1. INTRODUCTION

The advancement in educational technology has made the teaching learning process more achievement oriented and effective, thus helping teachers to become better teachers. Good teachers always command respect rather than demanding respect from their students.

It has been observed that teachers who can communicate effectively in the class room interaction by using certain skills are respected by the students because their teaching helps in better achievement of the students.

The main aim of students in attending the classes at the university or college level is to have better academic achievement. It is also said that the destiny of a nation is shaped in the class room. Effective teachers can make a nation better by inculcating human values among their students through their teaching and preaching.

The researches have revealed that the developed countries of the world spend more on education in comparison to the developing countries of the world. Achievement of 100 per cent literacy by Kerala State has shown the way to the country in eradicating illiteracy. Kerala State earns from its human resources because of better education and
this state spends the maximum on the expansion of education in comparison to the other states of the country. After the economic depression in the early 1930 in USA, a new concept "Education as an Investment" emerged which made investment in education like investment in other commodities. Investment in education is bound to bring rich dividends, like the trades, but it is not easy to calculate the investment and return from education. Also, it is a lengthy process. Education as an investment has two aspects (i) Private Aspect (ii) Social Aspect. The private aspect deals with cost spent by the individual on education and the benefits to the individual. The social aspect deals with the cost and benefits in relation to the society and it refers to the benefits the individual is going to give to the society after getting education.

The eminent economists of the world like 'Marshal' 'Schuntz' 'Adam Smith' 'Vaizey' 'Dennison' 'Myers' 'V.K.R.V. Rao' emphasized investment on human resources for development as to why people want to send their children to public schools, medical college or to some technical institution. Although the expenditure on education in these institutions is much more yet the returns are also very high in comparison to other professions. The more we invest in education the more we get from education.
A research conducted by 'Levis & Anderson' in Jamaica revealed a high correlation between education and the earnings. This has been proved beyond doubt that better education is very important for making better human beings and for making the nation better, with higher earning and understanding.

Teacher training institutions are like the water fountains for quenching the thirst of knowledge of the student teachers. If the water is contaminated, it is bound to influence the teachers who will have the effect upon the entire generation. Therefore, for the qualitative improvement in teacher education, it is essential to improve the quality of the teachers, who have a tremendous influence upon the students at all levels and at all stages in the educational ladder.

Teachers are the hopes of the nation and are the builders of tomorrow. Very few researches have been conducted in the area of academic achievement, aptitude, attitude, participation and human values.

1.1 **TEACHER'S ROLE PERCEPTION**

Academic achievement is determined by the index of proficiency attained by a student/teacher in a particular area as a consequence of instruction.
The academic achievement of student teachers is dependent upon aptitude, attitude towards teaching, participation and human values. Now the question is how the academic achievement is related to these variables and what is the relationship among them.

Academic Achievement depends upon aptitude of an individual. Attitude towards teaching also influences the academic achievement of the student teachers. Participation of the student teachers refers to the attendance of the student in the class that influences the academic achievement of students. Human values which is a very important aspect of personality of an individual has a tremendous influence on the academic achievement of the student teachers.

A potential teacher has an aptitude for teaching, an attitude for understanding the dynamics of education and possesses in abundance a fund of human values.

The quality of a nation depends upon the quality of its citizens. The quality of its citizens not exclusively, but in a critical measure depends upon the quality of their education. The quality of their education depends mainly upon the quality of their teacher. Our being a democratic country, needs a large army of efficient and competent
teachers for universal, compulsory and free education of our children so the quality of a teacher in an educational system is a more important factor than all other educational factors put together. Hence a pre-training selection thoroughly conducted on scientific lines, becomes a pre-requisite condition for building up a proper education system, which can help in building the nation through the teaching competence of a teacher having healthy professional attitudes and desirable teacher like qualities. How does a teacher perform his duties as teacher, depends to a great extent on his aptitude, attitude towards teaching, participation and human values.

The teacher plays a dominant role in the implementation of all the educational programmes. According to UNESCO - ILO Document on Status of Teacher¹ (1967) "It should be recognised that advance in education depends largely on the qualifications and ability of the teaching staff in general and on human, pedagogical and technical qualities of the individual teacher in particular."

In view of the recent technological developments, complexity of society and increase in the employment of both parents, Schools have been forced to assume enhanced functions and therefore, teachers have taken new roles of custodians or parents for the children. They are expected
to initiate and to bring social change for the modernisation of the society.

The Education Commission\(^2\) (1964-66) begins with the statement that the destiny of India is now being shaped in her class rooms, which itself emphasises the importance of teachers' contribution in the development of individuals, society and the nation. It is rightly remarked that 'as is the teacher, so is the nation.' The report of the Education Commission\(^3\) (1964-66) further emphasises that "of all the different factors, which influence the quality of education and its contribution to the 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 basic question that emerges is whether the teachers are playing the desired role to the satisfaction and aspiration of people or not. Deterioration in the academic standards, fall in the pass percentage of the students, growing student unrest and increasing indiscipline in the temples of learning is an indication and alarm that the present day teacher is performing much below the
expectations of the society and the nation. A change in the value system of society in general and the teachers in particular appears to have taken place. There are instances of teachers conducting themselves in a manner not befitting to the profession. Such a variation in the behaviour and performance of teachers needs appropriate examination and explanation. One's ability to perform skilled tasks is strongly affected by practice and by the degree of aptitude, attitude and human values.

Teachers are selected only on the basis of qualifications, but change is required in the selection procedure and it should be based upon testing their aptitude, attitude, whole hearted participation and human values.

Aptitude, attitudes towards teaching and human values are very significant variables for determining task orientations and academic achievement.

Teacher's attitudes towards life and his professional growth are bound to influence the achievement. Teacher's behaviour in the class is a function of the various traits of the personality especially, his liking and disliking, his thinking and reaction to the various situations of reasoning, problem solving attitude, co-operation and helping attitude towards the students. The present study
has been conducted to find out the prediction of academic achievement in terms of certain very valuable personality traits and teaching values.

For the establishment of a socialistic pattern of society in our country, we need duty conscious teachers, who can participate in the national progress and can contribute in a better way in the functioning of the democratic form of Government, to help the nation to provide the basic bare necessities of life to the people that is, food, shelter and clothes to all the needy and poor people living in the country. We have a normative pattern of society in our country, in which we have certain norms and the religious group dominates in our normative pattern of society and causes many ethnic violences and communal riots. Teacher's role is very significant in teaching these various religious groups to live in peace and to shed communal hatred.

The cultural wing of UNO, UNESCO has recommended "Education as Human Right", which means that the people living in a particular country have the right like the other fundamental rights, to get education. It is the duty of the Government to make arrangement for the education of all the people living in the country. Elementary education shall be free, compulsory and universal so that everyone within a specific age group may receive this universal, free and compulsory primary education to eradicate illiteracy. In
making this venture a success, the role of teachers is very important. Kerela state has achieved 100% literacy due to the efforts of devoted teachers and workers.

In order to solve our national problems mainly, the problems of Population, Poverty, Ignorance and illiteracy, the role of teacher in helping to solve these problems is very significant at the micro and macro levels. Our Government has planned to provide education to all by the year 2000 A.D. and we cannot educate the masses without the active help and effective participation of the teachers to eradicate illiteracy and to educate all, at least at the primary level within the age group of 6-14 years. Our programmes of Adult Education, continuing education, National literacy mission cannot achieve the desired aims, unless the role of the teachers is positive and teachers role can be positive only, when they have a better teaching aptitude and positive attitude towards teaching. Teachers have to become active in the participation of national academic stream and shall have to prepare the instructional material for the students of Primary Level, if we intend to achieve the minimum levels of learning at the primary level.

The new education policy while discussing the various aspects of education has shown great trust in the teaching community. The competency of the teacher, his
accountability, aptitude and favorable attitude to the teaching profession are to be ensured before the recruitment of the teachers takes place. The new education policy also lays more stress on the recruitment of competent teachers and in-service programmes which may refresh their knowledge once again. The role of the teacher in the education context mainly requires three aspects. Training in academic inputs, training in psychological inputs and competencies in researches and innovations. It is also essential for the teacher to possess vital traits of personality for motivating the students.

Researchers, psychologists and educators have emphasized that total effectiveness of teaching depends upon the self concept and emotional adjustment of teachers, interaction in the formal discharge of their professional responsibilities and are very significant for assessing the functional and professional qualities of the teachers' self concept. It is an important mental apparatus of a teacher which guides his aptitude and influences his attitude at every step of his life. All these personality traits help the teacher in logical ability, reasoning, decision making, acquisition of good speed, efficiency, accuracy and in the professional discharge of the duties.
The programme of action has observed that, 'the system of teacher education will be overhauled'. One of the basic features which needs urgent attention to overhaul teacher education is to attract better and suitable persons to the teaching profession. It has been emphasised again and again that candidates with aptitude for teaching may be admitted to the teacher education institutions. Only then he can be made a successful teacher.

Education should change according to the changing needs, circumstances, aspirations and values of the nation. Today when we are entering in the 21st Century, an era of radical change, we are in dire need of an education which may help us to compete at the national as well as the international level, meet the challenges of new education and help us to adjust in the new circumstances. Who will prepare us to meet the challenge of the 21st Century? Answer is that the responsibility lies with the teachers. Therefore, teachers have to prepare themselves for the new communication skills, techniques and technological devices so that they may interact with the students effectively and may communicate the idea to them in a very interesting and simple language for better comprehension by students. The vital point is that for the progress of the nation, the effective teachers with better teaching aptitude, positive
attitudes towards teaching and human values are a must. We can improve the nation if we improve the teachers at all levels. Therefore, it is essential to have dedicated teachers to make the national progress and the educational process dynamic.

Hence, the present study is very important not only in the present circumstances but also in the times to come as it will continue to inspire the teachers for discharging their duties with teaching aptitude, a positive attitude towards teaching, whole hearted participation, co-operation, dedication and devotion.

1.2 ACADEMIC ACHIEVEMENT

Academic Achievement has always been a crucial point and the main centre of Educational Research despite varied statements about the aims of education. Academic development of the pupil is the primary concern and the most important goal of education. Not that the other aspect of educational objectives are to be ignored but the fact remains that Academic Achievement is the unique responsibility of all educational institutions established by the society to promote a whole some scholastic development of pupil.
Academic Achievement of an individual is so far considered to be influenced partly by his ability to adjust to his environment, partly by his special abilities, intelligence and aptitude which are an integral part of his personality and partly by the intensity of drives and motives which serve as the impelling force for his activities.

Thus, Academic Achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work. In view of other authors such as Good (1955) Biswas and Aggarwal (1971), there seems to be considerable similarities in as much as all of them place emphasis on knowledge attained or skills developed in the academic subjects and usually originated by test scores. It is different from proficiency in the area of different arts or physical skills. Academic or educational age, accomplishment quotient or achievement quotient are the most commonly used, meant to interpret the level of Academic Achievement of pupils, in general or in a specific given subject matter, in particular.

The justification of measuring academic achievement is based on the fundamental assumption of psychology that there are differences within the
individual from time to time, place to place, situation to situation, one class to another class. Besides there are individual differences. Also, individuals of the same age group, same grade and of the same potential ability, usually differ in their academic proficiency whether measured by standardised achievement tests or by teachers' grading or by marks obtained in tests or examination.

Academic performance has been assessed in a variety of ways such as Grade Point Average (G.P.A.), performance on standardised tests as the Standard Achievement Test (S.A.T.), the Science Research Associate Test (S.R.A.) and score on essay type examination, etc.

In many studies, performances in various courses, such as mathematics, reading and other areas has been linked with yet another aspect of performance in the classroom verbal behaviour of high achieving and low achieving children.

Academic Achievement is the student's performance on cognitive tests at a level commensurate with his/her abilities and according to standards set for the class.

Academic Achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work.
Academic Achievement is a measure of what has been learnt in the academic areas. Academic Achievement is determined by the index of proficiency attained by a student teacher on a particular specified area of instructions. In the present study, Academic Achievement of the student teachers is determined on the basis of the marks (Total - Theory and Practical) obtained in B.Ed. examination of M.D.University, Rohtak.

1.3 APTITUDE

In Warrens Dictionary, 'Aptitude' is defined as a "Condition of Characteristics regarded as symptomatic of an individual's ability to acquire with training some (usually specified) knowledge, skill or set of responses such as the ability to speak a language, to produce music, etc."

According to Segal, Aptitude indicates special ability and prognostic measure. According to Bingham, Aptitude is a measure of probability of success of an individual with training in a certain type of situation.

Education is a modification partly based on learning. Learning depends on innate mental capacities, both general and specific. For learning special skills,
attributes, called special abilities for which the terms talents, capacities, abilities or aptitudes have been interchangeably used are said to be synonymous. Ability is defined by Eysenck as,"all the psychological conditions needed to perform an activity" and aptitude is taken in a narrow sense as potential ability to excel in some specific task.

Bingham called aptitude as patterns of traits which indicate a person's power to acquire specified interest, knowledge or skill. Aptitude implies potential ability for certain tasks which facilitates the excelling in certain specified activities. It is popularly known that some individuals exhibit great talents in particular activities while others are grossly deficient.

Aptitude is next to intelligence and considered to be another important characteristic of an individual which can predict the future success or failure of an individual in an occupation or areas of occupations. Moreover, aptitudes play a very important role in the development of an individual.

Aptitude is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work.
According to Traxler, Aptitude is a present condition which is indicative of an individual's potentialities for the future. Bingham defines aptitude as a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire responses. He further states that aptitude is a measure of probabilities of success of an individual with training in certain type of situations. So aptitude is the ability and suitability of performance. Aptitude is likelihood of future success usually after instruction in some given field of endeavour.

1.3.1 DIFFERENCE BETWEEN ACHIEVEMENT, ABILITY AND APTITUDE

Achievement indicates the past, what has been done, ability explains the present capability, and aptitude predicts the future.

Aptitude is generally used in either of the two ways: (i) when we say that a man has a great deal of aptitude for art, meaning that he has in a high degree many of the characteristics, which make for success in artistic activities, (ii) when we say that a person lacks special aptitude, meaning that he lacks this specialized ability which is of varying importance in a number of different occupations. It indicates that aptitude is a
combination of traits and abilities which result in a person's being qualified for some type of occupation or activity.

So, Aptitude is defined as a condition or set of characteristics indicative of ability to learn. This implies that an aptitude is not necessarily an entity, but rather a constellation of entities. The set of characteristics which enables one person to learn something may even be different from that which enables another person to learn the same thing.

Here the term aptitude has been used in the narrow sense i.e. in terms of individual differences and traits. Aptitude has been considered as relative and not identical with the concepts of ability, capability, capacity, proficiency, skill, talent, and genius, etc..

Teaching aptitude is essential for any person who wants to become a teacher as he needs an intellect capable of learning, knowing and understanding the aims and processes of education. Assuming that the candidate is bright, as far as learning, assimilation and educational qualification studies are concerned, the question still remains as to the likelihood that he can also teach others. If one enjoys explaining difficult points, facts,
rules to others and others understand it easily, this fact suggests that he probably has some aptitude for teaching.

1.3.2 APTITUDE TEST

In the present study Teaching Aptitude Test (TAT) is used for measuring the aptitude towards teaching profession. The test has 10 sub-tests and in total these are 150 items. Each sub-test has 15 items. The test has the following areas belonging to each of the ten sub-tests:

1. Co-operative attitude.
2. Kindness.
3. Patience.
4. Wide interest.
5. Fairness.
7. Discipline.
8. Optimism.
10. Enthusiasm.

1.4 ATTITUDE

The concept of attitude has been understood and defined differently. According to Thurstone and Chave,
an attitude is 'The sum total of man's inclination and feelings, prejudice or bias, preconceived notion, ideas, fears, threats and convictions about any specific topic.' Thurstone\(^9\) conceived it as generalized reaction for or against a specific psychological object."

An attitude may be defined as an emotionalized tendency organised through experience, to react positively or negatively towards a psychological object.\(^{10}\) By psychological object, Thurstone means any symbol, phrase, slogan, person, institution or idea towards which people can differ with respect to positive or negative effect.

Allport\(^{11}\) prefers to treat attitude as a mental and neutral state of readiness organised through experience, exerting a direct and dynamic influence upon the individual's response to all objects and situations with which it is related. Jordon\(^{12}\) defines attitude as enduring set or disposition growing out of experience of an individual.

Attitude is usually defined as a discipline to respond favourably or unfavourably to an object, person, institution or event. From its inception, the concept of attitude has been used to explain social behaviour. Since
attitudes are considered behavioural dispositions, it is natural to assume that they are direct and in some sense determine social action.

A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding.

Teacher's attitude not only affects his behaviour towards the class-room but also influences the behaviour of his students. Moreover, effective and productive learning on the part of pupils can be achieved by employing teachers with desirable attitudes or shaping their attitudes in the desired direction.

The concept of attitude does not refer to any one specific act or response of an individual, but is an abstraction from a large number of related acts or responses. In general terms, a potent variable is used to describe the consistency or covariation of a number of different responses to stimuli of the same class. Krech and Crutchfield view attitude as "an enduring organisation of emotional, motivational, perceptual and cognitive process with respect to some aspect of individual's world".
According to Doon, an attitude refers to an implicit response that is both anticipatory and mediating in reference to patterns and is considered socially significant in the individual's society.

1.4.1 DIFFERENCE BETWEEN ATTITUDE AND OPINION

An opinion is a belief that one holds about some object in his environment. It differs from attitude in being relatively free of emotion as it lacks the affective component. The cognitive component or element of knowledge is prominent in opinion.

1.4.2 DIFFERENCE BETWEEN ATTITUDE AND VALUE SYSTEM

Attitudes are thought of as pertaining to a single object even though that object may be an abstract one. Value system on the other hand, are orientations towards whole classes of objects. Individual attitudes are frequently organised into a value system. Attitudes are often functional and they may be emotionally satisfying for the individual.

1.4.3 TEACHER ATTITUDE INVENTORY

In the present study, Teacher Attitude Inventory (TAI) is used for measuring the attitude
towards teaching. This inventory has 6 Sub-tests and in total 90 items. The six aspects within the inventory are attitudes towards:

1. Teaching profession
2. Class room teaching
3. Child centred practices
4. Educational process
5. Pupils
6. Teachers

1.5 VALUES

Value is the personal estimate of the quality of a situation. Drew and Lipson (1971) strongly believe that man's survival and his advancement to a higher developmental stage are contingent upon his decisions and in turn they depend upon what is most valued. In the present study, because such a significant place is given to values, an effort is made to examine the teaching values of student teachers at secondary level. It seems necessary to describe the concept, various view points, distinction between values and allied terms, classification of values and functional definition regarding teaching values.
Values refer to the attitudes, preferences, lifestyle, belief, symbolic universe and normative framework meaning given to life. Moore\textsuperscript{15}(1951) and Charles Morris\textsuperscript{16}(1957) accepted that this term is indefinable. But the concept is so important for understanding the behaviour. So, the philosophical, psychological and sociological viewpoints regarding the concept of values has been discussed below.

1.5.1 PHILOSOPHICAL VIEW POINT

There are numerous definitions for the term 'value' in philosophical literature. For understanding & clarity, the definitions of 'Value' can be described under three headings:-

(1) Subjective
(2) Objective
(3) Relational

1.5.1.1 SUBJECTIVE DEFINITIONS OF 'VALUE'

Value is defined in terms of emotions, sentiments, likes and dislikes, etc. Bright\textsuperscript{17}(1958) says, "In the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed by
anyone at any time. It is the actual experience of enjoying a desired object or activity. Hence value is existing realization of desire. Value is the experience of pleasure, joy, satisfaction of desires that resides in the mind of the people rather than the objects. Value experiences are not under the direct control of reason.

Dictionary of Education\(^{18}\) (1959) defines value as "Things in which people are interested - things they want and desire to be".

The subjective definitions accept that value experiences are not under the direct control of reason.

1.5.1.2 OBJECTIVE DEFINITIONS OF 'VALUE'

The value is defined as independent of the valuer and they reside in the object and not in the subject.

Joad\(^{19}\) (1942) says, "Values seem to reside in the objects just as truly as do colour, smell, temperature, size and shape".

Lewis\(^{20}\) (1950) says that the value fact calls forth the human judgement. "Our judgement of values of good, right and wrong, better and worse are kind of genuine empirical knowledge that is comparable to empirical knowledge in other fields".
Turner (1961) defines values as "objects which are regarded favourably or unfavourably."

These viewpoints provide comparatively more grounds for the objective study of values.

1.5.1.3 RELATIONAL DELIMITATIONS OF VALUE

Relational Delimitations of values are in contrast to both the subjective and objective views of values. This theory relates to the concept of values as the relation between valuing human being and his environment. Papper (1958) conveys that "Beauty conditions both of an impersonal and personal nature must be fulfilled".

Sanyal (1962) says, "Value is therefore partly feeling and partly reason".

A value is, therefore, the meeting ground of the regulative principle and part of the constitutive principle.

This is most comprehensive view because it takes into account both man and his environment.

1.5 2 PSYCHOLOGICAL VIEW POINT

According to Murphy, Murphv and Newcomb (1943) "A value is simply the maintenance of a set towards the attainment of a goal."
Jones and Gerard (1967) say that the "Value is a motivation which sustains an individual's efforts to achieve a particular goal". Maslow (1988) considers value as a "Psychological need".

Woods (1956) defines "value as an object, condition or activity, which the individual feels has an effect on his well being".

Geiger (1958) considers values as the outcome of human choices among competing human interests. It means that values of an object depend upon its being preferred in comparison to other objects.

Allport (1961) defines values as dominant interests in personality.

Margenau (1959) defines values in terms of satisfaction of human wants. According to him, A value is the measure of 'Satisfaction of human wants'.

Urban says: "Life itself is however not intrinsically valuable but in turn gets its value from the kind of life intrinsically calculable but in turn gets its value from the kind of life it is. Value for man must go beyond the concept of satisfaction of desire and organic welfare."

Corey has stated that a "persons' values are the referents towards which he has developed positive attitudes".

Henderson writes "It has been pointed out that man acts to satisfy his wants. Anything which satisfies a human want becomes a value."

Hall & Lindzey\textsuperscript{30}(1966) have said that the amount of psychic energy invested in an element of the personality is called value of the element. Value is a measure of intensity.

Jones and Gerard\textsuperscript{31}(1967) say: 'In our usage value refers to a wide range of motivational phenomena. Values animate the person, they move him around his environment, because they define its attractive and repelling sectors.'

Hipple\textsuperscript{32}(1969) defines values as conscious or unconscious motivators and justifier of the actions and judgements.

\textbf{1 5.3 SOCIOLOGICAL VIEW POINT}

Parsons\textsuperscript{33}(1951) explains, "Value as an element of shared symbolic system which serves as a criterion or
Kluchohn\(^{34}\) (1951) defines, "Value is a relationship between the subject and object. It is a source of motivation and influences behaviour. It is personal as well as social and is expressed as well as implied."

Mukherjee\(^{35}\) (1960) writes, "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization that become subjective preferences, standards and aspirations."

Kane\(^{36}\) (1962) writes: "Values are the ideals, beliefs, or norms which a society or the large majority of a society's member hold".

Cubler\(^{37}\) (1963) says: "People cherish certain ideas or beliefs which are often called their 'values'. In U.S.A. for example, people value high such things - like beauty, success, high standard of living and education, etc."

Zaleznib and David\(^{38}\) (1964) define values as "Ideas in the minds of men comparable to norms in that they specify how people should behave. Values also attach
degree of goodness to activities and prescribe how people should behave in certain relationships like respect elders.”

Verma$^{39}$ (1972) summarized all the definitions and came to the conclusion that:

1. Value is conception of desirability of an object or activity for the well being of an individual.
2. Motivational property of a value lies in the goal.
3. Values can be organised in a hierarchy in the personality of an individual.
4. Values have social, personal and psychological characteristics.

1.5.4 VALUES AND SOME ALLIED TERMS

The term Value is generally employed to designate dominant motives, beliefs, goals, ideals, interests, preferences or broad evaluated attitudes. These terms do not denote the exact sense of value. These are related and allied terms. Here, an attempt is made to differentiate these terms from values.

1. Attitude and Values:

In accordance with Kane$^{40}$ (1962), “Value designates a stronger potency and attitude is a lesser potency of
belief." For Stagner, (1961), the term 'value' is generally employed to designate a relatively generalized attitude. Values differ from attitudes because value shapes attitude.

2. Belief and Values:

According to Scheibe (1970), belief refers primarily to the categories 'true' and 'false', 'correct' and 'incorrect', whereas value refers primarily to 'good' and 'bad', 'right' and 'wrong'. A belief is a conviction that something is real whereas a value is a strong preference for likes and dislikes.

3. Desire and Values:

Ward points out that value resides in the objects of desire. The object that satisfies a desire has value. Desire has no value in itself.

4. Goals and Values:

According to Williamson (1967), Goals are defined as objects or ends that one strives to attain while values are defined as acts, customs, or institutions, regarded in a particular especially favourable way.
Values are not the concrete goals of behaviour but rather aspects of these goals. The goal which is most important to man is one that has the highest value for him and vice-versa. Values are the order of preference one gives to goals.

5. Ideals and Values:

According to Titus (1968), "Ideal carries a connotation of the unattainable as opposed to the values, desirable and possible." However, the concept of ideal does not imply the property of 'choice' or 'selection' which is a differential of value.

6. Interest and Values:

In Johnson's (1970) views, "An interest, of course, is centrally defined as a genuine concern of some individual or group. A value, on the other hand, while it is rooted in interest, includes an appraisal as well as a prizing. The interest, in question has been examined, analysed, criticized, and it has been judged to be good. As a good, moreover, it ought to be prized by all. A Value, therefore, possesses both a universal reference and a judgement, character is not implied by the term interest. Interests are concerned with many specific activities whereas values reflect general directions in life."
7. Motives and Values:

In accordance with Kane (1962), "A motive is energy mobilized and directed towards a goal which is drive reducing while value shapes motives."

8. Norms and Values:

According to Johnson (1970), "Norms can be defined as the general expectations of a demand character for all members of an organisation. Values are the most generalized, ideological justifications and aspirations of the organization. Norms and values are inter-related and the difference between them is only of emphasis rather than of uniqueness. Norms refer to the expected behaviour sanctioned by the organisation and thus have a specific 'ought' or 'must' quality; values in the present sense - we regard as the primary connecting element between the social and cultural systems."

9. Pleasure and Values:

According to Sinha (1957) "Pleasure may fairly be described as a sense of value. The feeling of pleasure is the accompaniment of objects which have a certain value for the consciousness to which they are presented." When an object satisfies a desire it gives rise to pleasure.
The feeling of pleasure is the 'sense' of 'value'. It is not value in itself.

10. Preference and Values:

Thorndike (1936) states that, 'Values are functions of preferences', and according to Stein (1961), 'Values determine the preferences men make and the ends they live by'. Preferences are generally more inclusive than values.

11. Traits and Values:

In accordance with Stagner (1961), "The difference between trait, as generalized pattern of perceiving and behaving, and value is likewise fuzzy. Traits, it is observed, have generally a subject reference, involving the individual's image of himself or his interactions with others". Values have relatively objective reference to institutions for organizations of a less immediate nature.

1.6 HUMAN VALUES

Values and education are interdependent upon each other. They are inseperable. Values of society provide direction to the education process and education inculcates values.
Value is generally considered as the substitute for "goodness" until it is qualified for some other adjective.

In the field of education, values refer to those cherished ideals and goals which when achieved, evoke a sense of fulfilment. Education without desire for fulfilment in respect of individual as well as society becomes meaningless. Value-education and education for human values are new concepts, hardly a decade old in the literature on Indian education.

1.6.1 HUMAN VALUES TEST

In the present study, the investigator has constructed a Human Values Test for teachers. The test has 25 questions and in total 125 items on five human values. The human values are:

(1) Co-operation
(2) Dedication
(3) Nationalism
(4) Scientific outlook
(5) Tolerance

The details of the test have been given in the Chapter-III, entitled construction of Human Values Test.
1.7 THE PROBLEM OF THE STUDY

The problem of the present study has been defined as "A Study of the predictors of academic achievement of student teachers in terms of aptitude, attitude, participation and human values."

1.8 VARIABLES INVOLVED IN THE STUDY

The following variables have been incorporated in the execution of the present research:

1.8.1 INDEPENDENT VARIABLES

1. Aptitude
2. Attitude
3. Participation
4. Cooperation
5. Dedication
6. Nationalism
7. Scientific outlook
8. Tolerance
9. Sex
10. Rural/Urban
11. Entry level
1.8.2 DEPENDENT VARIABLES

Academic Achievement

(i) Academic Achievement (Total).
(ii) Academic Achievement in Theory.
(iii) Academic Achievement in Practical.

1.9 DEFINITIONS OF TERMS USED IN THE PRESENT INVESTIGATION

1.9.1 ACADEMIC ACHIEVEMENT

The academic achievement is determined by the index of proficiency attained by a student teacher in a particular specified area of instruction. Academic achievement of the student teachers was determined on the basis of the marks (Total-Theory and Practical) obtained in B.Ed. Examination of M.D.University, Rohtak.

1.9.2 STUDENT TEACHERS:

B.Ed. students of the colleges of Education under M.D.University, Rohtak.

1.9.3 APTITUDE:

Aptitude is a measure of the probability of success of an individual with training in certain types of situations.

1.9.4 ATTITUDE:

Attitude is a disposition to respond favourably, or unfavourably to an object, person, institution or event.
1.9.5 **PARTICIPATION:**

Participation is to be involved in the activity of teaching learning. Participation of student teacher was determined from attendance records.

1.9.6 **HUMAN VALUES:**

Human values determine the intensity and continuity of a particular human behaviour.

The following five human values have been taken in the present investigation:

1. Co-operation
2. Dedication
3. Nationalism
4. Scientific outlook
5. Tolerance.

1.9.7 **CO-OPERATION**

Co-operation is sharing of ideas and resources and acting together for a common goal.

1.9.8 **DEDICATION**

Dedication to teaching profession is efficient discharge of the duties in the pursuit of teaching profession.
1.9.9 NATIONALISM:

Nationalism is one's devotion in thought and action to the interest of one's own nation with regard to her unity, security, prosperity and status.

1.9.10 SCIENTIFIC OUTLOOK

Scientific outlook is the tendency not to take things superficially or at the face value based merely on subjective experience, but to examine, objectively in a rationalised way based on facts. Freedom from superstition is a complimentary aspect of the scientific outlook.

1.9.11 TOLERANCE

Tolerance is the state of an individual which indicates, his whole hearted involvement in the activity or job at hand despite difficulties or obstructions in the process and his continuance of the efforts till the stipulated goal is achieved.

1.9.12 SEX

Student teachers were placed in two obvious groups of male and female.
1.9.13 RURAL/URBAN

Rural/Urban as mentioned by the student teachers in the information blank whether they reside in rural/urban areas.

1.9.14 ENTRY LEVEL

Entry level is the percentage of marks obtained in B.A./B.Sc./B.Com or M.A./M.Sc./M.Com. on the basis of which student teachers were given admission to the B.Ed. colleges.

1.10 SIGNIFICANCE OF THE STUDY

By carrying out this study, useful information will be obtained which will help in reframing teacher education programmes so that objectives of education could be realised, laying greater emphasis on aptitude and will enhance the stress on the development of attitude, inculcation of whole hearted participation and attainment of human values. The present study thus has a direct bearing on the educational infrastructure.

1.11 OBJECTIVES OF THE STUDY

The main objectives formulated for the study are:
1. To determine the relationship between academic achievement in total and aptitude of the student teachers.

1.1 To determine the relationship between academic achievement in theory and aptitude of the student teachers.

1.2 To determine the relationship between academic achievement in practical and aptitude of the student teachers.

2. To study the relationship between academic achievement in total and attitude of the student teachers.

2.1 To study the relationship between academic achievement in theory and attitude of the student teachers.

2.2 To study the relationship between academic achievement in practical and attitude of the student teachers.

3. To examine the relationship between academic achievement in total and participation of the student teachers.
3.1 To examine the relationship between academic achievement in theory and participation of the student teacher.

3.2 To examine the relationship between academic achievement in practical and participation of the student teachers.

4. To determine the relationship between academic achievement in total and co-operation of the student teachers.

4.1 To determine the relationship between academic achievement in theory and co-operation of the student teachers.

4.2 To determine the relationship between academic achievement in practical and co-operation of the student teachers.

5. To examine the relationship between academic achievement in total and dedication of the student teachers.

5.1 To examine the relationship between academic achievement in theory and dedication of the student teachers.
5.2 To examine the relationship between academic achievement in practical and dedication of the student teachers.

6. To examine the relationship between academic achievement in total and nationalism of the student teachers.

6.1 To examine the relationship between academic achievement in theory & nationalism of the student teachers.

6.2 To examine the relationship between academic achievement in practical & nationalism of the student teachers.

7. To establish the relationship between academic achievement in total and scientific outlook of the student teachers.

7.1 To establish the relationship between academic achievement in theory and scientific outlook of the student teachers.

7.2 To establish the relationship between academic achievement in practical and scientific outlook of the student teachers.
8. To study the relationship between academic achievement in total and tolerance of the student teachers.

8.1 To study the relationship between academic achievement in theory and tolerance of the student teachers.

8.2 To study the relationship between academic achievement in practical and tolerance of the student teachers.

9. To determine the relationship between the academic achievement in total and entry level of the student teachers.

9.1 To determine the relationship between the academic achievement in theory and entry level of the student teachers.

9.2 To determine the relationship between the academic achievement in practical and entry level of the student teachers.

10. To compare the academic achievement of male and female student teachers.
11. To examine the nature of the relationship between academic achievement of rural and urban background student teachers.

12. To study the factors affecting academic achievement of the student teachers.

1.12 HYPOTHESES

1. There is no significant difference between academic achievement in total and teaching aptitude of the student teachers.

1.1 There is no significant difference between academic achievement in theory and teaching aptitude of the student teachers.

1.2 There is no significant difference between academic achievement in practical and teaching aptitude of the student teachers.

2. There is no significant relation between academic achievement in total and attitude towards teaching of the student teachers.

2.1 There is no significant relation between academic achievement in theory and attitude towards teaching of the student teachers.
2.2 There is no significant relation between academic achievement in practical and attitude towards teaching of the student teachers.

3. There is no significant relationship between academic achievement in total and participation level of the student teachers.

3.1 There is no significant relationship between academic achievement in theory and participation level of the student teachers.

3.2 There is no significant relationship between academic achievement in practical and participation level of the student teachers.

4. There is no significant difference between academic achievement in total and co-operation of the student teachers.

4.1 There is no significant difference between academic achievement in theory and co-operation of the student teachers.

4.2 There is no significant difference between academic achievement in practical and co-operation of the student teachers.
5. There is no significant difference between academic achievement in total and dedication of the student teachers.

5.1 There is no significant difference between academic achievement in theory and dedication of the student teachers.

5.2 There is no significant difference between academic achievement in practical and dedication of the student teachers.

6. There is no significant difference between academic achievement in total and nationalism of the student teachers.

6.1 There is no significant difference between academic achievement in theory and nationalism of the student teachers.

6.2 There is no significant difference between academic achievement in practical and nationalism of the student teachers.

7. There is no significant difference between academic achievement in total and scientific outlook of the student teachers.
7.1 There is no significant difference between academic achievement in theory and scientific outlook of the student teachers.

7.2 There is no significant difference between academic achievement in practical and scientific outlook of the student teachers.

8. There is no significant difference between academic achievement in total and tolerance of the student teachers.

8.1 There is no significant difference between academic achievement in theory and tolerance of the student teachers.

8.2 There is no significant difference between academic achievement in practical and tolerance of the student teachers.

9. There is no significant difference between academic achievement in total and the entry level of student teachers.

9.1 There is no significant difference between academic achievement in theory and the entry level of student teachers.
9.2 There is no significant difference between academic achievement in practical and the entry level of student teachers.

10. There is no significant difference between academic achievement and male Vs female student teachers.

11. There is no significant difference between academic achievement and rural Vs urban background of the student teachers.

1.13 ASSUMPTIONS

While attempting to predict the academic achievement of the student teachers and looking for the factors associated with it, the investigator has been guided by the relevant literature to base the present research study on the following assumptions:-

- The predictors of the academic achievement of student teachers is a significant area of study, although neglected so far in educational research.

- Factors associated with the academic achievement of student teachers could be taken up to enhance academic achievement so that the effectiveness is accomplished.
Academic achievement of the student is quantitative and based on many psychological factors and thus its prediction is possible.

The higher academic achievement of the student teachers might demonstrate greater influence on their pupils, leading to a better kind of mutual interaction, generating better teaching and learning situations in the secondary schools and having ever lasting impact on pupils.

1.14 IN DEFENCE OF THE STUDY

Prediction of academic achievement is a matter of special concern for educationists, psychologists and philosophers. The concept of the prediction of academic achievement has been receiving increased attention in the field of educational psychology the world over.

In India though a great deal of research has been done in the area of teachers' academic achievement, aptitude and attitude and in their relationship but the prediction of academic achievement of student teachers (secondary level - B.Ed.) in terms of aptitude, attitude, participation and human values has yet to be explored.

Prediction of the academic achievement of student
teachers seems to occupy an important position. As one's ability to perform skilled tasks is strongly affected by one's achievement, prediction regarding the achievement-motivates for better performance and this leads to higher achievement. This prediction is a pre-requisite for good achievement.

Buch (1986) in the Third Survey of Research in Education mentions that studies on the academic achievement in the area of teachers could be worth undertaking.

Gad (1989) in the research dimension of education for human values mentions that very few studies on different strategies and value education have been reported in India. There is much untrodden path on the dimension of human values.

This clearly shows that prediction of academic achievement in terms of aptitude, attitude, participation and human values, is an unexplored area especially for the student teacher of secondary level - B.Ed., of India.

The present research is an attempt to bridge the research gap by explaining the predictors of academic achievement in terms of aptitude, attitude, participation
and human values. The study may generate tremendous interest among student-teachers, teachers, teacher education, educational administrators, planners, researchers, thinkers and everybody concerned with the discipline of education.

1.5 DELIMITATION OF THE STUDY

The scope of this study has been limited to its area, method, sampling, tools, techniques and basic assumptions proposed for the study. However, some of the delimitations are listed below:

1. The study is limited to the Colleges of Education under M.D.University, Rohtak.

2. The study is limited to a sample of 400 student teachers at secondary level, that is, B.Ed. students.

3. Twenty five male and twenty five female student teachers of Colleges of Education have been taken in general.

4. The study is confined to the following variables - aptitude, attitude, participation, human values, sex, rural/urban and entry level.

Hence the present study is delimited on the above factors.
1.16 REFERENCES

1. UNESCO - Status of Teachers, UNESCO-ILO Document 1967,


3. Ibid., page 84.


6. Ibid., page 198.


11. Ibid., page 77.


