful he is in his teaching. Professional growth, in this context is an index of effective teaching.

Knowledge of the Subject Matter

Twenty seven independently conducted studies have reported that there is a high correlation between teacher's knowledge of the teaching subject, and his effectiveness in classroom teaching situation. Knowledge of the subject matter in this, an index of good teaching.

Democratic Leadership Quality

Fourteen independently conducted studies, as per Barr's survey have concluded that more a teacher is democratic in his leadership style in classroom situations the more successful he is in classroom teaching situations. Good leadership, therefore, is an index of good teaching.

Knowledge of the child Behavior and Development

A teacher's knowledge of his learners' behavior and development contributes to teaching effectiveness. As such it is an index of effective teaching.
Knowledge of Professional Practices and Techniques

Knowledge of professional practices and techniques is a significant index of effectiveness in teaching.

General Cultural Background

A bulk of the studies have reported that general cultural background of a teacher is helpful to him in developing expected pupil behavior products. It implies that this quality of teacher is an index of good teaching.

Problem Solving Ability

The more developed is the skill of a teacher in solving problems of his pupils in classroom situations, the more effective he is in teaching. Problem solving ability is, thus, an index of good teaching.

Language Expression

The more effective is a teacher’s language expression the more successful he is in his teaching. This characteristic, therefore, is an index of good teaching.

Work Habits

Regularity in performing institutional duties is helpful in effective teaching, which implies that work habit of a teacher is an index of effective teaching.

Interest in Teaching
The more a teacher is interested in teaching effectiveness in his teaching.

**Interest in Pupil**

As per Barr’s survey report findings of seven research worker’s on the Teacher’s interest in his students of the school contributes to his effective teaching. It is, thus, a good index of effective teaching.

**Attitude Towards Teaching**

Positive attitude towards teaching enhances teaching effectiveness and negative attitude, contrary to this, diminishes his teaching performances.

**Socio-economic Status**

Teaching effectiveness varies with variations in socio-economic status of a teacher.

**Morale**

The higher is the morale of a teacher, the more effective he is in classroom teaching performances.

**B. INDUCES OF POOR TEACHING**

Poor teaching in a classroom situation is characterized by the following types of teaching behaviours:-

- Poor management of learners in classroom situation.
• Failure to respond to pupil's questions during teaching.

• Non-use of illustrative material/audio-visual aids.

• Non-assessment of learner's learning progress his pupil's learning.

• Non-transmission of latest trends to learners during teaching.

• Not attending to a pupil's problematic behavior.

• Showing negative attitude towards learners.

• Failure to smile during teaching when he must smile.

• Non-applicability of modern method of teaching.

• Makers frequent self-references.

• Not laughing along with his pupils in a laughing classroom situation.

• Non-use of proper methods and techniques of evaluation.

• Ineffective language expression during teaching.

• Non-use of pupil's experiences for developing their learning experiences.

• Individual differences among learners are not kept in view while applying teaching activities.

• Non-resourcefulness during teaching.

• Lack of proper emotional rapport between him and his parents.
• Undemocratic classroom behaviour.

• Non-identification of the pupil’s needs.

• Non-applications of appropriate learning theories during teaching.

• Poor supervision of classroom assignments.

• Not correcting the home assignments given to the learners.

• Manifestation of poor leadership in classroom situations.

• Non-use of effective problem skills during teaching.

V – DEFINITION OF TECHNICAL TERMS USED

Socially advantaged teacher trainee refers to a teacher trainee who as per Uttar Pradesh Government order have been identified and designated as General Category castes.

Socially disadvantaged Teacher Trainee refers to a teacher trainee who for purposes of admission in a teacher education institution has been extended the facility, privilege or benefit of reservation by virtue of his membership to such a caste which the U.P. Government Govt., Orders on castes identifies as backward caste, scheduled caste or scheduled tribe and, therefore, gets the benefit of reservation in admission.

Teaching Aptitude refers to such inherent potential skill which helps a prospective teacher in designing a teaching situation which is helpful in
modifying/changing or enriching the cognitive, psychomotor and affective behavior of learners in and outside classroom situations.

**Teaching Effectiveness refers** to the ability of a teacher to help learners in actualizing learning gains in relation to their academic potential.

**Attitudes towards teaching refers** to such perceptual, emotional and conative responses as determine the direction (positive, neutral or negative) of his behaviour towards a person, object, value, ideal etc.

(VI) **PERSONALITY FACTORS**

Each of the sixteen personality factors as defined by Cattle in his Cattel's sixteen personality factors, as per his manual, have been manual has been adopted in the present study.

**Factor A – Sizothymia – Affectothymia Personality Factor**

Sizothymia (reserved) refers to the tendency to be cool and skeptical Affectothymia (outgoing) refers to the tendency to be good natured and easy -going.

**Factor B: Lower-Higher Scholastic Mental CapacityPersonality Factor**

Lower scholastic mental capacity (less intelligent) refers to the tendency to be slow to learn and grasps, dull, given to concrete and literal interpretation. High scholastic Mental capacity (more intelligent) refers to the tendency to be quick to grasp ideas.
Factor C: Lower-Higher Ego Strength:

Lower ego strength (affected by feelings) refers to the tendency to be low in frustration, tolerance for unsatisfactory conditions, changeable and plastic and to be easily upset. Higher ego strength (emotionally stable) refers to the tendency to be emotionally mature, realistic about life, unruffled and better able to maintain solid group morale.

Factor F: Desurgency – Surgency

Desurgency (sober) refers to the tendency to restrained and introspective Surgency (Happy-go-Lucky) refers to the tendency to be cheerful, active, talkactive, frank, expressive, effervescent and carefree.

Factor G: Weaker-Stronger Super Ego Strength

Weaker Super-ego Strength (expedient) refers to the tendency to conform to rules and obligations. Stronger super-ego strength (conscientious) refers to the tendency to be exacting in character, dominated by sense of duty, perceiving responsibility, planful, moralistic and preferring hard-working people.

Factor H: Threctia-Parmsia

Threctia (Shy) refers to the tendency to restrain, dejected and timid. Parmia (venturesome) refers to the tendency to be socially active, bold, ready to try new things, spontaneous and abundant in emotional response of being independent over-protected and sensitive.
Factor I: Harria -Permia

Harria (tough-mindedness) refers to the tendency of being practical, realistic, masculine, independent and responsible. Premsia (tender minded) refers to the tendency of being dependent over protected and sensitive.

Factor L: Alaxia-Protension

Alaxia (trusting) refers to the tendency to be free of jealous tendencies, adaptable, cheerful, uncompetitive, concerned about other people and to be a good team worker. Protension (suspicious) refers to the tendency of mistrust and doubt.

Factor M: Praxernia – Autia

Praxernia (practical) refers to the tendency to be anxious to do right things, attentive to practical matter and subjective to matter which is actually possible. Autia (imaginative) refers to the tendency to be unconventional unconcerned over every day matters, bohemian, self-motivated, imaginative/creative, concerned with 'essentials' and oblivious of particular people and physical realities.

Factor N: Artlessness-Shrewdness

Artlessness (Forthright) refers to the tendency to be unsophisticated, sentimental and simple. Shrewdness (shrewd) refers to the tendency to be polished, wordly, experienced and shrewd.

Factor O: Untroubled adequacy – Guilt Proneness
Untroubled adequacy (Placidity) refers to the tendency to be self-assured, confident and serene. Guilt proneness (Apprehension) refers to tendency to be repressed, moody, worried and brooding.

Factor Q1: Conservatism – Radicalism

Conservatism (conservative) refers to the tendency to respect and to respect established ideas and to be tolerant to traditional difficulties. Radicalism (experimenting) refers to the tendency to be critical, liberal, analytical and free thinking.

Factor Q2: Group Adherence – Self Sufficiency

Group adherence (group dependent) refers to the tendency to prefer to work and to make decisions with other people, likes and depends on social approval and admiration. Self sufficiency (Self-sufficient) refers to the tendency to be temperamentally independent and to be resourceful.

Factor Q3: Low Integration – High Self-Concept’ Control

Low integration (undisciplined self-conflict) refers to the tendency to be careless about protocol and to follow one’s own urges. High self-concept control (controlled) refers to the tendency to have strong control over emotions and general behaviors, to be socially aware and careful and to make respect.
Factor Q4: Low – High Ergic Tension

Low Ergic Tension refers to lower level of Ergic tension indicative of freedom from tension in a problematic situation. Contrary to this, High Ergic Tension refers to high level of anxiety.

IMPORTANCE OF THE STUDY

The study in hand bears Psychological: Psychology is basically interested in studying the behaviour of human and non-human beings in a variety of life situations. The present study aims at studying the behaviour of teacher trainees differing in their social advantagedness in respect of three affective characteristics, namely, their aptitude for teaching, attitude towards teaching profession and sixteen personality factors. In addition to the above, on one cognitive cum psychomotor behaviour, namely, effectiveness in teaching in classroom situations of secondary schools of Meerut district.

The vital question is, "Do teacher trainees different in the level of their cognitive advantagedness, differ on their cognitive cum psychomotor behaviour of class room teaching?" Besides this question, another related question is, "Do they differ on such affective characteristics also as their teaching aptitude, attitude towards teaching and their personality traits?" An answer to these question will be of significant interest to the students of psychology. It is in this context that the present research study has a significant value to statement and teachers of psychology.
Sociological: Pedagogical importance in the context of the fact that it states the behaviour of the undivided teacher in group and teaching learning situations: Sociology is a subject which aims at studying the group or social behaviours of the human beings in a variety of life situations. Teacher trainees studying in teacher education institutions is such a human group which has distinctive characteristics. "Does this group of teacher trainees sow differences in their behaviour because of their belongingness to socially advantaged and disadvantagedness. A resultant of caste system prevalent in India for the preceding several centuries? The present study, it is hoped, will yield answer to this question. Needless to say such an answer will be of substantial value to scholars of sociology.

Pedagogical: The present study is essentially education based. Education by and large has four basic components. The components are teacher, learner, curriculum and institutional environment. A teacher trainees happens to be a prospective teacher. If this be so, he will have to help his students to learn the teaching-learning contents of his teaching methodology subject, as far example English, Hindi, Biology, Physics etc. It is relevant to mention here that India being is socially heterogenous socially, therefore, the prospective teacher shouldering the responsibility of teaching belong to different castes. Some castes are considered to be superior in social hierarchy while other castes are believed to be other hand lower in social hierarchy. The important question is, "Do prospective teachers who differ in the level of their social hierarchy also differ in their teaching effectiveness, aptitude for teaching attitude towards teaching profession and their personality characteristics. An answer to this question will be of significant value to curriculum framers.
Teacher education institution and evaluation procedures. It will be agreed that in the above context, the present study bears an educational significance.

Having discussed the origin, theoretical bases, objectives, hypotheses, scope and importance of the present study, it seems relevant to throw light on the phenomenon of social advantagedness. This exercise has been done in the succeeding chapter.