CHAPTER-I

INTRODUCTION

A sound and effective system of education results in the enfoldment of learner’s potentialities, enlargement of their competencies and transformation of their intelligence, aptitudes, interests, attitudes and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of education with an explicit aim of providing “Quality education for all”.

In a society where democracy is the way of life education it is not an ornament or luxury, but an absolute necessity. Education must be for all. Every child should be given an opportunity, irrespective of caste, creed, religion and class, to receive education suiting his age, ability, aptitude and aspirations. It is only then every child will develop his personality to the fullest extent possible and contribute to progress and prosperity of the community and the country to which he belongs. In this connection, the Report of Kothari Commission (1964-66) says:

“The destiny of India is now being shaped in her classrooms. This we believe is no rhetoric. In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people. Our success depend on the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people. In this context it is urgent to re evaluate the role of education in the total programme of National Development to identify the change needed in the existing system of education, if it has to play its proper role to prepare a programme of educational development based on them and to implement this programme with determination and vigour”

Before independence British rulers introduced a formal system of education in India. It was a combination of Macaulay’s momentous ‘Minute’ (1835) and Wood’s Dispatch (1854). After the independence in 1947, India has been moving forward very fast through five year plans in order to come-up to the level of other advanced nations in the world. The education has been given a high priority in our constitution. Based on the
recommendations of various commissions such as the Radha Krishan, commission (1948-49), Mudaliar commission (1952-53), Kothari commission (1964-66), set up after independence, definite targets for quantitative expansion of education were set up by the central and State Governments. As a result of this, the country has achieved a significant educational expansion by providing increased facilities for education. This includes setting up of primary and secondary schools and colleges for students and establishment of various teachers training colleges to train teachers in large numbers to improve the quality of education. But this was mostly confined to quantitative expansion although we cannot deny the fact that our system of education has produced scientists, technologists, educationists, artists and other specialists who are recognized all over the world.

However our educational system has been criticized on many accounts, particularly for its quality. The report of education commission (1964-66) says in this connection: “that education could be made a powerful instrument of social, economic and cultural transformation. Quality education is necessary for national survival has been realized by every one and there is no one in the field of education to whom the message has not reached”.

The present system of education, geared more to a traditional society needs radical changes if it is to meet the purpose of a modern, democratic and socialistic society. Robert Heilbroner as quoted in the report of Education commission (1964-66) describes the journey to economic development undertaken by a traditional society as “the great ascent” and points out “the essential condition for its success is human change on a grand scale”.

It is very well known that developed nations of the world are conducting experiments and formulating new theories and principles for making education more effective. In the word of Adiseshiah (1965): “Education is a powerful instrument for change in society. The progress of the country can be measured with the quality and quantity of the schools. In India attention has been directed towards quantitative aspect of educational planning and the expansion of educational facilities at all stages”.

Thus it is very clear that education is a process of bringing about a desirable change in child’s behavior, knowledge, skills, attitudes, values and aspiration. As mentioned in the National policy on Education (1986), “The growing concern over the
National policy on values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values”.

The National policy of Education (NPE) (1986) has also described the role of education as:

- In our national perception education is essentially for all. This is fundamental to our all round development, material and spiritual.
- Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
- Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.
- In sum, educational institutions are a psychological unit where person to person interaction between the teachers and the taught is a major factor in the child education. Basically the education may be regarded as the influence exerted by more mature and more experienced teacher’s personality upon the comparatively less mature less experienced but growing personalities of his students.

Thus education may work as an agent of social change. These social changes and cultural transmissions are brought by educational institutions e.g. schools, colleges and universities. The objectives of educational institutions are basically to inculcate changes in thoughts and values of their students. The teachers then become agents of change in the system.

### 1.1 TEACHER: AN AGENT OF CHANGE

In India there has been a greater emphasis on quantitative expansion than on quality of education. According to D’ Souza (1969): “Educational salvation lies not in a streamlined system of educational organization, tricked out with all the modern paraphernalia of learning, but in the personal human factor which underlies a modern educational system and makes it lick. It is a mainly this human factor in education which is neglected or taken too much for granted, that the rapid increase in the number of
schools and the noticeable improvement in buildings, equipment, curricula and text books have not been accompanied by a commensurable improvement in the quality of the education imparted to them.”

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He / She not only imparts knowledge to his/ her students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The place of the teacher in the society is of vital importance. He acts as the pivot for the transmission of intellectual and technical skills from generation to generation. He / she is the destiny of the nation. This place a special responsibility on teachers at all levels of education. In fact, on him / her depends the future of mankind. The teacher plays an important role in shaping and moulding the character of students. The personality of the teacher is a significant variable in the classroom. The impact of a teacher is surely not due to what he /she knows or even what he /she does, but in a very real sense to what he /she is. That is why the question that how he /she would teach has always been a matter of major concern. Thus the role of schools and teachers in shaping the future of nation is very important. Morrison and McIntyre (1972) have expressed that; “we are all teachers a considerable part of our lives is spent in influencing the thought, feelings and behavior of other in raising our children, in our work and in our social activities. Professional teaching then is not clearly distinguished from a number of other activities in many of its objectives and techniques but does have particular priorities among its purposes and distinctive problems arising from the contexts in which it is done. However, for all our general or professional involvement as teachers we still have difficulty in describing and analysis what it is we are doing and influences we are having”.

All committees and commissions on education have emphasized the importance of the role of the teacher in education. According to the commonwealth Report (1974) says; “The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand; he can participate actively as an initiator himself or an interpreter of the plans
devised by others”. Similarly, the research done by Harris (1960) supports that learning is related to the kind of human relationship found in the classroom.

Teacher is a person who provides education for pupils. The role of teacher is often formal and ongoing, carried out in a school or other place of formal education. A teacher’s role may vary among cultures and regions. Teachers may provide instruction in literacy and vocational training, arts, religion, civics, community roles, or life skills (Wikipedia).

The relationship is of two dimensions; one is related with the interaction between the teacher and the taught, the other is related with the theories of education give more stress on ‘child-centered’ education. The role of the teacher cannot be regarded as passive. The teacher has to play an active role for congenial interaction between the teacher and the taught. The education commission (1964-66) in India has emphasized the importance and role of the teacher in the following words:

“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. 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”. The quality of teaching depends on a great deal on the level of teachers involvement in relation to the professional commitment exerted, to the organization. So professional commitment should be a passion for the teacher

1.2 PROFESSIONAL COMMITMENT

Professional is someone who has completed formal education and training in one or more profession. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform the role of that profession. (Wikipedia)

The word “professional” has implications for an individual at the organizational and occupational level. A level of behavior is expected by the organizational employing like professional, as well as by the external peer group that makes up the profession. The extent to which individuals behave in the expected manner can be reflected in their commitment to the organization & profession.
Commitment is defined as the act of committing or pledging or the state of being committed/pledged or / an obligation, promise, etc. that restricts one’s freedom of action.

As regards the literary conception of the term commitment the Cambridge International Dictionary of English says, “Commitment means to promise or give your loyalty or money to particular principle, person or plan of action commitment depicts the firm & not changing orientation in support of one’s belief in his/her principles”.

Commitment can be defined as (i) a belief in and acceptance of the goals and values of the profession (ii) a willingness to exert considerable effort on behalf of the profession. (iii) a desire to maintain membership in the profession

Professional Commitment can be generally defined as a career focus form of work commitment and as one of the important factors determining people’s work behavior. Professional commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon of commitment.

According to Vandenberg and S. Carpella (1994) “A person’s belief in and acceptance of the values of his or her chosen occupation or line of work and willingness to maintain membership in that occupation”.

According to Lodahl & Kejner (1965) “Professional commitment is the degree to which a person’s work performance affects his self-esteem.”

Solanchi (1977) Pointed out that, “The concept of commitment is attitudinal in nature, it reflects how much closeness an individual feels with his organization or relationship.


According to Morrow & Wirth (1989) “Professional commitment is an appropriate concept for representing at least part of the career locus dimension of work commitment.

According to O’ Reilly (1991) “Commitment is typically conceived of as an individual’s psychological bond to the organization including a sense of job-involvement, loyalty and belief in the values of the organization.
1.2.1 PROFESSIONAL COMMITMENT IN TEACHERS

The quality of teaching depends a great deal on the level of teachers’ involvement in relation to the professional commitment exerted, to the organization. One part of the professional satisfaction is that one feels. On the one side, the relation, the nature of the teaching activity and the work carried on in the professional community, the relations with peers, superiors, students’ parent’s leads to professional achievement and indirectly it reflects on to the achievements of one’s students.

We may say that the teacher’s reaction during teaching activity represents a complex pattern, including specific attitudes and behavior. A multitude of individual characteristics may affect their work reaction, aspirations, reasons, needs, perceptions, personality, ability to learn, creativity as well as organizational characteristics, including working conditions, benefits, colleagues, leading style, company’s policy, promotion opportunities etc. these factors are inter-related and influence employees in what concerns attitudes and behavior.

The commitment of the teachers can be identified in the six different forms. These six categories represent different ways that teacher perceive, understand and conceptualize the phenomenon of commitment of the teachers. The six identified categories are:

1. **Teacher commitment as a passion**: This concept sees teacher commitment as a passion or a positive emotional attachment to the work involvement in teaching generally or a specific aspect of teaching.

2. **Teacher commitment as an investment of time**: Outside of contact hours with student this conception identified teacher commitment as an investment of extra time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or invisible time invested of the school site.

3. **Teacher commitment as a focus on the individual**: This conception considers teacher commitment to be sharp focus on the needs of the student; student needs are discussed as either emotional or academic.

4. **Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs**: This concept considers teacher commitment as taking
responsibilities for imparting a body of knowledge and for certain attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on core set of skills, understandings and values.

5. **Teacher commitment as maintaining professional knowledge:** This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning with in this conceptualization in the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

6. **Teacher commitment as engagement with the school community:** This conception considers teacher commitment to be the willingness to engage with the school and the school’s community within belief that teachers have a professional responsibility that teacher beyond the four walls of the class-room and perhaps even extends beyond the boundary of the school.

The shapes of professional commitment and accordingly of organizational commitment represent behavioral predictors of work achievement, absenteeism, fluctuation but also of the professional satisfaction.

The concept of professional commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. Professional Commitment is defined as “the strength of an individual’s identification and involvement in an organization (Morrow, 1993) or the “psychological attachment felt by an individual within an organization and reflecting the degree to which an individual has interiorized and adopted the organization’s characteristics or perspective” (Oreilly, Chatman, 1986).

Professional commitment is “the degree to which a person’s work performance affects his self-esteem. For a person who is professionally committed, work is a vital part of life. This means that both the work itself and the co-workers are very meaningful to the employee, in additions to the importance she/he attaches to organization as a whole active participation in decision-making increases involvement and professional commitment, which result in a higher level of acceptance and satisfaction. Teachers’ successful participation in decision-making could be explained by the feeling of
ownership that comes from initiating ideas rather than responding to others’ proposal. Gaziel and Weiss (1990) claimed teachers’ participation, based on establishing a strong voice in decisions and policies. It was a characteristic of “Professional orientation” and fostered better working relations among staff members with regard to self-efficacy. Teachers with a greater sense of efficacy are more enthusiastic about teaching. Professional commitment is a ‘passion to the work involved in teaching or a specific aspect of teaching.

The indispensable root of quality teacher education is based on competency and commitment. It is presumed that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teachers essentially consists not only in doing their best for introducing teachers to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession. The professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities.

Professional commitment has been linked to important outcomes such as improved work performance; reduce turnover intentions and greater satisfaction at both organizational and professional levels (Elias, 2004). Higher levels of professional commitment are associated with positive behaviors that are beneficial to the organization. Individuals with high levels of professional commitment should be less likely to engage in activities that are detrimental to a firm (Greenfield et al, 2008). It is an indisputable fact that every employee expects a reward or recognition from his employer. Every professional normally prefers a place where their performance is assessed and rewarded accordingly (Kannan & Pillai, 2008).

Professional commitment increases by the work experience (Sheldon, 1990). Employees move to higher levels in their profession and receive increased rewards and status.

1.2.2 FACTORS AFFECTING TEACHERS’ PROFESSIONAL COMMITMENT

In Teacher’s profession different factors are identified the area affecting the professional commitment over a period of time. Some of the well-known factors are:
(a) Organizational commitment
(b) Professional and organization conflicts
(c) Organization at the entry or socialization stage
(d) Monetary benefits and employee services in the government and private organizations (Smith & Hall, 2008).

1.2.3 DIMENSIONS OF PROFESSIONAL COMMITMENT

The professional commitment is conceptualized as to be multi-dimensional (Nias, 1981). According to Dave & Rajput (1998) commitment has been identified as in the following five dimensions:-

(A) Commitment to the Learner

Commitment to the learner includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc. The primary duty of a teacher is to help each learner to the best of his ability to become a worthy and effective member of society. It is his/her personal responsibility to regard the moral, intellectual, physical, social and aesthetic development of the student.

Commitment to the learner implies teachers’ genuine love and affection for students, tolerance towards their mistakes and mischief coupled with their pedagogically correct interpretations, commitment to their progress and development, concern for their human empowerment and care for the development of quality of life among the children. These commitments will indeed, add to the effectiveness of every teacher’s role performance. Genuine love for children and tolerance can be correlated while explaining educational psychology. Teachers should do analysis and modify their behaviour wherever needed. Self-analysis is in fact, an important tool for commitment building. The teachers should also know about the impact of their intolerance and aggressiveness on the growth and development of the children. They should make sincere efforts in every respect under their caring guidance. The children have vastly different capabilities. Their intelligences and emotional quotients and capacity to respond to emerging academic situations are very different. A good teachers has to be aware of the individual differences and has to attune his teaching to meet the varied requirements of subjects. Any attempt to impose uniformity would be counter productive. This commitment is quite crucial on the part of the teachers in making the learning effective and as such it ought to be inculcated in teachers.
(B) **Commitment to the Society**

The teacher, who is committed to the society, would create a sense of belonging among the members of community. Once this is achieved, there would not be any problem in mobilizing the community for raising resources for any cause. Teachers would be honored if they prove themselves to be true friends, philosophers, and guides of the community they serve. Teacher’s commitment to the local community should orient the community towards importance of education specially to science and mathematics education, where new knowledge is being generated in an exponential rate. Teachers commitment also orient the community towards importance of education as a life-long process and also motivate them to take it in that perspective. A teacher committed to society has to take care that the children should come to school regularly and punctually. This is more so at the present time, when education has been declared as a fundamental right. To achieve this, the pursuance acumen of the teacher, rather than her coercive or punitive capabilities should be brought into play. In this task, the help of the parent teacher associations is very effective. In order to motivate the deprived sections of the community to learn, teachers need to have deep concern and commitment towards the community. They have to mobilize the community and use mobilized community for various resources. Therefore, as a pre-requisite, the teachers need to have deep concern and commitment towards the community.

(C) **Commitment to the Profession**

Teachers with commitment to their profession have strong desire for professional development. They are proud of being in teaching profession. But today it is found that many of the teachers are in the profession not because of love or commitment, but due to situational constraints. Every teachers, called ‘as nation builder’ by Dr. S. Radhakrishnan must realize that it is a noble profession. Great responsibilities are charged on teachers as society hands over its children to this system for their wholesome education, development and proper socialization. Teachers’ total involvement is needed to empower the students by educating them. A committed teachers mind remains occupied with thoughts of her students, their growth and improvement both during and even after school hours. Committed teachers not only seek all-round development of children but also work hard for their own professional growth to contribute their best as a teacher. They observe
professional ethics. ‘Internal commitment’ towards nobility of the profession, which was existed in India is expected from committed teachers. They should extend co-operation to fellow teachers and should have positive attitude towards professional development and national welfare. Thus, commitment to the profession deserves an integral part of a teacher. Only then they will understand the nobility of the profession and their true role.

(D)  Commitment to attain excellence for professional actions

Professional committed teachers love their quest for knowledge and excellence. Teachers who are committed to the profession should simultaneously be committed to excellence. They are always keen to achieve the best through their performance as teachers in terms of acquisition and transmission of knowledge. Their words and action must go hand in hand. It is very essential that they should be open to accept innovations. They try to attain excellence in the entire teaching learning-process through their constant quest for becoming better and better teachers.

The National Commission on teachers (1983-85) clearly stated, “teachers have to prove by their professional excellence and character, that they deserve the trust placed on them, while the importance of economic factor is in no way to be underplayed, it is felt that no amount of improvement in salaries and other benefits would raise the teachers status, if the teacher is negligent in his work and is not involved fully in his profession… The teachers should be the first to introspect and scrutinize their own value system so as to raise it to the highest moral standard…” Commitment to Achieve Excellence means the achievement in all aspects of a teacher’s roles and responsibilities, care and concern for doing everything in the classroom, in the school and outside the school academically.

(E)  Commitment to Basic Values

The teachers’ commitment to basic values is very important. There is crisis or values in the present world. The world is in a state of turbulence because of conflicts arising out of growing economic fanaticism, aggressive competitiveness and the tension between the spiritual and the material. These conflicts can be reduced by inculcating value system among the students. The teachers can play an admirable role in this grim situation. Teachers’ own observance of basic values such as truth, beauty, goodness, honesty, with special emphasis to intellectual honestly, love punctuality, regularity, impartiality etc. will automatically help children accept and internalize them. It is
however essential for the teachers themselves to have an undiluted commitment to the basic value system governing the society. The teachers should be a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objective and intellectual honesty, national loyalty etc. Passion for the work plays a stabilizing role in teacher’s personality commitment to teaching is a part of teacher personality, part of their make-up.

1.3.0 PERSONALITY

“Personality is what a man really is”. Every man exists and every one has personality.

Personality is viewed as the qualities observed in the adjustments of the individual to his environment, or the characteristic way in which responses to stimulating situations are made; or the habitual modes of behaviour. There is organization in these qualities so that the same quality may be observed in the behaviour of a given individual in making his adjustments. This definition must not be constructed as only referring to the external behaviour as an individual’s personality. There are habits, attitudes, dispositions and internal drives which determine the characteristic of the adjustments. However, the external characteristics are emphasized because it is these which we see and which are interpreted to indicate the underlying personality.

Since man is a social individual, the significance of personality is principally the characteristics or qualities of behaviour involved in social situations. For this reason, many view personality as the effectiveness of behaviour in social relationships. Several definitions have been proposed along these lines such as the individual’s characteristic reactions to social stimuli and the quality of his adaptation to the social features of his environment, and the extent to which individual has developed habits and skills which interest and serve other people. These views are wholesome because they direct the importance to any individual’s well being that his associates be favourably impressed with his personality or let us joy that they believe he has “personality”.

The word personality has been derived from the Latin word ‘persona’, which was the mask which Greek actors wore while acting. This, however, is not the meaning taken in the modern word of personality. Thus personality is not a fixed state but a dynamic totality, which is continuously changing due to interaction with the environment.
Personality is known by the conduct, behaviour, activities, movements and everything else concerning the individual. It is the way of responding to the environment. The way in which an individual adjusts with the external environment is personality. In the words of Munn. “Personality may be defined as the most characteristic integration of an individual’s structure, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes”. Behaviour requires integration. Thus integration of various traits is found differently in different persons. As a general rule every healthy individual has some sort of integration. The peculiar forms of integration in a particular individual are his personality traits. Thus personality is the most characteristic integration of an individual. It is personality, which marks distinction in one man and another. In the words of Gordon Allport, “Personality is the dynamic organization within the individual, of those psychophysical systems that determine his unique adjustment to his environment.” This personality is the organization of the internal and external activities. It includes the external appearance, qualities, aptitudes and capacities, etc. It is the result of the interaction of the individual with the environment. It is the total quality of the individual’s behaviour. Individual affects other individuals through his personality. Thus personality is manifested in his various activities. In short, personality is the total quality of the structure behaviour, attitudes, interests, capacities, aptitudes, and behaviour patterns, which are manifested in his relation with the environment.

For some time there was a discussion among the psychologists about the relation of heredity and environment in the development of personality. In this discussion arguments were given from both sides and much matter was gathered on the basis of observation and experimentation. It was found by this data that the development of personality depends upon both the heredity and the environment. Hence modern psychology includes both heredity and environment in the factors influencing personality.

According to Gordon Allport only the relatively stable aspects of behaviour should be recognized as personality traits. In his book, “Personality, a psychological interpretation,” Allport writes, “From the evidence now in hand, four important conclusions may be drawn:
Personality, defined as the distinctive mode of adjustment adopted by each individual in his efforts to live, is not formed at birth, but it may be said to have begun at birth.

The earliest distinctive adjustment in respect to which infants can be said to differ, are in the intensity and frequency of their spontaneous activity (mobility) and in their emotional expression (temperature). Both these factors are primarily products of inheritance.

Probably not before the fourth month is there sufficient learning and maturation to form distinctive habits of adjustment or rudimentary traits. But by the second half of the first year, adoptive responses to the physical environment and to behaviour so marks distinctiveness.

Distinctive qualities noted early in life tend to persist. The child seems pre-disposed to learn certain modes of adjustment and reject others. Even before these adoptive forms are clearly defined an observer can often; by the method of “prophecy” predict later traits. Irrespective of the method used in the study of the consistency of early development, the evidence is positive, virtually in every case.” Thus heredity influences the biological features of personality. As a matter of fact, the heredity does not determine personality completely, nor is it ineffective in it.

Personality may be taken to be an individual’s most striking or dominant characteristic. In that sense a person may be said to be a “shy personality” or a “neurotic personality”, meaning that his or her dominant attribute appears to be shyness or neurosis. In popular usage, personality is often equated with social adroitness and effectiveness. In this usage, personality is the ability to elicit positive reactions from other people is one’s typical dealings with them.

“Personality is the dynamic organization within the individual of those psycho physical systems by which his unique adjustment with environment is determined.”

Allport.

“An individual’s personality then is his unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another.”
Guilford.

“Personality is that which permits a predication of what a person will do in a given situation.” R.B. Cattell.

1.3.1 PERSONALITY AS A STIMULUS

Some psychologists define personality in terms of its social stimulus value. How an individual affects other persons with whom he comes in contact, whether he is impressive or repulsive, or has a dominating or submissive personality. Personality, from this point of view, becomes identical to reputation and impression, mostly in terms of physical appearance, clothing, conversation and etiquette.

1.3.2 SUMATIVE APPROACH

This approach of defining personality emphasizes the importance of sum total of different processes and activities of the individual as, for example innate dispositions, habits impulses and emotions etc.

1.3.3 INTEGRATIVE APPROACH

The integration of personality is necessary in order to effect complete adjustment with the environment. Adjustment will be natural and easy if this integration is strong. The integration of personality is the integration of all psycho-physical qualities of personality. There is an absence of conflicts in it. In it, mind and emotion, desire and determination, and all mental activities are in no way disorganized but all of them work in an organized way. An integrated personality is flexible, strong and organized, as well as balanced. In it there is a compromise of mind and emotions. McDougall has called it the organization of character and intellect.

The integration of personality is found in every one to a lesser or greater degree. If this integration is less than is essential, then problems of adjusting to the environment arise. Freud believes in three elements in personality Id, Ego and super ego. Id includes the person’s desires, instincts, suppressed desires, etc. super Ego is the representative of social control, the result of the person’s socialization. It exercises social control over the person while the Id demands the fulfillment of animal desires. Ego includes the tendencies, which revolt for the existence of life. Thus, often the super Ego conflicts with the Id or Ego. The problems of personality are the problems of the mental adjustment of these three.
The definition of this category laid emphasis on the integrative personality and its definite pattern of organization. “Personality is the integrative organization of all the cognitive, affective, cognitive and physical characteristics of an individual as it manifests itself in focal distinction from others,” Warren.

“Personality is integrated organization of all the pervasive characteristics of an individual as it manifests itself in focal distinctiveness to others” G.W. Hartman.

1.3.4 TOTALITY VIEW

The concentration of the school of factorial analysis upon discrete and wholly hypothetical “factors” has caused us to forget that any one aspect of the personality can only be understood, and guided, in terms of the whole. But the Gestalt school (with its followers, e.g. Lewin’s Topology) places the emphasis on the unified total pattern of personality; each trait finds its full meaning only in relation to the whole: the whole is of greater significance than the sum of its parts. It is the manner of organization, the degree of integration, the “way of living” of the total human beings, which determine the manifestation of his intelligence, his interests, and his attitude to work and to teachers in school.

And further, that pattern of integration, which is his personality is itself only understood when seen as part of the wider pattern of society, and so on. We can only become ourselves through relating to others and to the whole of creation. “Consequently, says cattle “the truly self-contained whole is not the organism but the cosmos.” In future, educational guidance will take note of total patterns rather than of items of behaviour, understanding, a single act in terms of the whole child; the child in terms of his family, class in school, play-group outside; and his immediate environment in terms of the pattern of our culture.

We must remember, too, the preset limitations of the extent of our consciousness. Probably not until we are more fully aware shall we be able to understand the nature of personality, the relation between part and whole, the apparent existence of boundaries between self and other. A few are gradually achieving greater consciousness. Mottram quotes Stapledon’s description: “It is just ordinary experience of the world and oneself, only much more lucid and comprehensive. It may happen unexpectedly or it may come when I try persistently to get the feel of being a self in relation to other selves and the rest
of the universe it seems to be simple a very comprehensive act of attention to the wholeness of everything at once, and Lady Ackland: “All at once an astonishing radiance welled up on all the familiar things and in the child herself. They were no longer just themselves, separate objects with edges of their own; they were that radiance,”

According to this view, the general characterization or pattern of an individual’s total behavior is his personality. A man’s personality is the total picture of his organized behavior, especially, as it can be characterized by his fellowmen in a consistent way.

1.3.5 TYPES OF PERSONALITY

In psychology, people have been classified on the basis of physiological and mental qualities and temperaments.

Physiological types in personality are exemplified in the classification of personalities by E. Kretchmer in his book, physique and Character. Kretchmer has classified people into two classes according to their physical structure:

1. **Cycloid:** These people are fat; their temperament is objective, sociable and happy.
2. **Schizoid:** These people are thin and tall. They are temperamentally self-centred, emotional, reticent, and peaceful lovers of solitude.

Besides these two types, Kretchmer has mentioned many sub-classes to the basis of physical structure, some of the main ones being:

1. **Asthenic:** people of this group are short and thin. They are of a self-centered, emotional, dreamy, intellectual, and peaceful solitude loving temperament.
2. **Athletic:** As the name suggests, their build is very good having broad shoulders and slim waists. In temperament they are social, expert in behaviour and active.
3. **Picnic:** These people are fat. Their stomachs protrude and they have round faces. They are naturally happy and sociable.

**Types based on Temperaments**

Classification has been made on the basis of temperaments, besides the physical structure. One example of such classification can be found in W.H. Sheldon’s book, “The Varieties of Temperament”. Before this, the bases of classification were the anthropological measurements, by which the shape and structure of the body of people were classified.

On the basis of shape and size, Sheldon classified people into these groups:
1. **Endomorphic**: Their stomach is big and the large intestines are developed.

2. **Mesomorphic**: In this case, the bones and muscles are developed.

3. **Ectomorphic**: Their bones are long and soft while the physical structure is weak.

On the same basis, temperament too is classified into three classes:

1. **Visceralonic**: In this type activities of easing predominate. They love comfort, food and seek the love of others. They also sleep deeply. They like others to help them when in trouble. People with endomorphic physical structure fall into this category.

2. **Somatomonic**: The mesomorphic people constitute this group. They are of brittle, clear and competitive nature and are generally powerful, daring, authoritative and loud talkers. In trouble they are more active.

3. **Cerebrotonic**: This class includes the ectomorphic type of people. They are controlled, withdrawing and sensing. They are habituated to suppressing their emotions. They love solitude and instead of seeking assistance in trouble, they like to stay within their own limits. They speak slowly and their sleep is disturbed.

Morgan and Gilliland have mentioned four types of personality on the basis of temperament:

1. **Elated**: They are optimistic, elated and happy.

2. **Depressed**: These people are pessimistic, depressed and emotional.

3. **Irritable**: They are the interfering, irritable and of hot tempered type.

4. **Unstable**: Their mood is unbalanced, unstable and emotional.

**Psychological type**

The most important classification of personality is done by **Jung**. On the basis of personality he has accepted two types of people- Introvert and Extrovert.

**Introvert**

As the name suggests, the mental tendencies of these people are directed, not outwards of people around them, but rather inwards to themselves. They are thus self-centered and lovers of solitude. With them, thinking predominates and they are engaged in thinking and contemplation. They are busy in their thoughts and they try to impress others only by their thoughts. They are idealists who think very much about the future. Usually, they take more interest in the physical environment composed of trees, plants, machines, etc., than they do in their social environment. Neither do they come to any
decision in haste and nor do they act on it promptly. They are not experts in behaviour, but they pay more attention to thought than work. People like scientists, philosophers and poets make up this group.

**Extroverts**

These people take more interest in others and like to mix with people of similar temperaments. They are realistic and face the problems of life objectively and are always ready to partake of any social activity around them. They take part freely in any social give and take. They are dominated by emotions, whereby they take decisions quickly and act on them with delay. They are skilled in etiquette. The extrovert group is made up of traders, players, actors, social and political leaders, etc.

**Ambiverts**

This is an intervening stage. The two types mentioned above are not two airtight or watertight compartments. An individual may appear to be an introvert from one point of view and an extrovert from another. Thus very few belong to introvert or extrovert groups while the fact is that most of us belong to the third group of ambiverts. Writers, scientists and philosophers are supposed to be introverts, yet some of them are sociable enough. Ambiverts are partly introverts and partly extroverts.

The following table is intended to make clear the difference between Introverts and Extroverts.

<table>
<thead>
<tr>
<th><strong>Extroverts</strong></th>
<th><strong>Introverts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Turned to other people</td>
<td>1. Turned to themselves</td>
</tr>
<tr>
<td>2. Emotion predominates</td>
<td>2. Thought predominates</td>
</tr>
<tr>
<td>3. Quick determination</td>
<td>3. Determination takes some time</td>
</tr>
<tr>
<td>4. Prompt action on decision</td>
<td>4. Delayed action on decision</td>
</tr>
<tr>
<td>5. Skilled in behaviour</td>
<td>5. Unskilled in behaviour</td>
</tr>
<tr>
<td>6. Pay attention to the present</td>
<td>6. Pay attention to the future</td>
</tr>
<tr>
<td>7. Prefer work to thought</td>
<td>7. Prefer thought to work</td>
</tr>
<tr>
<td>8. Realists</td>
<td>8. Idealists</td>
</tr>
<tr>
<td>9. Like society</td>
<td>9. Like solitude</td>
</tr>
<tr>
<td>10. Objective outlook</td>
<td>10. Subjective outlook</td>
</tr>
</tbody>
</table>
An introvert is self-centered, shy, simple and impractical. He does not bother to please others. Philosophers, painters, and scientists belong to this group. Extroverts are practical minded persons. They are opportunists and try to please others. Administrators, militarists and politicians belong to this group. Most of them are in between and can be termed as ‘Ambiverts’.

On the basis of thinking- persons are of three types:

German Psychiatrist Ernest Kretschmer distinguished three body types on biological basis:

(i) Picnic-Short and stout.
(ii) Aesthenic—tall and thin
(iii) Athletic – Muscular and well – proportional.

According to Stephenson, there are two types of personality patterns on the basis of Jung’s classification: (i) Perseverators, (ii) Non-persevarators. Perseverators are introverts. When an activity is ended, it may perseverate in their mind for a long time, such as the melody of a song. Non-persevarators are extroverts.

1.3.6 THE NATURE OF PERSONALITY

A simple working definition of personality is the complex of stable behavioral characteristics, patterns, or traits that distinguishes one person from another phrase. At any rate, these personality patterns are fairly stable and difficult to change. A personality, then, is a mosaic of behavioral traits with which we characteristically express our selves and interact with others as we try to cope with life’s incidents and emergencies.

- Personality is the attractiveness of the individual.
- Personality is the response value (responsiveness) of the individual.
- Personality is the stimulus value of the individual.
- Personality is the general well built and health of the individual.

1.3.7 CHARACTERISTICS OF PERSONALITY

Personality is a Dynamic Whole:-

The definition of personality given by Allport reveals that personality is a dynamic whole. A simple addition of different aspects of an individual does not constitute his personality.
Personality is an Integration of the various Aspects of an Individual:-

The definitions of Munn and others point out that there is a proper integration of the various aspects of an individual e.g. behavior, interests, attitudes capacities, abilities and aptitudes are properly integrated and this unique integration constitutes personality.

Unique Organization and Integration of Personality:-

Every individual is unique because the organization and integration of the various aspects of personality occur in a unique way. This explains why two individuals do not possess the same personality.

Personality Measurement can be used to predict one’s Behavior in a given Situation:-

Personality of an individual is more or less stable and enduring and hence can help us in making predictions about one’s behavior in a given situation.

Personality is the Outcome of the Interaction of Heredity and Environment:-

Most of the psychologists are of the view that personality is the net result of the interaction of hereditary characters and environmental factors. Hereditary factors i.e. genes determine the limits while environmental factors affect the growth and development of various aspects physical, social, emotional and moral etc.

Certain Factors play a Significance Role in Developing Personality:-

Development of personality depends mainly upon physique, appearance, weight, health, size, proportion and chemique (effect of endocrine glands and environmental factors etc.) Herenhahn (1994) asserts that factors like genetics traits, culture, learning, personal choice of the individual, unconscious mechanisms and cognitive processes effect the development of personality.

Personality can be identified with some motive force:-

Various theories of motivation contribute to understanding of the dynamics of personality. Motives, ego- involvement, incentives, etc. affect the overall behavior of an individual.

Personality is the total Individual, (his cognitive and neo cognitive traits put together) :-

An individual’s knowledge, understanding, application, analysis synthesis and evaluation abilities constitute his cognitive traits. Non-cognitive traits are interest applications, attitudes, values, moral skills etc.
1.3.8 COMPONENTS OF PERSONALITY

Personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. Personality arises from within the individual and remains fairly consistent throughout life. Some of the fundamental characteristics of personality include:

- **Consistency:** There is generally a recognizable order and regularity in behaviours. Essentially, people act in the same way or similar ways in variety of situations.

- **Psychological and Physiological:** Personality is a psychological construct. It is also influenced by biological processes and needs.

- **Impact behaviors and actions:** Personality does not just influence how we move and respond in our environment; it also courses us to act in certain ways.

- **Multiple expressions:** Personality is displayed in more than one behavior. It can also be seen in thoughts, feelings, close relationships and other social interactions.

Personality may be summarized as:

- Genetics
- Culture-Society Traits
- Learning
- Personal choice
- Unconscious Mechanisms
- Cognitive Process

**Traits**

Very young children do not show consistent traits. Their behaviour is more specific-elicited by the nature of each stimulation situation plus the natural tendency of immature human beings to seek immediate satisfaction. Consistency of behaviour is only accomplished gradually.

To take an example from the field of character traits: American experiments with children in miniature situation tests of honestly, truthfulness and other character patterns have shown that responses are quite specific to the occasion; there is little sign of an “honesty traits” which leads to transfer of behaviour from the cheating to the stealing situation.
But as children grow to adulthood, consistent traits emerge. G.W. Allport regards traits in the nature of “complex higher units of personality” which exercise “a directive effect upon specific responses”. In the formation of character there appears to be a source trait which is general rather than specific, and which involves persistence and integrity (Webb, “W” factor of “persistence of motives”).

Traits are of two kinds: (1) surface traits which describe a personality e.g. extravestion, honesty) and (ii) source traits which are underlying influences below the clusters of characteristics which make up the surface traits. According to the school of factorial analysis, source traits are the basic factors in the personality, and Cattell has isolated twelve of these. Modern research aims at measuring these source traits, but believes that surface traits can merely be described.

**The Dynamics of Personality**

We must look deeper and take account of those biological needs and drives which form the basis of motivation and which constitute that “adaptive organism” upon which we laboriously construct our personality.

Man has the task, not only of adjusting his overt behaviour to environment, but also of learning to adjust him. He –the essential conscious ego–is the bridge between two worlds: he must achieve a working harmony between his inner mechanisms and the social traditions to which he subscribes.

He has certain irreducible needs- not only physical needs but also social and psychological ones. If these needs are excessively frustrated or unduly indulged his personality tends to disintegrate. On the one hand, do modern conditions provide adequately for the relief of emotional tensions? Yet, on the other, is not a reasonable amount of thwarting of capricious desires essential to happy adjustment? The art of personality building is the art of balance.

**1.3.9 PERSONALITY THEORIES**

Along with the ways of observing and assessing personality, theories of personality and its development have evolved. Such theories classify personalities into a series of types, or classify the basic traits that make up personality, so they are called type and trait theories, respectively. Other theories are called dynamic theories of personality, and are addressed to such questions as how people react to inner or outer conflicts, how
they handle stress, and what processes, like defense mechanisms, they use in dealing with their conflicts. The earliest ideas about personality were expressed as type theories; and dynamic theories.

Types refer to categories that are distinct and discontinuous. The following sections provide an overview of some of the more popular and commonly known personality type taxonomies.

**The Four Humors- ancient Greeks (2000 BC – 0 AD)**

Ancient Greek philosophers such as Hippocrates 400 BC and Galen, 140/150 AD classified 4 types of ‘humors’ in people. Each type was believed to be due to an excess of one of four bodily fluids, corresponding to their character. The personalities were termed “humors”.

<table>
<thead>
<tr>
<th>Character</th>
<th>Humor</th>
<th>Fluid</th>
<th>Corresponding Trait in the Big Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irritable</td>
<td>Choleric</td>
<td>Yellow bile</td>
<td>Agreeableness</td>
</tr>
<tr>
<td>Depressed</td>
<td>Melancholic</td>
<td>Black bile</td>
<td>Neuroticism</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Sanguine</td>
<td>Blood</td>
<td>Openness to experience</td>
</tr>
<tr>
<td>Calm</td>
<td>Phlegmatic</td>
<td>Phlegm</td>
<td>Neuroticism</td>
</tr>
<tr>
<td></td>
<td>personality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Somatotypes - William Sheldon, 1940’s**

William Sheldon (1940, 1942, cited in phrase, 1991) classified personality according to body type. He called this a person’s *somatotype*.

Sheldon identified three main somatotypes:

<table>
<thead>
<tr>
<th>Sheldon’s Somatotype</th>
<th>Character</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endomorph (scherotonic)</td>
<td>Relaxed, sociable, Tolerant, comfort-loving, peaceful</td>
<td>Plump, buxom, developed visceral structure</td>
</tr>
<tr>
<td>Mesomorph (somatotonic)</td>
<td>Active, assertive, vigorous, combative</td>
<td>Muscular</td>
</tr>
<tr>
<td>Ectomorph (cerebrotonic)</td>
<td>Quiet, fragile, restrained, nonassertive, sensitive</td>
<td>Lean, delicate, poor muscles</td>
</tr>
</tbody>
</table>
## Ayurvedic Body Type (Doshas) (India, 3000 BC to present)

<table>
<thead>
<tr>
<th>Ayurvedic Doshas (Sheldon somatotype)</th>
<th>Character</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vata (Ectomorph)</strong></td>
<td>Changeability, unpredictability, variability- in size, shape, mood and action moody, enthusiastic, imaginative, and impulsive, quick to grasp ideas and good initiating things but poor at finishing them. Energy fluctuates, with jugged peaks and valleys able, tolerant, comfort- loving, peaceful</td>
<td>Slender with prominent features, joints and veins, with cool dry skin eat and sleep erratically prone to anxiety, insomnia, premenstrual syndrome and constipation</td>
</tr>
<tr>
<td><strong>Pita (Mesomorph)</strong></td>
<td>Relatively predictable. Quick, articulate, biting intelligence and can be critical or passionate with short, explosive tempers. Efficient and moderate in daily habits, eats and sleeps regularly</td>
<td>medium build, strength, and endurance- well – proportioned and easily maintains a stable weight. Often fair haired, red or blond, ruddy complexion tends to perspire heavily and is warm and often thirsty. Prone to acne, ulcers, hemorrhoids and stomach ailments.</td>
</tr>
<tr>
<td><strong>Kapha (Endomorph)</strong></td>
<td>Relaxed slowly to anger, slow to eat, and slow to act. They sleep long and heavily tend to procrastinate and be obstinate.</td>
<td>Solid, heavy and strong with a tendency to be overweight, slow digestion and somewhat oily hair and cool, damp, pale skin. Prone to high cholesterol, obesity, allergies.</td>
</tr>
</tbody>
</table>
Hippocrates’ types of personalities, so simple yet so all-encompassing, were given wide currency by the Greek physician Galen, who practiced and wrote medical treaties in Rome in the second century A.D., and were influential during the middle ages and down to modern times. For a time Alfred Adler, one of the early followers of Freud, even used the four Hippocratic types in his “individual psychology”.

The “science” of Phrenology, which claimed that four character types can be identified by means of the size and shape of the skull, has been exploded as based on no justifiable evidence and during the 1920s and 1930s German psychiatrist, Ernst Kretschmer and an American anthropologist, W.H. Sheldon, worked out three personality types based on many measurements of body build. The endomorphic type of person has rounds in body build, large digestive and other body cavities and often-fat deposits but is weak in bony and muscular development. Endomorphs said Sheldon are relaxed and enjoy eating they are sociable and need another people when troubled. The mesomorphic, type is athletic with large bones and muscles, broad shoulders and narrow hips and a squarish build. Mesomorphs are energetic, competitive and action-oriented. They love adventure, take risks and are generally noisy, needing action when troubled. Ectomorphic types have a liner build, with long, slender arms and legs, small body cavities and lack muscular development. Ectomorphs tend to be intellectual, antisocial, sensitive, and secretive. They have rapid reactions, may be anxious and inhibited and want solitude when troubled. The trouble is that correlations between such body types and personality trait have turned out to be very low and undependable.

In fact, none of these type theories of personality has proved sound under investigation. Such theories assume that everyone will fit into a limited number of classes, an over-simplification. Sheldon finally found himself with some 70 different types of body build as he worked further with his theory and at that point they simply related much too tenuously to personality traits.

**Trait Theory of Personality**

The trait approach to personality is one of the major theoretical areas in the study of personality. Unlike many other theories of personality, the trait approach to personality is focused on differences between individuals. The combination and interaction of various traits are distinguishing qualities or characteristics of a person.
In general, trait theory assumes that people differ in the amounts of characteristics rather than differ in the quality of their characteristics.

**Gordon Allport’s Trait Theory**

In 1936, Psychologist Gordon Allport found that one English language dictionary alone contained more than 4000 words describing different personality traits. He was very much a trait theorist and believed in the individuality and uniqueness of the person and that people have consistent personalities. Allport attempted to blend nomothetic and idiographic perspective he called this blend that morphogenesis approach. He categorized these traits as individual: traits possessed by one person. Common: traits possessed by many people.

**Cardinal Traits**

Traits that dominate an individual’s whole life, often to the point that person become known specifically for those traits. People with such personalities often become so known for their traits that there names are often synonymous with these qualities. Consider the origin and meaning of the following descriptive terms: Freudian, Machiavelliam, Don Juan, and Christ like etc. All port suggested that cardinal traits are rare and tend to develop later in life.

**Central Traits**

These central traits, while not as dominating as cardinal traits, are the major characteristics one might use to describe another person. Terms such as intelligent, honest, shy and anxious are considered central traits.

**Secondary Traits**

Traits that are sometimes related to attitudes or preferences and often appear only in certain situations or under specific circumstances i.e. Getting anxious when speaking to a group of impatient while waiting in line.

**Motivational Traits**

These are very strongly felt traits.

**Stylistic Traits**

These are less strongly felt traits.

**Eysenck’s Super Traits**

Eysenck began with a theory of personality, which he based on two super traits extraversion, introversion and neuroticism dimensions.
**Introversion / Extraversion**

Introversion involves directing attention on inner experiences, while extraversion relates to focusing attention outward on other people and the environment. So, a person high in introversion might be quiet and reserved, while an individual high in extraversion might be sociable and outgoing.

**Neuroticism / Emotionality Stability**

The dimension of Eysenck’s trait theory is related to moodiness versus even temperedness. Neuroticism refers to an individual’s tendency to become upset or emotional, while stability refers to the tendency to remain emotionally consistent.

**Psychoticism**

Later, after studying individual’s suffering from mental illness, Eysenck added a personality dimension called psychoticism to his trait theory. Individuals who are high on this trait tend to have difficulty in dealing with reality and may be antisocial, hostile and non-empathetic and manipulative.

Eysenck viewed the super traits of extraversion and neuroticism as independent, and believed that different personalities arise from different combinations of the two super traits.

**The Single Personality Trait Approach**

Funder (2001) focuses on three single traits that have received wide attention and have been the subject of investigation in hundreds of studies.

- Conscientiousness
- Self-monitoring
- Authoritarianism

**Single Trait: Authoritarianism**

Authoritarianism began to be studied since 1950’s in order to try to understand its nature and its origin. Authoritarianism is felt to lie at the heart of racial prejudice. Think of the stereotypical “Hitler”, who was an authoritarian personality responsible for Nazi outrages during Second World War.

Thus authoritarian personality may be described a person who is unthinking and inflexible, aggressive, worshipful of authority above, contemptuous of those below, fascinated by power, cynical and may be sexually depressed.
The origins of authoritarianism have been studied but it has been difficult to determine whether adult authoritarianism is attributable to:

- Early childhood experiences
- Learned attitudes
- Oppressive parental child rearing styles
- Genes

**The “Big Five” Personality Factors**

A strong consensus has emerged since the mid-1980 about the number and nature of personality traits. Five super ordinate factors have emerged, often referred to as the “Big Five” or the 5-factor model. The presence of these five factors is well supported by a wide variety of research.

Early evidence supporting a Five-factor model was published by Fioske, in 1940. During the 1980s and 1990s a vast array of research came up to support the five factor model. Note everyone however aggress in the naming of the five super traits.

The Five-according to the NEO are Neuroticism, Extraversion, Openness to Experience, Agreeableness and conscientiousness.

1. **Neuroticism (Emotional Stability)**: A dimension is ranging from poised, calm, composed, and not hypochondriacal at one end to nervous, anxious, high-strung, and hypochondriacal at the other.

2. **Extraversion**: A dimension ranging from energetic, enthusiastic, sociable, and talkative at one end to retiring, sober, reserved, silent, and cautious at the other.

3. **Openness to experience**: A dimension ranging from imaginative, witty, and having broad interests at one end to down-to-earth, simple, and having narrow interests at the other for an illustration of people who would probably be classified as low on this dimension.

4. **Agreeableness**: A dimension ranging from good-natured, cooperative, trusting, and helpful at one end two irritable, suspicious, and uncooperative at the other.

5. **Conscientiousness**: A dimension ranging from well-organized, careful, self-disciplined, responsible, and precise at one end two disorganized, impulsive, careless and undependable at the other.
Each Super trait is measured by 6 facts (or subordinate traits). These are:

<table>
<thead>
<tr>
<th>Emotional Stability</th>
<th>Extraversion</th>
<th>Openness to experience</th>
<th>Agreeableness</th>
<th>Conscientiousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>Warmth</td>
<td>Fantasy</td>
<td>Trust</td>
<td>Competence</td>
</tr>
<tr>
<td>Angry hostility</td>
<td>Gregariousness</td>
<td>Aesthetics</td>
<td>Straight forwardness</td>
<td>Order</td>
</tr>
<tr>
<td>Depression</td>
<td>Assertiveness</td>
<td>Feelings</td>
<td>Altruism</td>
<td>Dutifulness</td>
</tr>
<tr>
<td>Self-consciousness</td>
<td>Activity</td>
<td>Actions</td>
<td>Compliance</td>
<td>Achievement striving</td>
</tr>
<tr>
<td>Impulsiveness</td>
<td>Excitement-seeking</td>
<td>Ideas</td>
<td>Modesty</td>
<td>Self Discipline</td>
</tr>
<tr>
<td>Vulnerability</td>
<td>Positive emotion</td>
<td>Values</td>
<td>Tender-mindedness</td>
<td>Deliberation</td>
</tr>
</tbody>
</table>

Extraversion and neuroticism are defined in the same way as Eysenck defined them. Openness to experience / intellect refers to receptivity to new ideas and experiences. People low on this trait prefer the familiar, practical and concrete, whereas those high on this trait are open to new experience, curious and imaginative. Agreeableness means the extent to which people are viewed as antagonistic, tough minded and hard-headed. Conscientiousness refers to organization and achievement. Highly conscientious individuals are ambitious, hard working, competent and organized and those low in conscientiousness are easy going, low in self-discipline and not goal driven.

**Cattell’s Trait Theory**

Presumably people have a vast number of persistent and consistent ways of behaving, which can be referred to as submissiveness, honesty, self-esteem, and intelligence.

Cattell worked with about 170 traits, derived from life records, self-rating inventories and laboratory situations. Grouping traits that correlated with each other with a ratio of 0.60 or better, he found many correlated and clustered traits. He then went on to
isolate and identify 154 to 20 source traits, using multivariate factor analysis to see what clusters of traits correlated highly with each other but poorly with other clusters.

Psychologists have begun to use a statistical technique called multivariate factor analysis in analyzing and selecting personality traits. R.B. Cattell and J.P. Guilford have been particularly active in this field. In this technique, scores representing many personality traits are correlated with each other, each trait with every other trait, to see the extent to which they “hang together”. This turns up certain traits that tend to appear together; these are called surface traits.

Source traits are thought of as general personality factors from which specific traits are derived, much as Charles Spearman and L. Thurston proposed that there in a general intelligence factor form which specific abilities like verbal fluency and numerical ability derive.

**Raymond Cattell’s 16 Personality Factors**

<table>
<thead>
<tr>
<th>Descriptors of low Range</th>
<th>Primary Factor</th>
<th>Descriptors of High Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impersonal, distant, cool, reserved, detached, formal, aloof (Schizothymia)</td>
<td>Warmth (A)</td>
<td>Warm, outgoing, attentive to others, kindly, easy-going, participating, likes people (Affectothymia)</td>
</tr>
<tr>
<td>Concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems (Lower Scholastic Mental Capacity)</td>
<td>Reasoning (B)</td>
<td>Abstract-thinking, more intelligent, bright, higher general mental capacity, fast learner (Higher Scholastic Mental Capacity)</td>
</tr>
<tr>
<td>Reactive emotionally, changeable, affected by feelings, emotionally less stable, easily upset (Lower Ego Strength)</td>
<td>Emotional stability (C)</td>
<td>Emotional, stable, adaptive, mature, faces reality calmly (Higher Ego Strength)</td>
</tr>
<tr>
<td>Deferential, cooperative, avoids conflict, submissive, humble, obedient, easily led, docile, accommodating (Submissiveness)</td>
<td>Dominance (E)</td>
<td>Dominant, forceful, assertive, aggressive, competitive, stubborn, bossy (Dominance)</td>
</tr>
<tr>
<td>Serious, restrained, prudent, taciturn, introspective, silent (Desurgency)</td>
<td>Liveliness (F)</td>
<td>Lively, animated, spontaneous, enthusiastic, happy to lucky, cheerful, expressive, impulsive (Surgency)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Expedient, nonconforming, disregards rules, self indulgent (Low Super Ego Strength)</td>
<td>Rule Consciousness (G)</td>
<td>Rule-conscious, dutiful, conscientious, conforming, moralistic, staid, rule bound (High Super Ego Strength)</td>
</tr>
<tr>
<td>Shy, threat- sensitive, timid, hesitant, intimidated (Threctia)</td>
<td>Social Boldness (H)</td>
<td>Socially bold, venturesome, thick skinned, uninhibited (Parmia)</td>
</tr>
<tr>
<td>Utilitarian, objective, unsentimental, tough minded, self-reliant, nonsense, rough (Harria)</td>
<td>Sensitivity (I)</td>
<td>Sensitive, aesthetic, sentimental, tender minded, intuitive, refined (Premsia)</td>
</tr>
<tr>
<td>Trusting, unsuspecting, accepting, unconditional, easy (Alaxia)</td>
<td>Vigilance (L)</td>
<td>Vigilant, suspicious, skeptical, distrustful, oppositional (Protension)</td>
</tr>
<tr>
<td>Grounded, practical, prosaic, solution oriented, steady, conventional (Praxernia)</td>
<td>Abstractedness (M)</td>
<td>Abstract, imaginative, absent minded, impractical, absorbed in ideas (Autia)</td>
</tr>
<tr>
<td>Forthright, genuine, artless, open, guileless, naïve, unpretentious, involved (Artlessness)</td>
<td>Privateness (N)</td>
<td>Private, discreet, non disclosing, shrewd, polished, worldly, astute, diplomatic (Shrewdness)</td>
</tr>
<tr>
<td>Self-Assured, unworried, complacent, secure, free of guilt, confident, satisfied (Untroubled)</td>
<td>Apprehension (O)</td>
<td>Apprehensive, self doubting, worried, guilt prone, insecure, worrying, self blaming (Guilt Proneness)</td>
</tr>
<tr>
<td>Traditional, attached to familiar, conservative, respecting traditional ideas (Conservatism)</td>
<td>Openness to change (Q1)</td>
<td>Open to change, experimental, liberal, analytical, critical, free thinking, flexibility (Radicalism)</td>
</tr>
<tr>
<td>Group-oriented, affiliative, a joiner and follower dependent (Group Adherence)</td>
<td>Self-Reliance (Q2)</td>
<td>Self-reliant, solitary, resourceful, individualistic, self sufficient (Self-Sufficiency)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Tolerates disorder, unexacting, flexible, undisciplined, lax, self-conflict, impulsive, careless of social rules, uncontrolled (Low Ergic Tension)</td>
<td>Tension (Q4)</td>
<td>Perfectionist, organized, compulsive, self-disciplined, socially precise, exacting will power, control, self-sentimental (High Self-Concept Control)</td>
</tr>
<tr>
<td>Relaxed, placid, tranquil, torpid, patient, composed low drive (Low Ergic Tension)</td>
<td>Tension Q4</td>
<td>Tense, high energy, impatient, driven, frustrated, over wrought, time driven. (High Ergic Tension)</td>
</tr>
</tbody>
</table>

Primary Factors and Descriptors in Cattell’s 16 Personality Factor Model (Adapted From Conn & Rieke, 1994).

**Psychoanalytic Theories**

During the first third of this century, Sigmund Freud (1856-1939) developed a new and comprehensive theory of personality.

Freud proposed the existence of the id, an unconscious, infantile reservoir of psychic energy. The unconscious furnishes the motive power for all our conscious experience and behavior through the **libido**, the sexual drive or motive, and for other basic motives like hunger and thirst. The id follows the **pleasure principle**, simply driving for the gratification of instinctive wants and the avoidance of pain. Conscious experiences themselves compose the **ego**, which exist to satisfy the id by mediating between its needs and the environment. The ego follows the **reality principles**, channeling the libido and guiding behavior until objects that will provide wish fulfillment for the id have been secured. The ego thus serves to mediate between the libidinal drives and the outer world; maintaining the life of the individual and reproducing the species. As children grow, learn to walk, and begin to satisfy their own drives, however, they soon discover form their parents that some behavior is approved and other behavior disapproved.
They internalize these attitudes, creating the third basic element of personality, the superego, or conscience. The superego serves to inhibit the instinctive, pleasure-seeking drive of the id, particularly its sexual and aggressive drives. Sometimes Freud thought a death instinct destructive of the self, was opposed to the libidinal drive, or life instinct, directed toward maintenance of the individual and reproduction of the species. The superego, part of which becomes unconscious, is divided into conscience, yielding guilt feelings to control behavior, and ego ideals, yielding prudence in behavior that competently satisfies drives. Id ego and superego sometimes function smoothly in reducing the tensions of drives, but often they conflict with each other. When this happens, anxiety is aroused. Reality anxiety is soundly based on real threats or dangers to the satisfaction of drives from the realities of the objects and other people around us.

Freud’s theory of personality has had a great impact on the conceptions of human nature in western world.

Among Freud’s lasting contributions are his emphases on the importance of infant and childhood experiences and on unconscious motivations. The great significance that Freud attributed to sex drive has been criticized.

Carl Jung (1875-1961) one of Freud’s early followers, broke away in 1914 and created his own dynamic theory of personality, although he remained greatly influenced by the master. Jung also identified the source of vital or psychic energy as the libido, although he thought of this as a generalized life force rather than a solely sexual drive, Jung also accepted from Freud the concept of the ego or the conscious mind.

The ego may adopt one of two opposing attitudes, oriented in the main towards the external world with extroversion or toward the inner, subjective world with introversion. Furthermore, within each person dwells a personal unconscious, made up of once-conscious experiences that have been forgotten, repressed, or ignored. At this unconscious level many complexes are found, organized nuclei of strong feelings, thoughts and perceptions, such as the mother complex we all have in part derived from the infant’s maternal experiences and in part arising from a deeper level still the collective unconscious. This unconscious consists of latent memories called archetypes.

Jung suggested that the four functions of the ego- perceiving, thinking, feeling and intuiting – combine with the two basic opposing attitudes of introversion and extroversion in various ways.
Alfred Adler (1870-1937) who developed his own personality theory in what he called individual psychology. Adler did not accept the existence of the unconscious or the id as Freud conceived them. Rather than being driven by libidinal urges, Adler thought, people are attracted by goals. It is the goals or ends for which they seek, rather than unconscious drives, that shape people’s actions. Adler first expressed our predominant goal as power and later called it superiority, or self-assertion. He believed this goal of superiority to be innate, a part of life itself, carrying people on from stage to stage as their personalities develop. Normal people strive for superiority in achieving goals that are primarily social, although neurotic people strive for egoistic goals like self-esteem and fame.

Although all have the same goal, they may seek it in innumerable ways and each person has an individual life style, influenced by feelings of inferiority but also manifesting methods of achieving superiority. In moulding our own personalities, we strive for a creative self that will integrate our behavior and make it consistent. The creative self offers our final goal, which really gives meaning to our lives. Adler thus presented a humanistic and idealistic conception of human personality.

Erik Erikson has stressed the attainment of ego identity as children pass through developmental stages quit similar to those of Freud, organizing a strong sense of self that gives a person stability within and continuity in dealing with other people. Group identity, the ways in which groups regularly organize experience for their members, also must be developed for its effects on the individual members as well as the continuity of the group.

Recently Erich has added the necrophilous (death-loving) type and biophilous (life-loving) type. Only the productive and biophilous types of people are actually able to lead free and satisfying lives.

John Dollard and Neal Miller (1950) formulated a theory of personality derived from the principles of stimulus-response learning and motivation, personality consists of complex systems of habits that link environmental and internal stimuli to behavior energized by primary or secondary drives and motives, and reinforced by rewards these habitual goal-directed behaviors are gradually established in accordance with generalization and discrimination principles.
Social Learning Theories

The cultural matrix of personality development was emphasized by Harry Stack Sullivan (1892-1949). Sullivan held that the human being differs from all other animals in cultural development, which is not based on instincts or drives, but on interpersonal tenderness, manifested between mother and infant. The activity of an infant, which arises from the tension of his needs produces tension in the mothering one which is felt by her as tenderness. Sullivan based his interpersonal theory of personality on such situations. According to Sullivan, one’s personality consists of one’s customary interpersonal behavior as one interacts with other people. As a person one does not and cannot exist except in such interactions. All psychological functions—perceiving, remembering, thinking, and dreaming—are interpersonal in character. Sullivan

The habitual behavior of individuals in relations with other persons, weather overt talking or covert like imaging, consists of patterns of energy transformations that Sullivan calls dynamisms.

Locus of control is also formulated within the framework of social learning theory.

1.4.0 LOCUS OF CONTROL

In ancient times, people thought they had no control over their environment. The world moved in mysterious ways, and there was little anyone could do to deal with the powerful forces that affected their lives. Many cultures developed superstitions as a means of making sense of life events and as an attempt to exert some control over their world. The carryover of that kind of thinking is evident today in people who think that everything is fate and they have no control over their lives……, but carry a rabbits foot for good luck.

Psychologists have identified two sources of perceived control. One is an internal locus of control, where the individual believes he or she has control over life events. The other is an external locus of control, where the individual believes that some outside force such as fate, destiny, other people, or random circumstances control life events.

External believe that their efforts won’t make any difference in coerce of events, so, naturally, they seldom put forth much effort to change things. Some people go through life as though they just have to roll over and take it anytime something happens.
Internal believe that their effort makes a difference, so they are more likely to take action and attempt to cope with the situation.

People who perceive an internal locus of control are less likely to blame others or past events for their limitations in life. The good news about believing in the responsibility for the outcome of your life is that even when you have created a bad situation, you still have the ability to do something about it. It also stands to reason that you can create your own joy and happiness.

Research has shown that the presence or absence of perceived control has important consequences in our lives over and above the actual control available to us in a given situation. This gives credence to the familiar adage, “Whether you believe that you can or you can’t, you are probably right”. People who have a high degree of perceived control are more likely to seek knowledge and information about the event that affect their lives. This becomes self-fulfillment prophecy, in that people who feel in control take actions that actually make them more in control of their lives. And, as you might expect, there is a strong positive relationship between perceived control and personal adjustment. People with an internal locus of control use more effective strategies for coping with stress, as well as taking steps that will maximize their overall health and well-being.

Rotter’s (1966) original locus of control formulation classified generalized beliefs concerning who or what influences things along a bipolar dimension from internal to external control.

“Internal control” is the term used to describe the belief that control of future outcomes resides primarily in oneself, while “external control” refers to the expectancy that control is outside of oneself, either in the hands of powerful other people or due to fat/chance.

In 1950’s psychologist Julian Rotter, talked about locus of control. Locus of control is the perceived source of control over our behavior. Locus of control is the generalized expectancy pertaining to the connection between personal characteristics or actions and experienced outcomes. Specifically, locus of control concerns the tendency to describe the cause of events either to oneself or to the external environment.

Locus of control is formulated within the framework of the social learning theory (Rotter, 1954). It is related to the measurement of the extent to which an individual is
self-motivated, directed or controlled (internal frame of reference) and the extent to which the environment influences his behavior. Within the framework of social learning its forms the elements of a behavioral prediction formula, the other elements being those of situational determinants, reinforcement value and behavior potentials. Locus of control has to do with the placement of responsibility for the outcomes of events or behaviors. The outcomes of events are sometimes pleasant or unpleasant, encouraging or discouraging, gratifying or distressing and can generally be referred to as reinforces and different people perceive them differently which is characterized as either internal or external control. Locus of control refers to an individual’s perception of main cause of events in life.

**According to Philip Zimbardo (1985),** locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation). Within psychology, Locus of control is considered to be an important aspect of personality.

**According to Rotter, (1966)** “Locus of control the degree to which the individual perceives that the reward follows from, or is contingent upon, his own behaviour or attributes versus the degree to which he feels the reward is controlled by forces outside of his/ or herself and may occur independently of his or her own action” The increasing pace of global, economic and technological development makes change an inevitable feature of professional life. Substantial empirical work hallmarks the importance of this personality characteristic in explaining successful implementation of organizational change (Devos and Bouckenooghe 2006)

Locus of control describes the extent to which people believe that they influence events in their lives. Those with an internal locus of control perceive that they can manage situations with their decisions and behaviors, whilst those with an external locus of control believe that what happens to them is beyond their influence, a result of luck of fate (rotter-1966).

Psychologists have recognized internal and external locus of control. Locus of control, according to Rotter’s approach, can be divided into two separate sources of control: internal and external. People with an internal locus of control believe that they
control their own destiny. They also believe that their own experiences are controlled by their own skill or efforts.

In contrast, people with external locus of control believe that their lives are determined mainly by sources outside themselves like fate, chance, luck or powerful others. People with a strong internal locus of control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves. Internals believe that success or failure is due to their own efforts. In contrast, externals believe that reinforcements in life are controlled by luck, chance, or powerful others. Therefore, they see little impact of their own efforts on the amount of reinforcement they receive. Locus of control is understood as bipolar construct, ranging from external to internal.

The term locus of control suggests that behaviour is determined by two major types of “expectancy” the expected outcome of a behaviour and the value a person places on that outcome. Rotter, in collaboration with Chance and Phrase (1972) described a general theory of personality with variables based on the ways that different individuals habitually think about their experiences. Locus of control is a generalized expectancy pertaining to the connection between personal characteristics and actions or experienced outcomes (Rotter, 1955) locus of control is how a person accumulates development over specific encounters in which persons perceive events in one’s life are consequences of one’s behaviour (Rotter, 1966) Further, locus of control is a personality construct which encompasses the various aspects of attitude, opinions and values (Rotter,1966) therefore, locus of control describes how one perceives causes of events and experiences and consequently determines how one forms opinions and goes about responding to events to alleviate problems or situations (Abdul-Kadir, 1994). Thus, similarly to social-cognitive development, locus of control is a motivational variable that allows individuals to actively participate, regulate, and dictate events in their lives that facilitate independence and responsibility (Wallhagen, 1988)

Individuals described as “internal”, believe that they exercise more control over events and outcomes affecting them. In contrast, people describes as “external” tend to believe that they have little control what happens to them (Lefcourt, 1976; 1981). Control is a motivational variable that allows individuals to actively participate, regulate, and dictate events in their lives that facilitate independence and responsibility (Wallhagen,
Locus of control can play a role in how people react when in certain situations. For individuals recognized with a more internal state, many outcomes are seen as being dependent upon the effort placed upon a particular activity or task. Therefore, individuals who put forth the effort and energy in completing any task tend to be more internal.

Levenson (1973) offered an alternative model. Whereas Rotter’s conceptualization viewed locus of control as uni-dimensional (internal to external), Levenson’s model asserts that there are three independent dimensions: internality, chance, and powerful others. According to Levenson’s model, one can endorse each of these dimensions of locus of control independently and at the same time. For example, A person might simultaneously believe that both oneself and powerful others influence outcomes, but that chance does not.

A study of various definitions of the terms, locus of control, has made it clear that the concept is indicative of the degree to which an individual is convinced that he can determine his own fate happens to him or exert an influence or control over it himself. People therefore see the ability to exert control over specific events as being present in them or in the environment. Those who attribute this control over events to themselves have an internal locus of control and those who attribute this control to forces in the environment, have an external locus of control.

The psychological construct of locus of control originated in Rotter’s theory of social learning (1954) he explains locus of control as “internal versus external control of reinforcements”. When an individual’s perception is that his own behaviour and attitudes will result in a positive reward, internality is indicated. However, when his perception is that external factors, outside his control (such as density or luck) are responsible for rewarding behaviour, externality is indicated. The concept was developed in an effort to explain why certain individuals are inclined to ignore reinforcing events (Phares, 1957). The fact that these individuals did not react to reward or punishment, as predicted, is attributable, according to phares, to a generalized expectation that their own actions would not have contributed to the procurement of reward or the avoidance of punishment.

Lefcourt (1979) regards individuals as actors who determine their own fates and states that it is precisely this perception of the ability ‘to do something’ that give rise to the concept of observed control.
The direction of control underpins the construct and is adequately summarized by Spector (1988): “A generalized expectancy that rewards, reinforcements or outcomes in life are controlled by one’s own actions (internally) or by other forces (externally)”. While internals attribute the control of events to themselves externals believe that their live are controlled by external forces and therefore have a locus of control themselves. The personal controllability of outcomes is also highlighted by the definition of O’Brien (1983): “refers to a generalized expectancy about the extent to which reinforcements are under internal or external control”.

According to Rotter (1966) the child does not assimilate new knowledge if action-result sequences are seen as random, in other words, “He will not learn from his experiences unless he believes that these experiences are lawfully related to his own actions. If events are only randomly paired, there would seem to be little reason for attending to them with intent to learn”.

If the individual is convinced that he has little control over the rewards or punishment he receives, he has little reason to adapt his behaviour in an effort to change the probability that the event will occur again. If this is the case, rewards and punishment will lose a great deal of their value as reinforcers, since they will not be more effective in reinforcing or weakening the person’s response.

Lefcourt (1979) calls attention to the different convictions people have about locus of control and states that these differences do indeed correspond with the degree to which they learn by their own experiences. “Thefatalists perceive no contingency between action and outcome, while those espousing internal control believes readily perceive such contingencies”.

Every one in this world wants to excel in life but all are not successful. Various psychologists have given certain variables, which are considered responsible for failure of success. Some of these psychological variables are self- efficiency, self-concept attitude, attribution and motivation. The effect of these variables on achievement has always been debatable and no single contentious can be achieved. There are psychologists, who even talks about some personal control, which they consider play an important role in success. The idea of personal control is not new. It has been around since antiquity but usually expressed in other terms. However, in an era oriented to
From the above-mentioned viewpoints it is evident that the way in which people behave and alter and adopt their behaviour indeed bears a significant relation to the degree to which they themselves are responsible for what happens to them.

1.4.1 DEVELOPMENT OF LOCUS OF CONTROL

Generally, the development of locus of control stems from family, culture, and past experiences leading to rewards. Most internals have been shown to come from families that focused on effort, education, and responsibility. On the other hand, most externals come from families of a low socioeconomic status where there is a lack of life control.

Examples: External locus of control: If a student attributes either their successes or failures to having a bad day, unfair grading procedures on their teacher’s part, or even God’s will, they can be said to have a more external locus of control. These students might say, “It doesn’t matter how hard I study. The teacher just doesn’t like me, so I know I won’t get a good grade.” These students generally don’t learn from previous experience. Since they attribute both their successes and failures to luck or chance, they tend to lack persistence and not have very high levels of expectation.

The locus of control is concerned with perception of control as stable cognitive perceptual set that differentiates among individual. The thrust of the locus of control literature has sub-merge within the generic along with literature concerning attribution theory; learned helplessness and perceived efficacy.

1.4.2 EXTERNAL LOCUS OF CONTROL

External Locus of Control: the tendency to attribute causes of events to factors outside oneself or beyond one’s control (Rotter, 1966)

Individual believes that his/her behavior is guided by fate, luck or other external circumstances. In other words, external includes those people who believe that fate, “luck” or the odds control what happens to them.

External subjects may be categorized on the basis of the following characteristics:

- They take longer time with chance instructions.
- They may be described as lacking self-confidence or suffering from inferiority feelings.
- Extreme internals also appear less adjusted.
- Highly external people are unable to arrive at a stable evaluation of their own skills.
- Highly external people raise their expectancy after failure and lower after success.
- Externals prefer games based on chance or luck.

### 1.4.3 INTERNAL LOCUS OF CONTROL

Internal Locus of Control: the tendency to see oneself as responsible to what happens; to think that one’s actions determine the events *(Rotter, 1966)*

Individual believes that his /her behavior is guided by his /her personal decisions and efforts.

Individuals with an internal locus of control view events as resulting from their own actions. Persons with an external locus of control view events as being under the control of external factors such as luck (Marsh & Weary, 1995).

People tend to describe their changes of future successes or failures either to internal or external causes. Persons with an internal locus of control see themselves as responsible for the outcomes of their own actions. These individuals often believe that they control their destiny, and are often observed to excel in educational or vocational realms. Someone with an external locus of control, on the other hand, sees environmental causes and situational factors as being more important than internal ones. These individuals would be more likely to see luck rather than effort as determining whether they succeed or fail in the future, are more likely to view themselves as the victim in any given situation.

Since its conception, the locus of control construct has been refined. (Lefcourt, 1991). A widely cited refinement is Levenson’s (1981) re-conceptualization of locus of control as a multi-faceted construct consisting of three factors (a) powerful others (b) life controlled by change (c) internality. Levenson’s re-conceptualization is based on the assumption that an individual can believe in his or her own efficacy while believing at the same time that other powerful persons also are invested with control or that one can believe in the power of luck of chance happenings and still count on one’s ability to control events.

According to Levenson’s Model, one can endorse each of these dimensions of locus of control independently and at the same time. For example, a person might
simultaneously believe that both oneself and powerful others influence outcomes, but that chance does not.

Locus of control is an important aspect of the behavior of the child. For the practicing school psychologists or teachers, this concept is apt to bring to mind a variety of ideas. A foundation for the conceptualization of Locus of control and extensive and elaborate theoretical views of its development are found in the works of Bailer (1961); Rotter, Seeman and Liverant (1962); Weiner (1972, 1973), etc. in the context of education, locus of control refers to the types of attributions we make for successes and failures are due to factors within their own control, such as effort or ability, then that person is said to have an internal locus of control. Some researches Mc Combs (1991), suggested that what underlines the internal locus of control is the concept of “self as an agent.” This means that our thoughts control our actions and that when we realize this executive function of thinking we can positively affect our beliefs, motivation and academic performance. Mc Combs asserts that “the degree to which one chooses to be self determining is a function of one's realization of the source of agency and personal control”.

1.4.4 CHARACTERISTICS OF INTERNAL LOCUS OF CONTROL

1. Internals are more likely to work for achievements, to tolerate delays in rewards and to plan for long-term goals.
2. After experiencing success in a task, internals are likely to raise their behavior goals.
3. After failing a task, internals re-evaluate future performance and lower their expectations of success.
4. Internals are better able to resist coercion.
5. Internals are more likely to learn from their past experiences.
6. Internals experience more anxiety and guilt with their failures and use more repression to forget about their disappointments.
7. Internals are better at tolerating ambiguous situations.
8. Internals are less willing to take risks.
9. Internals are more likely to prefer games based on skill.
## 1.4.5 DIFFERENCE BETWEEN INTERNALS AND EXTERNALS

<table>
<thead>
<tr>
<th><strong>INTERNAL</strong></th>
<th><strong>EXTERNAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>People who can’t get others to like don’t know how to relate to others</td>
<td>No matter how hard you try, some folks won’t like you</td>
</tr>
<tr>
<td>We have wars because people don’t take interest in politics</td>
<td>There’ll always be wars, no matter what people do</td>
</tr>
<tr>
<td>A direct connection between how hard I study and may grade</td>
<td>I don’t understand how some teachers given grades</td>
</tr>
<tr>
<td>The average person can influence the government</td>
<td>Not such can a little person can do to change things</td>
</tr>
<tr>
<td>Success is a matter of hard work</td>
<td>Success is being in the right place at the right time</td>
</tr>
<tr>
<td>There really is no such thing as luck</td>
<td>Luck and accidents control our lies</td>
</tr>
</tbody>
</table>

Many, but not all psychologists believe that internals are psychologically healthier than externals. The development of locus of control is associated with family style and resources, cultural stability and experience with effort leading to reward.

Locus of control has significance in our daily lives. Those with an external locus of control believe that their own actions do not influence future outcomes. This makes individuals less likely to work to reach their full potential due to the motivational, emotional and cognitive deficits it creates. In fact, people with an external locus of control are more likely to suffer from depression and other ailments because they believe their actions cannot improve their current position. Those with an internal locus of control see the world through a more adaptive perspective. They believe that hard work and personal abilities will lead to positive outcomes. This makes them more likely to meet challenges and succeed in their future endeavours.

## 1.4.6 LOCUS OF CONTROL AS COMBINING CHARACTERISTIC TRAIT

Locus of control is a personality trait influencing person’s perception of whether they have the possibility to control their behavior on their own (internal locus of
control) or are being controlled by the environment (external locus of control). Individuals with an internal locus of control henceforth referred to as ‘internal’ assume their performance to be dependent on their own behavior, thus self-controlled. Individuals with an external locus of control, henceforth referred to as ‘external’ assume their work performance and success to be not self-controlled but dependent on luck, fate and others actions, thus controlled by the environment (phrase, 1976; Rotter, 1966, 1971; Weiss, 1996). Accordingly, a person’s locus of control is a characteristic trait, which has great effect on the person’s work field.

Firstly, these diverse perceptions and justification of performance and success lead to various approaches of work. As Dais and phrase (1967) and Seaman and Evans (1962) reported, internals invest more effort and energy on learning than externals do. Furthermore, internals can apply information better than externals. The reason for this difference is the perception of internals of having total control over their success. Externals however proceed on the assumption that their success depends on environmental factors and not on their own behavior. Additionally, it is ascertained that internals experience higher job satisfaction than externals do. This is due to their quicker acceptance of responsibility their higher work motivation and improved performance when stimulating bonuses and payments are applied (George, 1992). An explanation for this can be that internals do not only perceive more self-control but also prefer situations in which control is possible (Spector, 1982). Thus they attribute their success to their good performance and want to be rewarded for that.

Secondly, the difference between internals and externals can also be found in work environment and type of work. A further effect of the perception of self-control is a better performance of internals if there is more autonomy and flexibility in their work (George, 1992) further more, internals prefer direct reward and compensation for their effort because they assume that their success is totally self-controlled and self-responsibly achieved (Spector, 1982) Externals, however aspire to a well-structured and safe job; they are less involved in decisions and need more compliance standards but not necessarily rewards for esteeming the organization (Weiss, 1996). As externals base their success on environmental factors they justify mistakes based on situational factors more than internals do (Phares, 1976).
Thirdly, regarding work performance, Specter (1982) stated that internals very often display higher job motivation, job performance, job satisfaction and leadership than externals. As Reitz and Jewell (1979) reported, the personality trait locus of control is significantly related to a person’s job involvement, where by internals have a higher job involvement than externals. Job involvement is defined as the extent of the psychological identification with the job ‘or rather’ to which extent a job is essential for self-perception. The more important a job is for an individual, the more effort and energy the person will invest and the more important it is for the person to perform well and to provide good results (Lodahi & Kejner, 1965).

These results can be explained by the distinct perception of internals and externals. Internals, who think that their success and their actions are completely controlled by themselves relate to and identify with their job, which they perceive as being totally under their own control. By thinking they have the possibility to control everything, internals hold themselves responsible for their job satisfaction’ including that they try to find a solution or change something by themselves if they are not satisfied with their work. By contrast, externals think that their success depends on environmental factors, which means that they do not relate to their job as strongly as internals do. Further more, their satisfaction depends on environmental factors as well which they perceive as not controllable or to be influenced.

Locus of control, thus, describes the beliefs of an individual transcending specific circumstance as to the likelihood that they could affect their fate if they choose to do so. It is related to the measurement of the extent to which an individual is self-motivated, directed or controlled (Internal frame of references) and the extent to which the environment (luck, fate chance etc.) influences the behavior.

1.5.0 ATTITUDE

Attitude is such a complex affair that it cannot be completely described. Attitude plays a very important role in the life of a teacher. Children remain under their care in the most impressionable years of their lives and the attitude of teachers is bound to influence them. This influence is likely to remain throughout their lives. Crow and crow (1973) say in this connection child tend to initiate the attitude of their older. These attitudes affect all human values and are effective in their realization of successful accomplishment of
desired goals. Attitude towards teaching profession is an emotionalized tendency organized through teaching experiences to react positively towards teaching. It is a learned emotional response set for or against teaching. Individuals will have positive attitude towards those objects, which enable them to achieve the values held and form negative attitudes towards objects which binder the achievement of values.

Thurstone (1936) described, “An attitude as the degree of positive and negative effect associated with some psychological object”

It means any symbol person slogan institution ideal or ideas towards which people can differ with respect to positive or negative effect. An individual who has positive effect or feeling associated with some psychological object is said to have a favorable attitude and who has associated negative effect or feeling would be said to have an unfavorable attitude.

Since attitude has a determining tendency it cannot be observed directly rather we have to infer it from responses and adjustments. The role of attitude in human life has been clarified and recognized by psychologists since the 19th Century. Today, it is agreed upon that attitude not only determines the conclusion we shall derive from the facts but also influences the very facts we are willing to accept.

The education commission (1966) has also pointed out, “Methods of teaching and evaluation in training institution are extremely important and the attitude of the student teacher will be influenced more by the methods used with them than by what they are formally taught about the method they should use in contributor in the study of attitude referred to the subject as, “A mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.” According to Travers (1973) an attitude is readiness to respond in such a way that behavior is given a certain direction. Attitude towards teaching is a broad concept having several dimensions in its interpretation. One dimension views teaching as a profession. Another dimension refers to the actual teaching process in the classroom. A third dimension is linked to the client in the classroom i.e. the pupils. This dimension may be between teacher and pupils a fourth dimension refers to the workload of teachers.

Teacher may possess’ different attitudes towards teachings. No doubt attitudes depend upon factors especially among teachers, the factors being the school, the
colleagues, the children, the value system, views of life. Attitudes are always tied up with insights and interpretations and opinions’ and actions. An attitudinal change can be produced in the learner by teaching, which is related to learning. This is accordingly interwoven with positive or negative attitude of teacher towards the people, the profession, classroom activities and the administrations. The modern concept emphasizes the expected behavioral outcomes since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions, habits and traits, it has tremendous impact of pupil. Teachers with favorable attitude can success fully develop positive children among children since learning depends upon effective teaching and effectiveness on the part of teacher can be accelerated though positive attitude towards the profession.

Attitude are formed with three components: (i) Affective (emotional) refers to the feelings and emotions one has towards and object, an act or an event is seemed pleasantly and that is why attitude can becomes strong and dynamic. For example – a teacher may have pleasant attitudes towards the student of his class and less long for the students of the others, (ii) behavioral –consists of one’s actions and tendencies towards any object. Every one involves one self in sum activities. Those activities that have harmony with mental tendencies have positive effect on mind of the individual. This positive effect develops the behavior of the individual, (iii) cognitive (thought)-consists of ideas, beliefs and understanding, which the attitude holder has about the particular object. Therefore, it is said that the affective component encompasses the direction and intensity of an individual’s evaluation or kind of emotional experience towards the object. The cognitive component refers to person’s system of beliefs about the object. The behavioral component is a predisposition to act in a certain manner towards the object generally when it is said that we have a certain attitude towards something or some one is like a shorthand way of saying that we have feelings or thoughts of like or dislike (effect) trust or distrust (cognition), attraction or repulsion (behaviors) towards something or some one.

1.5.1 DIMENSIONS OF ATTITUDE

Attitudes possess various dimensions some of which are important when we are attempting to evaluate them these are summarized below:

**Direction**- An individual is usually for or against some object or value this is the aspect of attitudes that is usually measured.
**Intensity** – As we begin to study attitudes, we become aware of the differences in the strength of feeling people have about them. People who are strongly in the favor of or strongly opposed to a certain place or an object naturally have more intense attitudes than those closer to the center of this continuum.

**Timeliness** – Different individuals may present some very strong intense attitudes against organized religion. The first of these individuals may have arrived at this conclusion as a result of prolonged thought and deliberation.

**Acquaintance** - Attitude may be either public or private. With some of attitudes we suffer no qualms about revealing them to our acquaintance.

**General V/s. Specialization** - The evidence today especially with adults seems to point to generally as being an aspect of attitudes.

Raima (1981) respected that the in-service and the pre-service teachers differed significantly in their attitude towards teaching when taken as a whole. Ghosh (1982) found that the pupils with high attitude do not get high scores in teaching. Som (1984) found that female teachers tended to be higher than males in their attitude towards teaching the teaching profession and pupils and teaching attitude as well as the attitude towards profession correlated significantly with patience carefulness extrospection and responsibility. Tripathi (1987) concluded that on professional attitudes, the mean difference between teachers of rural and urban colleges, government and private colleges and girls and boys colleges were not significant.

Khatoon (1988) revealed that their exists no correlation between teacher classroom behavior and attitudes towards teaching. Singh (1988) found a significant positive relationship between attitude towards teaching and classroom verbal interaction of student teacher.

Maurya (1990) found that external surroundings contributed a great deal in formulating teaching attitude and frequent changes in the curriculum adversely affected teaching efficiency, whereas attitude and academic achievements were not significantly related.

Uma and Venkatramaiah (1996) reported that majority of male rural elementary school teachers had high and average attitude towards teaching and they seemed teaching as a challenging job. Nike and Pathy (1997) found that science teachers possess
positive attitude towards teaching of science and urban secondary school science teachers have more favorable attitudes towards teaching of science than rural secondary school science teacher whereas the female science teachers had significantly positive attitude towards teaching of science than male counterparts.

Ghosh and Bairgya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic stream and educational qualification but their exist significant difference in relation to sex, caste and teaching experience.

New comb says, “An individual’s attitude towards something is his pre-disposition to perform to perceive think and feel in relation to it.”

1.5.2 CHARACTERISTICS OF ATTITUDE

Favorableness

Favorableness is the degree to which a person is for or against a psychological object. This dimension determines the direction of attitude. A person may have positive or negative attitude. She / he may like or dislike an object. She / he may approve or disapprove certain practices.

Salience

Salience means how freely or spontaneously an individual expresses his attitude. It is the readiness or promptness with which the individual gives to her/his feelings. A person may express her/ his attitude freely towards caste system or rising prices, but may not express her/his attitude about sex. Salience is affected by cultural permissiveness.

Attitudes are acquired

Attitudes are not inborn or innate. They are not inherited by the individual but are acquired by her/ him during the growth process. At the time of birth, the child does not inherit any preference for food but as she/ he grows her / he develops positive and negative attitudes towards certain types of foods.

Attitudes are more or less permanent

Attitudes, once acquired, become permanent. They are lasting and enduring. They become stable over a period of time. Since they are more or less permanent, an individual’s future behavior can be predicted on the basis of her/ his attitudes.
Attitudes involve subject object relationship

Attitudes are not formed in vacuum. They are always formed in relation to some person, object or situation.

Attitudes involve affective, cognitive and action components

Affective refers to feelings, cognitive to knowledge and action to predisposition. A person will have some idea or knowledge about psychological object; will also have feelings towards it and predisposition to act positively or negatively.

Attitudes are inferred

Attitudes of a person cannot be known directly because she will not express them frankly. Attitudes therefore, can be inferred from individual’s actions, behavior or words.

Related with Images, Thoughts and Eternal Objects

Attitudes are related with images, thoughts and eternal objects. For example, upon hearing of the Chinese attack on Indian Territory, every Indian national developed a negative attitude towards the Chinese aggressors. In this attitude is involved the thought that in attacking India the Chinese have made a most unjustified and immoral move. In this attitude some imaginary concepts concerning the Chinese aggressors are present I the mind of the individual and these are based upon his knowledge of the Chinese attack. This mental attitude is further influenced by some external objects. Because of this attitude, the individual is persuaded to contribute his entire wealth to the national defense fund in order to help to expel the aggressor from the country. The relation of the attitude to thoughts, images and external objects is evident from this example.

Directive for specific direction

Attitude guide the behaviour of the individual is one particular direction. In the individual is one particular direction. In the foregoing example which illustrated the nature of attitude, it was seen that due to there being a negative attitude towards the Chinese aggressors the individual was prepared to do his best to help the India soldiers who were fighting them. In this was, the behaviour of an individual can be predicted if there is knowledge of his attitude towards the Chinese attack. Since attitudes direct the activities of the individual, his reaction can be predicted, by knowing his attitudes.

Affective Experience

Various kinds of affective experiences are also attached to attitudes. In the foregoing example may be seen attached emotions of anger, displeasure and sometimes hatred in the attitude of the Indian individual towards the Chinese attack.
Importance of the Unconscious in the creation of Attitude

The unconscious motive is an important factor in the creation of attitudes. Sometimes even the individual himself is unaware of the motives for his attitude towards a particular person or object because in fact the motive is in his unconscious.

Relation between the Individual’s Needs and Problems

Attitudes are related to the person’s needs and problems. When China attacked India, every Indian was faced with economic, political, and other problems, which thereby became all the more glaring. This led to a very direct interference in the fulfillment of his day-to-day needs since it is natural for the populations to suffer many hardships. In this way, being related to needs and problems a negative attitude towards the Chinese is developed in the minds of the Indian people.

Teachers have to carefully understand the new prominent characteristics of professional modern age viz. scientific temper, objective, achievement motivation, merit excellence and faith in change. The teacher who will have a healthy professional attitude will not act in a manner that will bring bad name to herself/himself or her/his profession. She/he is proud of the fact that she/he belongs to this profession. She/he will always conduct herself/himself in a dignified manner. The professionals will not wait for or allow regulation of their professional work by others. They will regulate their conduct themselves. Remuneration is not considered as important as to overshadow the sense of satisfaction, which a good professional gets when she/he has done the work, as it ought to have been done. These are some of the dimensions, which reflect professional attitude in teachers.

Although attitude is described as permanent, but it do change and develop. The change of attitude can’t be all of the sudden but it is the result of steady development.

1.5.3 ATTITUDE TOWARDS TEACHING PROFESSION

Teaching is the best profession. Attitude towards teaching is a psychological determinant where effective experience brings changes towards teaching. Teacher’s Attitude towards Teaching may be positive or negative but are of great significance for efficient and profitable functioning of any institution. Teacher who have greet satisfaction with their job and positive Attitude towards Teaching, enjoy their profession and prefer teaching in spite of many economic or social abuses. On the other hand a teacher who has
a negative attitude will not enjoy teaching rather feel like a fish out of water. If a teacher has a positive attitude towards teaching, he can bitterly satisfy his inner self.

Social well being of social advancement’s of pupils of dependent to a great extent on the enthusiasm and professional skill of the teachers. The dispositions of the teacher should always be implied because the growth of the generation ultimately depends on the quality of education they receive from the teachers. Who should be hard working, conscious dutiful aspirant affectionate and interested in the welfare of their job? In India, Dutt 1951, undertook the study to see the attitude of teachers towards teaching profession and he found negligible relationship between attitude and age, women teachers were found possessing higher co-efficient of correlation than their male counterparts.

The quantitative expansion and quantitative improvement of secondary education has raised problems of selection of right type of teachers and enriching programmed of teacher- preparation. This necessitates not only improving the knowledge and teaching competence of a teacher but also to inculcate in him healthy professional attitudes and desirable teacher-like qualities.

Teacher training institutions have initiated perhaps half- heartedly some schemes for stirring and stimulating the student –teachers who enter their portals for receiving professional training. It is a good augury that only securing enough teachers will not do as what is equally important is securing the right type of teachers. Unless such teachers are found the secondary schools cannot deliver the goods that expected of them. Fundamentally, the success of secondary education does not depend either on the definition of aims, statement of objectives or discussion of subject values but on the academic and professional preparation of teachers.

For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values, and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant.

In addition a teacher’s attitudes not only affect his behavior in the class- room but also influence the behavior of his students. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction.
When we ask someone about her/his attitude towards something, say her/his job, we are primarily interested in finding out how he/she feels about her/his job and in particular, whether she/he likes or dislikes her/his job. Attitudes have been defined in a number of ways. The simplest definition is that, it is a feeling for or against something (Remmers, Gage & Rummel 1960, p. 67). According to Britt (1958, p. 52), it is a mental set of response. Fishbein (1967, p. 12) defines it as a mental disposition of the human individual to act for or against a definite object. Allport (1935, p. 34) defines it as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objective and situations with which it is related. Thurstone (1946, p. 39) has defined attitude as the degree or positive or negative affect associated with some psychological object. By a psychological object, he means any symbol, phrase, slogan, person, institution, ideal or ideas towards which people can differ with respect to positive or negative affect. A particular job for example may be a psychological object.

In the literature of psychology, the terms affect and feeling are used interchangeable. An individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object. An individual who has associated negative affect with the some psychological object would be said to dislike that object or to have an unfavorable attitude towards the object. The above definitions show that an attitude is a preparation or readiness for response. It is incipient rather than overt and consummator. It is not behavior, but the pre-condition of the behavior.

Maximum problems related to teaching-learning can be handled safely without giving too much financial input if teachers possess healthy professional attitude. In India, teaching is the third largest work force: thus a large number of people enter in this profession. Lack of professional attitude among this group has made it difficult to ensure uniform standards. The increasing demand for professional service with quality has put the teaching profession to be responsible and more accountable to the needs and conditions of service. Due to lack of professional attitude among teachers, continues and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self-renewal and sustenance.
Professional attitude is the teacher’s attitude towards teaching profession. An attitude is a more or less stable set or disposition of opinion, interest or proposes, involving expectancy of a certain kind or experience and readiness with an appropriate response.

It might seem logical to assume that if one wants to know how individuals feel about some particular psychological object, the best procedure would be to ask them directly, but many individuals with negative attitudes might not care to express their attitudes publicly because of fear of social disapproval. Only when the social atmosphere is free from felt or actual pressures towards conformity, might we expect to obtain evidence about a person’s attitudes by means of direct questioning. Some individuals may not be aware of their feeling towards a given psychological object. In other cases, some individuals who profess great dislike of something may in fact be reacting against unconscious impulses of the opposite nature. Also sometimes our feelings about a psychological object are so mixed and confused that it is difficult for us to evaluate how we feel. We may, for example have both positive and negative affect associated with the same psychological object.

Another approach to the problem of investigating attitudes has been to observe the behavior of individuals with respect to a psychological object. There are limitations to this approach also. A research worker interested in the attitudes of a large number of individuals towards some object may not have the opportunity to observe in detail the behavior of all interested. She/he might spend considerable time waiting for the desired behavioral interactions between the individuals and the psychological object towards which the attitude is to be measured. If the behavior with respect to the object does eventually occur, it, of course, may also fail to reveal the feelings of the individual. In many cases, behavior is designed to conceal feelings.

1.5.4 STRUCTURE OF ATTITUDES

From the foregoing account it is evident that attitude is a specific mental state of the individual towards something according to which his behaviour towards it is molded. For example, due to difference in the respective attitudes of the Muslims ad the Hindus towards cow slaughter, their behaviour towards the cow differs. The nature of attitude will be further clarified by the following definitions:
1. “An attitude is a mental and neural set of readiness, exerting a directive dynamic influence upon the individual’s response to all objects and situations with which it is related”. This definition reveals the following facts concerning attitudes:

- Attitude is the mental or neural state of readiness.
- Attitude influences the reactions of the individual.
- Attitude changes the reactions of the individual.

2. “An attitude may be defined as a learned and more or less generalized and affective tendency or predispositions to respond in a rather persistent and characteristic, usually positively or negatively (for or against) reference to some situation, idea, value, material object or class of such object or person of group of persons.” This definition of attitude improves upon the definition by Allport in this respect that it introduces the following two elements omitted by Allport:

- Attitude is generally negative or positive.
- Attitude is a learned or acquired affective tendency.

3. “An attitude can be defined, as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual’s world.” This definition is a specific attempt at the analysis of attitude and an exposure of the various elements present in it. In this way, Newcomb has written, “An expression of preference is not an attitude but a motive pattern. Hence in an attitude the processes of motivation, emotion, perception and thought are preset. Newcomb writes, “… Attitudes are defined in terms of susceptibility to the arousal of motives and not to the carrying out of a particular motive pattern… an individual’s attitude towards something his predisposition to perform, perceive, think and feel in relation to it.”

From its foregoing definitions, it is evident that attitude is a mental or neural set of readiness system or disposition in which the motivational, affective, perceptual and thought processes are included and due to which the individual’s positive or negative activity is directed to the objects, individuals and groups surrounding him.

1.6 JUSTIFICATION OF THE PROBLEM

If a country wants to have quality education it must have quality teachers. Hence, teacher should have professional commitment enough to bring desirable changes in
learners. The goal of education cannot be achieved unless teachers have necessary professional commitment in skills. The teacher education programs play a great role in this respect. These programs through their teachers, nurture divergent skill and serve as vehicles in the process of development of a nation. There is a need to introduce innovations and research support to modernize the student teaching programme. For example, there is a need to know empirically the core components of professional commitment. In addition to classroom commitment, contextual content and management skill need to be developed during training period. The relationship between professional commitment with product variables such as conceptual development of education in philosophical, psychological and sociological perspective development of teaching attitude towards teaching profession, locus of control and personality variable needs to be studied.

Even though the importance of professional commitment is very widely accepted, researches in this field of professional commitment and the relationship with personality, locus of control, attitude towards teaching are very meager. In the changed political, social and economic conditions of our county the demand made on teachers are many. Unless there is clarity about the characteristics of effective teachers and the relationship of their professional commitment with personality, locus of control, attitude towards teaching, it is difficult to state in tangible terms and arrange training programmers in training colleges. Therefore, the present study is undertaken by the investigator to examine the professional commitment of secondary school teachers to their relationship with personality, locus of control, and attitude towards teaching. A scientific study is needed to probe in to the relationship between professional commitment with their personality, locus of control and attitude towards teaching.

1.7 STATEMENT OF THE PROBLEM

“Relationship of Professional Commitment of Secondary School Teachers with Personality, Locus of Control and Attitude towards Teaching”

1.8.0 OPERATIONAL DEFINITIONS OF THE TERMS USED

1.8.1 PROFESSIONAL COMMITMENT

Professional Commitment of the teachers is defined as an individual’s socio-psychological bond, passion to teaching work, attitude, feelings, invisible time
investment beyond contact hours of students, positive emotional attachment, loyalty, attain excellence and willingness to engage with the profession including a sense of job involvement in the values and belief of the profession.

1.8.2 PERSONALITY

Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to the environment.

1.8.2.1 INTROVERT PERSONALITY: Introvert Personality of Secondary School teacher whose scores are below -15.

1.8.2.2 EXTROVERT PERSONALITY: Extrovert Personality of Secondary School teachers whose scores are above +15.

1.8.3 LOCUS OF CONTROL

Locus of control is the belief of an individual transcending specific circumstance that they control their own destiny or are controlled by sources outside themselves like, fate, chance, luck, power.

1.8.3.1 INTERNAL LOCUS OF CONTROL: Internal Locus of Control of secondary school teachers controls their own destiny and whose scores are below 39.

1.8.3.2 EXTERNAL LOCUS OF CONTROL: External Locus of Control of secondary school teacher’s controls by external sources and whose scores are above 57.

1.8.4 ATTITUDE TOWARDS TEACHING

Attitude towards Teaching is defined as the individual learned, enduring and predisposition to respond consistently and generalized reaction for or against a specific psychological object or the situation. The psychological object or the situation means positive or negative feelings towards teaching through social influence.

1.8.4.1 HIGH ATTITUDE TOWARDS TEACHING: High Attitude towards Teaching of Secondary School Teachers is those who scored above 75 percentiles.

1.8.4.2 LOW ATTITUDE TOWARDS TEACHING: Low Attitude towards Teaching of Secondary School Teachers is those who scored below 25 percentiles.

1.9. OBJECTIVES OF THE STUDY

1. To study the relationship between Professional Commitment and Personality of the Secondary School Teachers.
2. To study the relationship between Professional Commitment and Personality of the male Secondary School Teachers.
3. To study the relationship between Professional Commitment and Personality of the female Secondary School Teachers.
4. To study the relationship between Professional Commitment and Introvert Personality of the male Secondary School Teachers.
5. To study the relationship between Professional Commitment and Introvert Personality of the female Secondary School Teachers.
6. To study the relationship between Professional Commitment and Extrovert Personality of the male Secondary School Teachers.
7. To study the relationship between Professional Commitment and Extrovert Personality of the female Secondary School Teachers.
8. To study the relationship between Professional Commitment and Locus of Control of the Secondary School Teachers.
9. To study the relationship between Professional Commitment and Locus of Control of the male Secondary School Teachers.
10. To study the relationship between Professional Commitment and Locus of Control of the female Secondary School Teachers.
11. To study the relationship between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers.
12. To study the relationship between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers.
13. To study the relationship between Professional Commitment and External Locus of Control of the male Secondary School Teachers.
14. To study the relationship between Professional Commitment and External Locus of Control of the Female Secondary School Teachers.
15. To study the relationship between Professional Commitment and Attitude towards Teaching of the Secondary School Teachers.
16. To study the relationship between Professional Commitment and Attitude towards teaching of the male Secondary School Teachers.
17. To study the relationship between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers.
18. To study the relationship between Professional Commitment and low Attitude towards teaching of the male Secondary School Teachers.
19. To study the relationship between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers.
20. To study the relationship between Professional Commitment and high Attitude towards teaching of the male Secondary School Teachers.
21. To study the relationship between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers.
22. To find out the difference between male and female Secondary School Teachers on Professional Commitment.
23. To find out the difference between government and private Secondary School Teachers on Professional Commitment.
24. To find out the difference between urban and rural Secondary School Teachers on Professional Commitment.

1.10. **HYPOTHESES OF THE STUDY**

1. There is no significant relationship between Professional Commitment and Personality of the Secondary School Teachers.
2. There is no significant relationship between Professional Commitment and Personality of the male Secondary School Teachers.
3. There is no significant relationship between Professional Commitment and Personality of the female Secondary School Teachers.
4. There is no significant relationship between Professional Commitment and Introvert Personality of the male Secondary School Teachers.
5. There is no significant relationship between Professional Commitment and Introvert Personality of the female Secondary School Teachers.
6. There is no significant relationship between Professional Commitment and Extrovert Personality of the male Secondary School Teachers.
7. There is no significant relationship between Professional Commitment and Extrovert Personality of the female Secondary School Teachers.
There is no significant relationship between Professional Commitment and Locus of Control of the Secondary School Teachers.

There is no significant relationship between Professional Commitment and Locus of Control of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and Locus of Control of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and External Locus of Control of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and External Locus of Control of the Female Secondary School Teachers.

There is no significant relationship between Professional Commitment and Attitude towards Teaching of the Secondary School Teachers.

There is no significant relationship between Professional Commitment and Attitude towards Teaching of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and low Attitude towards teaching of the male Secondary school Teachers.

There is no significant relationship between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and high Attitude towards Teaching of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers.

There is no significant difference between male and female Secondary School Teachers on Professional Commitment.
There is no significant difference between government and private Secondary School Teachers on Professional Commitment.

There is no significant difference between urban and rural Secondary School Teachers on Professional Commitment.

1.11.0 VARIABLES INVOLVED IN THE STUDY

1.11.1 DEPENDENT VARIABLE

- Professional Commitment

1.11.2 INDEPENDENT VARIABLES

- Personality
- Locus of control
- Attitude towards Teaching

1.12 DELIMITATIONS OF THE STUDY

1. The study was confined to 300 subjects of Secondary School Teachers (male and female) of three districts of South Haryana state i.e. Gurgaon, Rewari and Mohindergarh.

2. The study was delimited to four variables i.e. Professional Commitment, Personality, Locus of Control and Attitude towards Teaching.

3. The study is confined to forty (40) secondary and senior secondary schools of Haryana (rural, urban, government and private) affiliated with Board of School Education, Haryana, Bhiwani.