CHAPTER 1

INTRODUCTION
According to the rules of recognition of secondary teachers, B.Ed. degree has been made compulsory by the Government as one of the requirements of service. Therefore every individual trying to enter in the teaching profession pertaining to secondary level has to obtain this degree. B.Ed. degree course is so developed that the right type of teachers will be available for undertaking the teaching job at secondary level of education. The curriculum is framed in such a way that the students completing B.Ed. course successfully, will not only have adequate knowledge and skills to carry on the task of building new generation but they will be equipped with fully developed attitude towards teaching profession.

Due to the advancement of educational technology and theory of education the B.Ed.course has to be revised from time to time to make it up to date and modernised. Thus this pre-service learning helps new incoming teachers to shoulder the responsibility of teaching in much better manner than the teachers already working in schools.

There is very little provision of shaping further attitude of teachers already working in schools. They mostly shape their own attitude themselves towards teaching profession on the basis of training they received at their graduation in education. There is the provision of inservice training for them but this directly contributes very little to attitude building. Thus the training at graduation that is at B.Ed.level is mostly responsible for shaping the attitude of teachers in the teaching profession. It is the prime responsibility of training institutions to build-up right-type of attitude by organising various types of training activities in them.
Success of any system of education depends upon the learning experiences provided in it. Now a days we find that there is a cry about the lowering of educational standards. At the competitive examinations and during various types of interviews it is observed that the candidates have higher paper qualifications with them, but they are unable to face these examinations or interviews squarely. They are not able to produce satisfactory performance in the real situations. What is the reason of failing standards?

In the document on National Policy of Education 1986, it is clearly stated that the 1968 policy did not get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organising support. It is further admitted, "as a result, problems of access, quality, quantity, utility and financial outlay, accumulated over the years, have now assumed such massive proportions that they must be tackled with the utmost urgency."

In the next kpoint No.1.9 of the same report it is stated, 'Education in India stands at the cross roads today. Neither normal linear expansion nor the existing pace and nature of important can meet the needs of the situation'.

In the document on Educational Policy 1986, it is clearly admitted that the educational standards are not maintained upto the required mark. The most potent of the causes is the negligence of proper attitude building. The conscious efforts of building the right type of attitude towards the

Often we come across the statements abusing teachers for their negligence and apathy towards the responsibility of building the new generation. Such statements must be assessed objectively to find out the ways and means to correct the situation.

Attitude towards one's own job is one of the most important determinants of successful career and excellent output. This psychological principle is equally or even more applicable to education. Educational institutions are supposed to run on the philosophical foundations and dedicated service on the part of their teachers. The ethical considerations which emerge from the philosophy of education are expected to be internalised by the student-teachers as well as teachers working in the educational field.

Popularity of teaching profession is increasing day by day. Many young, enthusiastic, energetic and highly qualified graduates and double graduates even post graduates are attracted by the glamour of this profession. These highly qualified individuals should also be equipped with appropriate attitude towards teaching profession so that they would discharge their duty with great success.

"An attitude is dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has becomes one's typical mode of response." 2 An attitude has a well

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defined object of reference. According to this definition of an attitude, it can be reflected that the attitude is responsible for human behaviour. Positive attitude towards some psychological object is a prime mover towards the object. On the other negative attitude operates in the opposite direction. Persons having positive attitude towards their own profession are a boon for the profession. Persons having negative attitude towards their own profession are a curse for the profession. Teaching profession is a noble profession and to keep the tradition of nobleness alive it is necessary to ensure the positiveness of the attitude on the part of new incoming teachers and teachers working in the field too.

While working in B.Ed. College, researcher has found that there is a heavy rush for the admission to the B.Ed. Course. Many new B.Ed. Colleges are emerging every year. These colleges are flourishing day by day. Every year thousands of applicants, for seeking admission to B.Ed. Course, are knocking the doors of B.Ed. Colleges. However, unfortunately very few applicants are selected for the B.Ed. Course. Most of applications are rejected.

The criteria for the selection for B.Ed. course are related to the academic achievement mainly, unfortunately the attitude towards teaching profession is not taken into consideration to the extent to which it should have. Every admitted student must have a positive attitude towards teaching profession but it is not measured with scientific tool of measurement at the time of admission. In every B.Ed. college efforts are made not only to cover syllabus but many programmes such as extra-curricular, co-curricular and other types of programmes are also carried out to develop right type of attitude towards teaching profession. However due to bad selection
procedure fruitful results are not obtained.

Many new entrants do not possess the positive attitude towards teaching profession. Initially they have negative or low attitude. They do not show remarkable progress in the course of their studies. It is therefore necessary to select the individual as teachers of tomorrow on the basis of their positive attitude towards the teaching profession.

However, due to lack of good measuring instrument this is not done. It is the fact that there is no such tool or instrument available in Marathi to assess the attitude toward teaching profession of students.

To carry-out the task of selection effectively, excellent measuring instrument is needed. So it was decided by the researcher to construct an attitude scale for student-teachers towards teaching profession.

Using this tool thus prepared by the researcher it was decided to check its worth as a selection tool by actual data collection in a B.Ed. college. It was also decided to conduct a study to evaluate its applicability for comparison of the strength of B.Ed.course conducted in different institutions catering for building the attitude towards teaching profession.

1.1 Statement of Problem :

The problem of the study was to develop an attitude scale for measuring the attitude of student-teachers towards teaching profession and to study the changes in attitude towards teaching profession due to training of student-teachers by taking B.Ed.course in the colleges of education affiliated to Poona University, and to study the attitude scale, as a tool for selection of student-teacher for B.Ed.Course and also to compare attitude
change in student teachers during B.Ed.Course conducted in grant-in-aid divisions of oldest established Colleges of Education situated at the district places falling in the jurisdiction of Poona University.

Specific questions to be answered:

The above problem can be more pin pointed if it is broken into appropriate question as below:

What appropriate methodology must be adopted for developing the effective tool in Marathi medium for measuring the attitude of student-teachers towards teaching profession?

After developing the tool by answering this question the following two questions were to be taken for their solutions.

1. Is there any significant difference in the learning behaviour of the student teachers, belonging to high attitude group and low attitude group undergoing simultaneously various learning activities during B.Ed.Course?

2. Is there any significant difference in the attitude towards teaching profession of the student teachers taking B.Ed.Course of the Poona University, in the Colleges of Education situated at district places and having oldest establishment and classes supported by Government in the form of grant-in-aid?

Methodological implication of the statement of the problem:

To consider question number one the researcher had to compare first various techniques of attitude scale construction especially Likert and
Thurstone. In order to ensure effectiveness of the tool the researcher had to study the characteristics of good measuring instrument namely reliability, validity, practicability and objectivity. After developing the tool properly it was decided to take up the question of assessing the effectiveness of the tool as an instrument of selection for B.Ed.Course. A project was planned to evaluate this application of the tool. The decision about the classification of student teachers into high attitude group and low attitude group had to be taken first. The groups were made on the basis of the initial attitude scores. The investigator had to use statistical technique of studying the significance of the difference between the means of the achievement scores as derived from the performance of students participating in different activities during B.Ed.Course.

For answering the question as raised finally in the statement of the problem the investigator had to obtain attitude scores twice that is, at the beginning of the B.Ed.Course and at the end of the B.Ed.Course, by actually visiting all the colleges under the study. And then the differences were studied in the initial and final attitude scores. On the basis of the differences the colleges were compared.

1.2 Statement of the Hypotheses

Following hypotheses were set for answering questions raised in the statement.

All were null hypotheses. They were as below:

1. There is no significant difference in the performance indicators, pertaining to lessons of integration of skills under micro-teaching of the student-teachers belonging to high and low attitude groups.
2. There is no significant difference in the performance indicators pertaining to experiments in psychology of B.Ed.Course, of the student-teachers belonging to high and low attitude groups.

3. There is no significant difference in the performance indicators pertaining to school lessons of B.Ed.Course, of the student teachers belonging to high and low attitude groups.

4. There is no significant difference in the study habit indicators pertaining to theory part of B.Ed.course, of the student teachers belonging to high and low attitude groups.

5. There is no significant difference in the performance indicators pertaining to social work of B.Ed.course, of the student teachers belonging to high and low attitude groups.

6. There is no significant difference in the performance indicators pertaining to socially useful productive work of B.Ed.course, of the student teachers belonging to high and low attitude groups.

7. There is no significant difference in the performance indicators pertaining to participation in co-curricular and extra-curricular activities during B.Ed.course, of the student teachers belonging to high and low attitude groups.

8. As regards the Colleges of Education selected as a sample, there are no significant institutional differences pertaining to increase in attitude scores due to B.Ed.Course.
1.3 Attitude as a Psychological Factor

Before discussing the significance of the problem it is worthwhile to discuss the nature of attitude as a psychological factor affecting the human behaviour considerably. This can be done in no better words than the authors of 'A Practical Introduction to Measurement and Evaluation' "Attitudes are vital concern of guidance and consequently of educational evaluation, because they affect:

i) The pupils' (or student teachers') fitness for various curricula. Unless a pupil has a favourable attitude towards a series of instructional objectives and sets them up as desirable goals for himself, the educative process will be relatively ineffective.

ii) The pupils' (or student teachers') fitness for various occupational goals.

The truth implied in the statement is also clearly expressed by Bingham. They observed and summarised the connection between attitudes and occupation fitness in terms of whether:

a) the individual will like the actual work of an occupation.

b) he will find himself among cognial associates, with interest similar to his own.

c) alternative fields of occupation, not yet seriously considered, may be brought to light.


If a student begins his course study with high positive attitude, he will be benefited the most. The researcher thought the truth implied in the statement should be subjected to scientific evaluation, therefore he planned his project related to application of the attitude scale after its development considering attitude as a prime mover in the desired direction in the behavioural field the significance of the problem can now be highlighted.

1.4 Significance of the Problem

There was no scientific tool available in Marathi for measuring the attitude towards teaching profession was a matter concern for administrators, Heads of Department and Teachers working in Colleges of Education.

The researcher decided to develop such tool and he did it. The result of the experiment regarding the effect of initial favourable attitude on further learning proved beyond doubt that the initial favourable attitude favours further learning.

Thus the observations Gage, Rummel and Bingham were verified experimentally.

The results of the experiment can be extended to many other professions.

i) The tool can be used effectively for selecting students for B.Ed. Course.

ii) Administrators working in Colleges of Education as well as government's department of education, Head Masters, Educators can use this tool for better understanding the persons working as teachers in their institutions. Misfits can easily be located using the tool.
iii) Teacher educators can use this tool for guidance purposes also.
iv) It can be used as a criterion for promotion in senior and selection grades of the teachers.

To answer second question of the problem the researcher conducted one important comparative study and he found that the tool can be used to compare the effectiveness of various activities conducted in different Colleges of Education to build attitude towards teaching profession. This application has potential to lead research ahead. This research can be further planned to assess activities as a tool for building attitude towards teaching profession.

1.5 Objectives of the Study

The objectives of the study were as follows:
1) To select the appropriate technique of attitude scale construction.
2) To develop a tool for assessing the attitude of student-teachers towards teaching profession.
3) To select or to develop the appropriate tools for measuring the learning products of the student teachers after completion of various training activities during B.Ed.Course.
4) To classify the student teachers in two extreme attitude groups and to compare the learning products of the student-teachers belonging to high and low attitude groups.
   After achieving objective number three results were to be used to achieve objective number four.
5) To evaluate the attitude scale as a selection tool for selecting student teachers for B.Ed.Course.
6) To assess the attitudinal change in the student teachers of the selected colleges towards teaching profession by measuring at beginning and at the end of B.Ed. training programme.

7) To study the institutional differences in attitude development of student teachers.

1.6 Assumptions and Limitations

Assumptions

The study was based on the following assumptions:

1) Attitudes are revealed in the overt behaviour of an individual, but behaviour also does not always indicate attitude truthfully. Still only a penetrating, truthful and rigorous observation of behaviour may be regarded as valid. The present study assumes these requirements as the basic criteria for constructing scales.

2) The description and measurement of an opinion is closely related to the real feelings or attitude of an individual.

Limitations

Delimitation of the field.

1) The construction of scale and its standardization work was limited to the students of College of Education, Jalgaon.

2) The application experiment for studying the effectiveness of the tool, as a tool for selecting students for B.Ed. Course was limited to College of Education, Jalgaon.
3) For studying the institutional differences in building attitude towards teaching profession was limited to B.Ed. colleges affiliated to Poona University and only those which were fully granted and were situated at the district places and had old establishment and which were under the jurisdiction of Poona University.

4) Though the technique selected after due consideration was the Likert technique. The researcher was fully aware about the limitations of each type of techniques used for attitude scale, construction, especially the limitations of Likert's technique. The present study was carried out considering the following limitations of attitude scales as cited by Sukhia and Mehrotra.  

i) There is no basis for believing the five positions indicated in the Likert scale e.g. are equally spaced.

ii) It is unlikely that the statements are of equal value in 'forness' or 'againstness'.

iii) It is doubtful whether equal scores obtained by several individuals would indicate equal favourableness towards a given position. Different combinations of positions can yield equal score values without necessarily indicating equivalent positions of attitude or opinion.

iv) It is unlikely that a respondent can validly react to a short statement on a printed form in the absence of real life-qualifying situations.

v) Inspite of anonymity of response, individuals tend to respond according to what they should feel rather than what they really feel.

Sample

As the research involved three different phases involving different methodology. The sample pertaining to each phase was different.

For construction of scale, the technique selected was Likert technique. In order to use this technique it was decided to involve about 180 student-teachers of College of Education, Jalgaon. It was decided to collect about one hundred one statements nearly 50% percent indicating positive attitude and 50% percent indicating negative attitude. It was also decided to accept about 30 statements to build the final scale after applying the 't' test as a part of the application of technique. The ratio 1:1 of positive and negative statements was decided to hold. It was decided to study the reliability of the test by split-half method and test-retest method, for that a sample of 180 new individuals were to be included as participants. For validity study it was decided to compare the final version of the scale with the scale prepared by Dr. S.P. Ahluwalia, for this purpose the sample size was about 175.

The second phase was planned for determining the effectiveness of the tool for selecting appropriate students for B.Ed. Course. This experiment covered about 175 students admitted to the College of Education, Jalgaon in the year 1990-91.

For the third phase which was also the part application of the research based on the institutional differences involving five Colleges of Education situated at district places and having old establishment and receiving grant-in-aid in the jurisdiction of Poona University. The sample size for the third phase was about 650 student-teachers of Colleges of Education.
The list of Colleges of Education included in the study:

1) College of Education, Jalgaon (about 100 students)
2) College of Education, Dhulia (about 80 students)
3) College of Education, Nasik (about 240 students)
4) College of Education, Ahmadnagar (about 80 students)
5) Tilak College of Education, Pune (about 160 students)

1.7 Definitions of Terms

The following definitions were accepted for the present study.

1) Attitude

The researcher accepted the definition of attitude made by Thurstone. Thurstone (1946) defined an attitude "as the degree of positive or negative affect associated with some psychological object."

By a psychological object, Thurstone means, "any symbol, phrase, slogan, person, institution, ideal, or idea towards which, people can differ with respect to positive or negative affect. A particular job, for example, may be a psychological object. The United Nations, a political party, the title of a book, a minority group, a nation, labour unions and a particular food are still other examples of psychological object. In the literature of psychology, the terms 'affect' and 'feeling' are used interchangeably. 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 same psychological object would be said to dislike that object or to have an unfavourable attitude toward the object."

2) Attitude Scale

The Dictionary of Education defines an attitude scale as, "an attitude measuring instrument the unit of which have been experimentally determined and equated, designed to obtain a quantitative evaluation of an attitude to be distinguished from attitude questionnaire in which there is no such rational equality of units."

3) Attitude Statements

"The items making up an attitude scale" are called statements.

An attitude statement may be defined as "anything implying positive or negative attitude." That is said about a psychological object.

4) Student-teacher

A student belonging to College of Education who is acquiring practical teaching experience and skills under the guidance of supervising teacher-educator or other qualified person, do this task.

5) Techniques of Scale Construction

There are two major techniques of attitude scale construction. First one is the Thurstone's technique and other is Likert's technique.


1) THURSTONE TECHNIQUE

Thurstone technique is also known as the method of equal appearing intervals. The method is essentially this, statements, both favourable and unfavourable, bearing on a particular problem, question or institution are obtained from a group of selected writers, other experts and laymen. These statements are edited. They are classified by a large number of judges on an eleven point scale. This is done by placing each statement in one of eleven piles, presumably forming a continuum, according to degree of favourableness or unfavourableness of each item, with respect to the question at hand. The median of the judged locations for a statement (item) is its scale value. Statements that are judged to be ambiguous or irrelevant to the continuum are eliminated. Before inclusion in the final scale, each question is analysed for consistency with the general attitudes found by the total scale.

In taking an attitude test scaled in this manner, the respondent checks those statements with which he agrees, his score being the median of the scale value of the items he has marked. The Thurstone method is useful if strict comparability of scores is not assumed.

2) LIKERT TECHNIQUE

A summated rating scale is a set of attitude items, all of which are considered of approximately equal 'attitude value', and to each of which subjects respond with degree of agreement or disagreement (intensity). The items are selected on the basis of administering a large scale to a large group and the attitude scores thus derived are then taken as the basis of group formation. First 25% of the participants whose performance
on the scale is located on the upper side of the distribution of attitude score around its mean are grouped as high attitude group similarly last 25% of the distribution are grouped as low attitude group. Middle 50% of the scores are not considered for calculations. On the basis of statistical comparision of high and low group, attitude scores by 't' test, the items are selected or rejected. The selected items are finally arranged to make the final attitude scale. The scores of the items of such a scale are summed and averaged to yield an individual's attitude score. In this Likert technique each item or statement in the attitude scale is followed by five responses. One of which is checked by the subject the responses indicating degree of strength of attitude, are strongly agree (SA), agree (A) Undecided (U), disagree (D) and strongly disagree (SD). Approve-disapprove may be used in place of agree-disagree.

Arbitrary scoring weights of 0, 1, 2, 3 and 4 were assigned for the respective responses. An individuals score on a particular attitude scale is the sum of his ratings on all items. The items are selected on priory basis and the scoring weights are arbitrarily assigned.

In both techniques or methods measures attitudes only in the sense that individuals are given a rank order according to attitude intensity.

6) Variables

Variables are classified as dependent variable, independent variable and intervening variables. Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. The independent variables are the conditions or characteristics that the experimenter manipulates in his attempt to ascertain their relationship to observed phenomena.
The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables.\(^9\)

Intervening variables are studied and controlled by appropriate designing procedure. However they have some influence on the result if nothing is known about their presence and their values.

Here in this study, independent variable is the training programme activities. The activities were defined by the curriculum of the B.Ed. Course as per Poona University syllabus. It includes Micro-teaching, psychological experiments, School lessons, Socially Useful Productive Work and Social Work, Theory Papers and its practical work and co-curricular and extra-curricular activities, tutorials, tests etc.

The dependent variable is an attitude test score.

7) Design of the Study

For the construction of the attitude scale well defined technology was available. The researcher selected Likert technique for constructing the scale. The question of design arose when the intended applications were to be planned. Because each of the applications was related to a project based on the attitude scores to be collected with a view to verify the hypotheses set for the purpose.

For each of the projects specific experimental procedure was required. For the first application of the tool it was decided to search for the possibility of using the tool as a selection tool. In order to select the

design. Campbell and Stanley’s Classification of research design was considered.

Selection of the design for studying the Utility of the Attitude Scale as a Selection Tool for B.Ed.Courses.

It was decided to use criterian group design according to Campbell and Stanley’s classification of research designs.

When a researcher is working in an ongoing educational environment, particularly when he is interested in generating some hypotheses about what causes a particular state, or condition. It is often helpful to begin by contrasting the characteristic of state with the characteristics of the opposite state using the criterian group approach. The criterian group design is diagrammed as below.

\[ C \]

Here C is used to designate criterian. \( O_1 \) is the observation of the group selected on the basis of presence of trait according to the application of the criterian for selection. The second group which is formed of individuals in which the absence of the trait is observable. This design utilizes Ex-Post-Facto data. In Ex-post-facto research, the researcher gives the treatment not by manipulation. The independent variable are handled by selection in Ex-post-facto research. In Ex-post-factor research it can be said that the experimenter instead of creating treatment evaluates the effect of the naturally occurring treatment after the treatment.

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has occurred. He tries to relate the outcome or dependent variable measure with already occurred treatments.

The researcher wanted to consider his experiment in a B.Ed. College where he was working and he also wanted to observe the groups immediately after completing various training activities. Therefore his research was Ex-Post-Facto research. The learning products due to various training activities were to be regarded as the dependent variable and the training activities were to be regarded as separate independent variables. Natural setting was the climate in the College of Education which was decided not to be manipulated at all.

The criterion in this design was the presence of high attitude at the entry in the College of Education. The absence of criterion means not having high attitude towards teaching profession. For safe selection of the individuals for the non-criterion group, it was decided to select 25 percent of individuals from the lowest end of the attitude scores and those 25 percent of individuals from the highest end of attitude scores were decided to be included in the criterion group, these considerations satisfy the requirement of the design.

The Figure 1 is a kind of flow chart showing various stages of the project planned for studying the possibility of using the tool for the selection purpose. The criterion was high attitude towards teaching profession. Two groups, one having high attitude towards teaching profession and the second one having absence of high attitude towards teaching profession. That is having low attitude towards teaching profession were to be made. It was decided to make the groups by administering the attitude scale
developed by the researcher in the beginning of the academic year 1990-91. Both the group members were to be observed in the same college setting without making them aware about their placement in high or low attitude group and also without informing them that they were being observed. At the end of each college activity the incharge teacher-educators were asked to give the evaluation of the performance of the student-teachers under him by filling in the appropriate tools of evaluation. Finally the comparison was to be carried out by appropriate statistical measures. In this manner seven related hypotheses were to be verified.

Diagrammatically the design can be illustrated as follows:

![Diagram](image)

**Figure-1:** Ex-post-facto design; criterian group design for studying the possibility of using the tool for selection purpose.

Another application was also to be carried out in order to compare attitude development data belonging to various Colleges of Education.

Selection of the Design for Comparison of the Attitude Development Scores belonging to the student-teachers of Five selected Colleges of Education.

Out of sixteen designs discussed by Campbell and Stanley (1963), the researcher found one group pre-test post-test design was the most
appropriate design, considering the scope and limitations of the project.

"One group pre test-post test design" is diagrammed as below.

\[ O_1 \times O_2 \]

This design requires two observations \( O_1 \) and \( O_2 \) before and after the application of the independent variable to the same group. In this design the symbol \( X \) stands for treatment of the application of independent variable to the group under study. The difference between observation two and one is to be treated statistically to arrive at the conclusions. The replication can be done using different groups. The design can be written considering five replications like that;

\[ O_1 X_1 O_2 \]
\[ O_3 X_2 O_4 \]
\[ O_5 X_3 O_6 \]
\[ O_7 X_4 O_8 \]
\[ O_9 X_5 O_{10} \]

The differences \( O_2 - O_1 \), \( O_4 - O_3 \), \( O_6 - O_5 \), \( O_8 - O_7 \) and \( O_{10} - O_9 \) are the indicators of gains due to applications of \( X_1 \), \( X_2 \), \( X_3 \), \( X_4 \) and \( X_5 \) to respective groups. It was decided to compare these gains using analysis of variance. Pre-test observations and post test observations of five groups under study were the main source of data for comparison.
This design may be shown as follows:

![Diagram](image)

**Figure-2**: Single group design replicated five times indifferent group yielding pre test and post test data which was to be used for comparison of gains in attitude scores pertaining to five selected Colleges of Education.

Pre test as shown in the Figure-2 was the attitude scale developed by the researcher. It was decided to administer to the tool in the beginning of academic year 1991-92. In the box $G_1$, $G_2$ ... $G_5$ were the Colleges of Education teaching the same syllabus of the Poona University but the activities relating to training can be looked upon as the application of independent variable. The post test was to be administered at the end of the same academic year. after completion of the B.Ed.Course. The same tool was to be used for post testing. The differences in pre-test and post-test observation were to be used as the attitude development indicators.

8) Chapterisation

The First Chapter of this report is 'Introduction' which is already presented.
The next chapter that is Second Chapter the discussion regarding meaning and nature of attitude is given.

Survey of related literature is presented in the Third Chapter.

In the Fourth Chapter the description regarding construction and preparation of the attitude scale is presented.

In Chapter number Fifth the application of the scale as a tool for selecting students for B.Ed. Course is reported.

A study of institutional differences is presented in Chapter Six. This study is the second application of the tool constructed by the researcher.

In Chapter Seven, summary of the whole work is presented and conclusions are also given.

Bibliography and Appendix is placed in reference section of this report.