CHAPTER I
INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Education is the deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. It means the harmonious development of all the powers of the human being physical, social, intellectual, emotional, aesthetic and spiritual. Education is a product of experience. It is the process by which and through which the experience of the race, i.e., knowledge, skills and attitude are transmitted to the members of the community. Education is the process of helping the child to adjust to this changing world.

EDUCATION

The word ‘education’ is derived from the Latin word ‘educare’ meaning to near or ‘bring up’. Education is a process of bringing out, eliciting or developing or drawing out the personality from within. This concept comes very close to the definition of education as, ‘the manifestation of perfection already existing in man’ as envisaged by Swami Vivekananda.

Broadly speaking education is life and life is education. In fact, it is the preparation for life through experience. There is a great controversy in regard to the meaning and definition of the term education.

According to Welton James, ‘Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life’ (Quoted by V.R. Taneja, 2001).

Education means the modification of behaviour. Education is an activity or a process, which transforms the behaviour of a person from “Instinctive behaviour” to “human behaviour”.
Education makes the student as more as intelligence, this leads to the person becomes emotionally, mentally, socially and psychologically act as intelligence in the society.

In this regard, it is worth mentioning the importance of education as recorded in the world book Encyclopedia “Education is a process by which people acquire knowledge, skills, habits, values or attitudes. Education helps people adjust to change and new environment. This benefit has become increasingly important because social change today takes place with increasing speed and affects the lives of more and more people. Education can help a person understand these changes and provide the skills of adjusting to them”. (Robert Z. Zeleny B.A., 1988).

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the unfoldment of learners potentialities, enlargement of their competencies, skills and talents and transformation of their 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’ which includes exceptional and special children also.

He also says that education was not just preparation for life, but it was life itself and life should be pleasant.

According to St. Julie Billiart (2006) “Education is a two-fold process, psychological development and integration into society”. She also says that teach them whatever is necessary to equip them for life.

The Education Commission (1964-66) has emphasized that education is the one and only instrument that can be used to bring about a change towards the social and economic betterment of our nation.

The present education system has been designed for developing normal children in our schools. The courses, methods and techniques of teaching have been
developed for dealing with normal and average children. But the exceptional children and below average children lack many educational facilities to maximize their potentials and talents in the society. Even if some special schools are established for the promotion and welfare of those exceptional children including mentally challenged children, how far they are benefited these educational courses for their overall development is a question mark. There is a special need to check the teaching efficiency of the special teachers in the field of education for mentally challenged. Since the investigator is very much interested in this field of special education as well as has a thirst to identify the proficiency and competency of the special educators, the investigator has chosen the present study for investigation.

1.2 CONCEPTUAL FRAMEWORK

ROLE OF A TEACHER

The role of a teacher in nation building calls them to fulfill their role with the sense of devotion and dedication. The teacher’s role is an important one in shaping the future of the students and through them the destiny of the nation. They should stand in the forefront of the country’s present vigorous quest for advancement and modernization. They are the transmitters of culture and moulder of society. They are the characters of new roles, social needs by fostering and nurturing a good environment.

Teacher is the kingpin of educational system. He is a stage maker, wirepuller, the director, the elevator, social rejuvenator, inculcator of information and knowledge, feeder of good qualities, producer of intelligent and well – adjusted citizens.

Chamberlain and Kindred (1950) observed “it is important that the individual who is considering teaching as a life career should understand what is required of him and know whether he possesses the interest and competencies basis to success in this field”.

Dr. S. Radhakrishnan (2006) says, “A good teacher must know how to arouse the interest of the pupil in the field of study for which he is responsible; he must himself be a master in the field and be in touch with the latest development in his subject; he must himself be a fellow traveler in the exciting pursuit of knowledge”.
TEACHING PROFESSION

Teaching is a process by which a person helps other people learns. Teaching also helps people gain the knowledge and attitudes they need to be responsible citizens, earn a living and lead a useful and rewarding life.

Gupta, V.K. (1995) defines teaching as, “An interaction process between the learner and the contents, the learner and the teacher, the learner and other learners, the learner and the community and the learner and the home. This process is called interaction model. In this model a teacher has to play the role of a manager, creator, sustainer, evaluator and facilitator of an emotional and intellectual climate for teaching and learning”.

According to Michael J. Dunhim (1970) “Teaching involves the simultaneous performance of 3 tasks: (i) maintaining the classroom learning environment, (ii) providing learning experiences appropriate to the changing needs of individual pupils and (iii) implementing those experiences in which the teacher is an active participants”.

Like any other profession, teaching is also a profession. But people consider it as a noble profession because it moulds the personality of the learners. V.K. Gupta (1995) describes certain characteristic features of the teaching profession. They are as follows:

a) Teaching is service based.

b) Teaching adheres to code of conduct.

c) Teaching possesses standards of entry.

d) Teaching is knowledge based.

e) Considerable format preparation is needed for Teaching and

f) Teaching requires a high degree of commitment to education. (P.258)

TEACHER EDUCATION

Teaching is the process by which a person helps other people gain the knowledge and attitudes they need to be responsible citizens, earn a living, and lead a useful and rewarding life. Much teaching takes place informally, that is, outside
school. But when people speak of teaching they usually mean formal teaching, the kind provided in schools by professional teachers.

The teaching profession has developed mainly since the early 1800’s, when the first teacher training schools began in Western Europe. Before then, school teachers received little or no special training. Today most countries have teacher training institutions where they would be teachers undergo a complete professional training programme to attain professional standards.

Dictionary of Education (1973) defines teacher education as follows:

Teacher education is “The program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves for educational work or engaging in the work of the educational profession.”

All teachers should be trained, that is every teacher has to study the technique of teaching craft. Much wastage in teaching effort can be saved if the prospective teacher is subjected to teacher education. In the past the training of teachers was born out of the necessity to bring up a ‘literate’ generation and to accomplish this task the teachers were helped to develop a narrow technique and a highly specialized professional approach.

The old of ‘two-by-four-by-six’ teacher has become almost completely obsolete; the teacher restricted to the two covers of the textbook, the four walls of a classroom, and the six periods of the day. Today, the need is to bring out a ‘sophisticated’ and ‘cultured’ generation. The teacher’s work is, therefore, no longer confined to classrooms and subject teaching alone. She/he has to take leadership in the total social and cultural transformation of society.

SCENARIO OF TEACHER EDUCATION IN INDIA

Teacher education is an integral component of the educational system. It is intimately connected with society, and is conditioned by the ethos, culture and character of a nation. It aims to prepare futuristic, dynamic and forward-looking teachers with high level of competencies, commitment and willingness to perform.
When India attained freedom, the then existing educational system, including teacher education, was accepted as such because it was thought that an abrupt departure from the same would be disturbing and destabilizing. Some rearrangements were envisaged and welcomed at times. Consequently teacher education largely remained isolated from the needs and aspirations of the people. Various Commissions and Committees appointed by the Central and the State governments in earlier decades have invariably emphasized the need for quality teacher education. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teacher’s professional training. The Education Commission (1964-1966) stressed that in the world based on science and technology a sound programme of professional education of teachers is essential for the qualitative improvement of education.

The existing programmes of teacher education at primary and secondary stages are generally based upon the teacher education curriculum framework brought out by the National Council of Teacher Education (NCTE) in 1978. There was another attempt to revise the curriculum in 1988. The need for improved levels of educational participation for overall progress is well recognized at present. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

The establishment of NCTE as a statutory body in 1995 has brought teacher education at the center stage. Consequently nation-wide consultations to evolve a new curriculum framework on teacher education had been initiated. It has emerged that to enhance the quality of school education equal emphasis needs to be given to competencies, commitment and willingness to perform. Competency areas namely, contextual competencies, conceptual, content transactional, related to other educational activities, developing teaching material, evaluation, management, working with parents and working with community and other agencies have been identified as critical to teacher preparation. Teacher commitment areas identified includes commitment to the learner, commitment to attaining excellence for professional actions. The performance areas identified include classroom
Teacher education in a developing nation can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. Emphasis on continuing life-long learning has to become an essential concern of teacher education.

**OBJECTIVES OF TEACHER EDUCATION**

The teacher education programmes focus on teacher competencies and commitment in much greater magnitude. The profile of a teacher in the new millennium, which emanates from a competent teacher education curriculum necessarily, implies additional roles besides the conventional ones. The following capabilities and competencies need to be highlighted.

i. Inculcating the intrinsic and extrinsic values of professional competency.
ii. Professional commitment and professional ethics.
iii. Creating and reconstructing knowledge.
iv. Effectively transacting curriculum.
v. Using media and appropriate instructional technologies.
vi. Communicating effectively and responding to the challenges of continuity and change.
vii. Counseling students for personality development, adjustment and learning attainment.
viii. Inculcating a sense of value judgment, value transmission.
ix. Understanding the importance of inter-relationship between culture and education and culture and personality.
x. Fostering interest in life-long learning.
xi. Understanding the aspirations and expectations of the community and establishing mutually supportive linkages between school and community.
xii. Acting as a change agent for modernization and development.
The educational programmes for prospective teachers, therefore, are so designed as to develop in them the requisite potential and capabilities. The general objectives of teacher education derived from the contexts, concerns and issues of education, teacher education and the perceived profile of the teacher could include the following:

- To promote capabilities for inculcating national values and goals as enshrined in the constitution of India.
- To enable teachers to act as agents of modernization and social change.
- To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child.
- To transform student teachers into competent and committed professionals willing to perform the identified tasks.
- To develop competencies and skills needed for becoming an effective teacher.
- To sensitize teachers about emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc.
- To empower teachers to cultivate rational thinking and scientific temper among students.
- To develop critical awareness about the social realities.
- To develop managerial and organizational skills.

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. Since the teachers play a major role in the education of children, their own education becomes a matter of vital concern. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities.

**INTELLIGENCE**

Intelligence has been defined in many different ways including logic, abstract thought, understanding, self-awareness, communication, learning, having emotional knowledge, retaining, planning, and problem solving.
According to Wechsler (1958), “Intelligence is an aggregate or global capacity of the individual to act, purposefully, to think rationally and to deal effectively with his environment”.

Intelligence is also a kind of mental energy in the form of cognitive or mental abilities that enable one to handle one’s environment in terms of adaptation to face new situations as effectively as possible.

Gardner (1983) has defined intelligence as the ability to solve problems or to develop outcomes and products that are valued in one or more cultural settings.

Intelligence has been defined in many different ways. The definition which makes the most sense for our purposes is as follows: “intelligence is a set of cognitive abilities which allow us to acquire knowledge, to learn and to solve problems”.

**MULTIPLE INTELLIGENCE**

Howard Gardner viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989). He reviewed the literature using eight criteria or 'signs' of an intelligence:

- Potential isolation by brain damage.
- The existence of idiot’s savants, prodigies and other exceptional individuals.
An identifiable core operation or set of operations.

A distinctive development history, along with a definable set of 'end-state' performances.

An evolutionary history and evolutionary plausibility.

Support from experimental psychological tasks.

Support from psychometric findings.

Susceptibility to encoding in a symbol system. (Howard Gardner 1983: 62-69)

According to his theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligence - the so-called profile of intelligence and in the ways in which such intelligence is invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole -
would be better served if disciplines could be presented in a numbers of ways and learning could be accessed through a variety of means”.

THEORY OF MULTIPLE INTELLIGENCE

Howard Earl Gardner was born in Scranton, Pennsylvania in 1943. Howard Gardner proposed a new theory and definition of intelligence in his book (1983) entitled “Frames of Mind: The theory of Multiple Intelligence”. The basic question he sought to answer was: Is intelligence a single thing or various independent intellectual faculties? Gardner was Professor of cognition and education at the Harvard Graduate School of Education. He also holds an adjunct faculty post in psychology at Harvard and in neurology at Boston University School of Medicine. He is best known for his work in the area of Multiple Intelligence, which has been a career-long pursuit to understand and describe the construct of intelligence.

Gardner set about studying intelligence in a systematic, multi-disciplinary and scientific manner, drawing from psychology, biology, neurology, sociology, anthropology and the arts and humanities. This resulted in the emergence of his theory of Multiple Intelligences (MI) theory as presented in Frames of Mind (1983).

According to Gardner (1999) intelligence is much more than IQ because a high IQ in the absence of productivity does not equate to intelligence. In his definition “Intelligence is a bio-psychological potential to process information that can be activated in cultural settings to solve problems or create products that are of value in culture” (Cronbach, 1977). Consequently, instead of intelligence being a simple entity described psychometrically with an IQ score, Gardner’s definition views it as many things. He defined intelligence in a much broader way than psychometricians. To achieve this goal Gardner established several criteria for defining intelligence. In identifying capabilities to be considered for one of the ‘Multiple Intelligences’ the construct under consideration had to meet several criteria.
To qualify as ‘Intelligence’ the particular capacity under study was considered from multiple perspectives consisting of eight specific criteria drawn from the biological sciences, logical analysis, developmental psychology, experimental psychology and psychometrics. The criteria to consider ‘Multiple Intelligence’ (Gardner, 1999) are

1. The potential for brain isolation by brain damage,
2. Its place in evolutionary history
3. The presence of core operations
4. Susceptibility to encoding
5. A distinct developmental progression
6. The existence of idiot savants, prodigies and other exceptional people
7. Support from experimental psychology and
8. Support from psychometric findings.

From the eight criteria, Gardner proposed and defined seven intelligences. They are Verbal-linguistic, Logical-mathematical, Visual-spatial, Bodily-kinesthetic, Musical-rhythmic, Interpersonal and Intrapersonal intelligence. Gardner is of the view that each of these seven ‘intelligences’ has a specific set of abilities that can be observed and measured. More recently, Gardner has nominated Naturalistic, Spiritual and Existentialistic intelligences and evaluated them in the context of the eight criteria he established in his research. Gardner is comfortable with declaring that Naturalistic
intelligence and Existentialistic intelligence meet the criteria set forth. However he is less sure about how to define and incorporate Spiritual intelligence.

KEY POINTS IN MULTIPLE INTELLIGENCE ARE:

- Each person possesses all intelligences.
- Most people can develop each intelligence to an adequate level of competency
- Intelligences usually work together in complex way.
- There are many ways to be intelligent within each category.

Multiple Intelligence theory says that students can be intelligent in diverse ways. In the technologically sophisticated modern work fields, these intelligences can play a vital role. One such field is teaching. It welcomes people with such diverse abilities coupled with scientific acumen to work with it.

MULTIPLE INTELLIGENCE AND ITS CHARACTERISTICS

According to Howard Gardner (1983), “intelligence is the ability to solve problems or to create products, which are valued within one or more cultural settings” (Robert A. Baron, 1989). Gardner believes that there is no general intelligence rather, multiple, distinct intelligences. He claims that all human beings have Multiple Intelligence. This Multiple Intelligence can be nurtured and strengthened or ignored and weakened. He believes each individual has the following intelligences.
1. VERBAL-LINGUISTIC INTELLIGENCE

It involves the capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical use of language. Some of these uses include rhetoric, mnemonics, explanation and Meta language.

Verbal-linguistic intelligence manifests itself early in childhood often with a young reader, writing creatively at every chance.

CHARACTERISTICS

1. Writes better than the average of age.
2. Spins tall tales or tells jokes and stories.
3. Has a good memory for names, places, dates, etc,
4. Enjoys word games
5. Enjoys reading books.
6. Enjoys listening to the spoken word
7. Has a good vocabulary.
8. Communicates to other in a highly verbal way.

2. LOGICAL-MATHEMATICAL INTELLIGENCE

This is the capacity to use numbers effectively and to reason well. This intelligence includes sensitivity to logical pattern and relationships, statements and propositions functions and other related abstractions. The kinds of processes used in the service of Logical-mathematical intelligence include categorization, classification, inference, generalization, calculation and hypothesis testing.

ABILITY TO UNDERSTAND SHAPES AND IMAGES IN THREE DIMENSIONS

This intelligence develops through childhood, and manifests itself as being most evident during the late teenage years. Mathematics insights decline after age 40.

CHARACTERISTICS

1. Asks a lot of question about how things work.
2. Computes arithmetic problem in his / her head quickly.
3. Enjoys math class.
4. Enjoys playing chess, checkers, or other strategy games.
5. Enjoys working on logic puzzles or brain teasers.
6. Enjoys putting things in categories or hierarchies.
7. Thinks on a more abstract or conceptual level than peers.
8. Has a good sense of cause-effect for age.

3. VISUAL-SPATIAL INTELLIGENCE

It is the ability to perceive the Visual-spatial accurately and to perform transformations upon those perceptions. This intelligence involves sensitivity to colour, line, shape, form, space and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas and to orient oneself appropriately in a special matrix.

Topological thinking in the early childhood years combines with the ability to think abstractly of shapes and dimensions at age 9-10. The ‘artistic eye’ remains throughout life, into old age.

CHARACTERISTICS

1. Reports clear visual images.
2. Reads maps, charts and diagrams more easily than text.
3. Daydreams more than peers.
4. Enjoys art activities
5. Draws figures that are advanced for age.
7. Gets more out of pictures than word while reading.
8. Builds interesting three-dimensional constructions.

4. BODILY-KINESTHETIC INTELLIGENCE

It is the expertise in using one’s whole body to express ideas and feelings and facility in using one’s hands to produce or transform things.

This intelligence includes specific physical skills such as co-ordination, balance, dexterity, strength, flexibility and speed as well as tactile and haptic capacities.

Development of this intelligence varies according to the manifestation of a particular aspect of this intelligence in the child. Students may be encouraged to become athletes, dancers, sculptors, artisans, choreographers, etc.

CHARACTERISTICS

1. Excels in one or more sports
2. Moves, twitches, tap or fidget while seated for a long time in one spot.
3. Cleverly mimics other people’s gestures or mannerisms.
4. Enjoys running, jumping, wrestling or similar activities or good fine-motor co-ordination in other ways.
5. Has a dramatic way of expressing himself / herself.
6. Enjoys working with clay or other tactile experiences.

5. **MUSICAL-RHYTHMIC INTELLIGENCE**

   This is the ability to perceive, discriminate, transform, and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody or tone colour of a musical piece.

   One can have a figural or top-down understanding of music, a formal or bottom-up understanding or both. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

   Musical intelligence is the earliest intelligence to develop. Musical prodigies often go through a developmental crisis at some stage. Students may be encouraged to explore to become composers, musicians, recording artists, etc.

**CHARACTERISTICS**

1. Remembers melodies of songs.
2. Has a good singing voice.
3. Plays a musical instrument or sings in choir.
4. Has a rhythmic way of speaking and / or moving.
5. Unconsciously hums to himself / herself.
6. Taps rhythmically on the table or desks as he / she works.
7. Has sensitivity to environmental noise.
6. INTERPERSONAL INTELLIGENCE

Interpersonal intelligence is the ability to perceive and make distinctions in the moods, intentions, motivations and feelings of other people. This can include sensitivity to facial expressions, voice and gestures; the capacity for discriminating among many kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way. It allows people to work effectively with other. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence.

Bonding and attachment of infants and toddlers to caregivers is critical for this intelligence to have a chance to develop. Students may be encouraged to explore careers in counselling, psychiatry, psychotherapy, politics, law and sociology.

CHARACTERISTICS

1. Enjoys socializing with peers.
2. Seems to be a natural leader.
3. Gives advice to friends who have problems.
4. Seem to be street smart.
5. Belongs to clubs, committees, or other group organizations.
6. Have two or more close friends.
7. Others seek out his / her company.
7. INTRAPERSONAL INTELLIGENCE

It is the self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself, awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding and self-esteem.

The formation of some kind or emotional boundary between oneself and another human is critical for this intelligence to develop. Students can be encouraged to explore careers in psychotherapy, religion, philosophy and creative writing.

CHARACTERISTICS

1. Displays a sense of independence or a strong will.
2. Has a realistic sense of his / her strengths and weaknesses.
3. Does well when left alone or to play or study.
4. Has an interest hobby that he / she didn’t talk much about.
5. Has a good sense of self-direction.
6. Prefers working alone to working with others.
8. NATURALISTIC INTELLIGENCE

Naturalistic intelligence is an intelligence that has been identified only recently. Nature lover is a person who has the ability to identify and classify pattern in nature. Naturalistic intelligence deals with sensing patterns in making connections to elements in nature.

People possessing enhanced levels of this intelligence may also be very interested in other species, or in the environment and the earth. Children possessing this type of intelligence may have a strong affinity to the outside world or to animals.

Naturalistic intelligence individuals may work as farmers, gardeners, botanists, geologists, florists and archaeologists.

CHARACTERISTICS

1. Enjoys nature
2. Caring for pets.
3. Likes to be outdoors rather than indoors.
4. Is able to recognize flora and fauna.
5. Collects rocks, shells, and insects and knows the differences.
6. Likes boating, hiking etc.
7. Understands different weather patterns.
8. Has fascination with the stars, moon and galaxy.
9. EXISTENTIALISTIC INTELLIGENCE

Existentialistic intelligence can be defined as the ability to be sensitive, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as the meaning of life, why are we born, why do we die, what is consciousness, or how did we get here.

It is concerned with ultimate issues. Gardner is of the view that individuals possessing Existentialistic intelligence exhibit the inclination to pose questions about life, death, and ultimate realities. He has also stated that existentialistic intelligence might be manifested in someone who is concerned with fundamental questions about existence or who questions the intricacies of existence.

CHARACTERISTICS

1. Has the ability to be sensitive to larger questions about human existence.
2. Has the inclination to pose questions about life, death and ultimate realities.
3. Understands fully about the cosmos.
4. Tends to ask life’s larger questions.

SELF-EFFICACY

Two decades have now passed since Albert Bandura (1977) first introduced the construct of self-efficacy with the seminal publication of “Self-Efficacy: Toward a Unifying Theory of Behavioural Change”. Self-efficacy is defined as “the belief in one’s capacity to organize and execute the course of action required to manage prospective situations” (Bandura, 1997).
Self-efficacy beliefs are concerned with individuals perceived capabilities to produce results and to attain designated types of performance; they differ from related conceptions of personal competence. Self-efficacy judgments are both task and situation specific, contextual, and individuals make use of these judgments in reference to some type of goal. To better understand the nature of self-efficacy beliefs it may be useful to explain how they are acquired and how they influence motivational and self-regulatory processes.

**SOURCES OF SELF-EFFICACY BELIEFS**

The case for the contextual and meditational role of self-efficacy in human behaviour can be made by exploring the four sources from which these beliefs are developed.

The most influential source of self-efficacy is the interpreted result of one’s purposive performance or mastery experience. Simply put, individuals gauge the effects of their actions, and their interpretation of these effects help create their efficacy beliefs.

The second source of efficacy information is the vicarious experience of the effects produced by the actions of others. One’s vicarious experience involves the social comparison made with other individuals. These comparisons, along with peer modeling, can be powerful influences on developing self-perceptions of competence.

As the third source, individuals also create and develop self-efficacy beliefs as a result of the verbal persuasions they receive from others. Effective persuasions should not be confused with knee-jerk praise or empty inspirational homilies.
Genuine persuaders cultivate people’s beliefs in their capabilities while at the same
time ensuring that the envisioned success is attainable.

Physiological states such as anxiety, stress, arousal, fatigue, and mood states
also provide information about self-efficacy beliefs as the fourth source.
Bandura (1997) has observed that people live with psychic environments that are
primarily of their own making. Often people gauge their confidence by the emotional
state they experience as they contemplate an action.

**EFFECTS OF SELF-EFFICACY BELIEFS**

Self-efficacy beliefs influence motivational and self-regulatory processes in
several ways. They influence the choices people make and the courses of action they
pursue. Self-efficacy also helps to determine how much effort people will spend on an
activity, how long they will persevere when confronting obstacles, and how resilient
they will prove in the face of adverse situations—the higher the sense of efficacy, the
greater the effort, persistence, and resilience. Efficacy beliefs also influence the
amount of stress and anxiety individuals experience as they engage in a task and the
level of accomplishment they realize.

Strong self-efficacy beliefs enhance human achievements and personal well
being in many ways. People with a strong sense of self-efficacy approach difficult
tasks as challenges to be mastered rather than dangers to be avoided, have greater
intrinsic interest in activities, set challenging goals and maintain a strong commitment
to them, heighten their efforts in the face of failure to insufficient effort or deficient
knowledge and skills which they are capable of acquiring. High self-efficacy helps
create feelings of serenity in approaching difficult tasks and activities. Conversely,
persons with low self-efficacy may believe that things are tougher than they really are
a belief that fosters stress, depression, and a narrow vision of how best to solve a
problem. As a result of these influences, self-efficacy beliefs are strong determinants
and predictors of the level of accomplishment that individuals finally attain. For these
reasons, Bandura (1986, 1997) has made the strong claim that beliefs of personal
efficacy constitute the key factor of human agency.
1. **EFFICACY TO INFLUENCE DECISION-MAKING**

   It is the extent to which one believes he/she has the capacity for true participation in the decisions that affect their work lives.

2. **EFFICACY IN MOTIVATING STUDENTS**

   It is the extent to which one believes he/she has the capacity to affect student performance and influence even the difficult or unmotivated student.

3. **EFFICACY IN PREPARING TEACHING MATERIALS**

   It is the extent to which one believes he/she is able to model effective and quality instructional materials and activities to support student learning.

4. **INSTRUCTIONAL SELF-EFFICACY**

   It is the extent to which one believes he/she has the capacity to activate various instructional modes inside and outside the classroom.

5. **EFFICACY IN USING SKILLS OF TEACHING**

   It is the extent to which one believes he/she has reliable adeptness in executing and practicing the skills of teaching.

6. **EFFICACY IN USING MEDIA**

   It is the extent to which one believes he/she is able to use and become more productive with the help of supporting media.

7. **EFFICACY IN STUDENT EVALUATION**

   It is extent to which one believes he/she can adopt a caring attitude towards needy students and illumine students’ choices.

8. **EFFICACY IN USING LIBRARY**

   It is the extent to which one believes he/she is capable of being more efficacious through contact with books and other resources.
SELF-EFFICACY OF A TEACHER

Self-efficacy of a teacher is a powerful predictor of how and whether a teacher will act. Teacher self-efficacy is the belief that one is capable of exercising personal control over one’s behavior, thinking, and emotions in the instructional as well as the personal milieu. Effective teachers believe that they can make a difference in students’ lives, and they teach in ways that demonstrate this belief.

Teachers who have self-efficacy tend to persist in failure situations, to take more risks with the curriculum, to use new teaching approaches, to get better gains in students’ achievement, to have more motivated students, to have greater commitment to teaching, to exhibit greater levels of planning and organization, to be open to new ideas, and more willing to experiment with new methods to better meet the needs of their students.

Teachers’ beliefs of personal efficacy affect their instructional activities and their orientation toward the educational process. Teachers with low sense of efficacy tend to hold a custodial orientation that takes a pessimistic view of students’ motivation, emphasizes rigid control of classroom behavior, and relies on extrinsic inducements and negative sanctions to get students progress. Teachers with high efficacy create mastery experiences for their students where as teachers with low instructional efficacy undermine students’ cognitive development as well as students’ judgments of their own capabilities. Teacher efficacy also predicts student achievement and students’ achievement beliefs across various areas and levels.

High score in self-efficacy enables teachers to persist longer, provide a greater academic focus in the classroom, and exhibit different types of feedback. The stronger the efficacy of a teacher, the greater a student’s interest in school and the more
students perceive that what they were learning was important. Students of teachers with a stronger sense of efficacy can be expected to give positive evaluations of the teacher. In addition, teacher efficacy appears to influence student attitude, and affective growth.

How we come to act is shaped by our thoughts. Teachers who visualize success scenarios when confronted with challenging instances in their teaching also project a greater sense of optimism in their belief that they can generate plausible and effective solutions. Low self-efficacious teachers are more likely to visualize failure scenarios and their performance is impaired by their focus on what went wrong or will go wrong.

Furthermore self-efficacy mediates between knowing and being able to demonstrate skills, and whether or not these will be actually applied in a teacher’s teaching repertoire.

**TEACHING COMPETENCE**

Competence in teaching requires performance skills as well as knowledge and higher-level conceptualizations. At a professional level, competency includes understanding the processes involved as well as having performance skills and an academic and theoretical background.

The term ‘competence’ is a generic term that represents the three levels of human functioning: (1) knowledge, (2) Attitude and (3) Performance skills and behaviour that facilitate intellectual, social, emotional and physical growth in children (Weber, 1972). In other words, it is a set of observable teacher behaviour that brings about pupil learning. Thus, teaching competency would mean, “effective performance of all observable teacher behaviour that brings about derived pupil outcomes”. (Umarani, S., 2001, P.2)

Competency based instruction is an effective means of accelerating change in education. Competencies for teaching system are developed through observing and identifying effective teaching.
The Education Commission (1964-66) observed its quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly, the most significant.

David G. Rayns (1969) in his ‘Characteristics of Teachers’ described the two types of teachers’ competencies. Teaching is complex and many sided, demanding a variety of human traits and abilities. These may be grouped in two major categories. First, those involving the teachers’ mental abilities and skills, his understanding of psychological and educational principles and his knowledge of general and specific subject matter to be taught. Second, those qualities stemming from the teachers’ personality, his interests, attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

The educational expansion, universalization of elementary education, vocationalization of secondary education, higher and professional education, and overall quality of education are the major challenges before our country. As teacher education is the mother board of the whole educational system and the wisdom seat of all educational processes, it is evident that the quality of education is the direct consequence and outcome of the quality of education is the direct consequence and outcome of the quality of teachers and teacher education system. Thus B.Ed trainees are a group who shoulders in a group who shoulder heavy responsibility and who share well-founded accountability to the society in toot.
All that teachers are expected to perform in their workplaces, need to be mirrored in teacher education activities and programmes. The capabilities that a teacher is in turn filtered down to the students in school. Handling such a complex and multi-faceted profession, demands in a teacher a variety of human traits and abilities. Today in this world of technological advancements Multiple Intelligence plays a vital role.

Multiple intelligence and self-efficacy have growth as parameter of success in life amidst challenges. Good education involves more than teaching that enables to meet multi-talents and makes teachers task infinitely rewarding. So teacher self-efficacy has critical links with the level of professional commitment and preference.

‘A good teacher must enlighten by his example, show wisdom in his discourse and restraint by his silence; he must help the willing with a welcoming encouragement; overcome the recalcitrant with a patient determination and check the exhibitionist with a reasonable superciliousness. What he stands for, important for all times, is of paramount importance in the deepening blackout of spiritual and intellectual values by which our age is oppressed’ – C.E.M.Joad.

The imperative that the entire process of teaching learning transaction depend on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such questions as-what teaching behaviours are related to pupil out comes in different areas of classroom learning? In what way they are related. What are the characteristics of effective and ineffective teachers? How can teach behaviours be incorporated in teachers during their training?

Lot of research efforts have been directed on teaching competency but unfortunately much attention of research is not drawn to correlate teaching competency in relation to multiple intelligence and self-efficacy. Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he has potential with Multiple intelligence and self-efficacy in his profession. We cannot blindfold ourselves to the effects of these traits; contributing
much too personal and professional enhancement of the working force, especially teachers, as proven by recent researches.

As the need of the hour is sensitive and concerned B.Ed trainees and that the traits of multiple intelligence and self-efficacy how will influence to play a vital role in their teaching competency of survival and fitness in the profession, the investigator has sought to do a study in this title.

1.4 STATEMENT OF THE PROBLEM

From the foregoing discursion the investigator feels to have a study by linking Multiple Intelligence, Self-Efficacy and Teaching Competency. Therefore the topic is stated as “INFLUENCE OF MULTIPLE INTELLIGENCE AND SELF-EFFICACY OF B.ED TRAINEES ON THEIR TEACHING COMPETENCY”.

1.5 OPERATIONAL DEFINITIONS

The investigator adopted the following definitions for the terms used in this title.

**Multiple Intelligence**

Howard Gardner viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989). In this Multiple Intelligence’ the investigator includes dimensions such as Verbal-linguistic intelligence, Logical-mathematical intelligence, Visual-spatial intelligence, Bodily-kinesthetic intelligence, Musical-rhythmic intelligence, Interpersonal intelligence, Intrapersonal intelligence, Naturalistic intelligence and Existentialistic intelligence.

**Self-Efficacy**

Bandura (1997) defines self-efficacy as “beliefs in one’s abilities to organize and execute the courses of action required to produce given attainments”. In simple terms, self-efficacy is a future-oriented belief about the level of competence a person expects he or she will display in a given situation. When it comes to a teacher educator it includes efficacy to influence decision-making, efficacy in motivating
students, efficacy in preparing teaching materials, instructional self-efficacy, efficacy in using skills of teaching, efficacy in using media, efficacy in student evaluation, efficacy in giving guidance, and efficacy in using library.

**Teaching Competency**

The term ‘competence’ is a generic term that represents the three levels of human functioning: (1) knowledge, (2) Attitude and (3) Performance skills and behaviour that facilitate intellectual, social, emotional and physical growth in children (Weber, 1972). In other words, it is a set of observable teacher behaviour that brings about pupil learning. Thus, teaching competency would mean, “Effective performance of all observable teacher behaviour that brings about derived pupil out comes” (Umarani, S., 2001, P.2). Competency based instruction is an effective means of accelerating change in education. Competencies for teaching system are developed through observing and identifying effective teaching.

**B.Ed Trainees**

The education commission (1964-66) said, “A sound programme of professional education of teachers is essential for the qualitative improvement of education. The secondary education commission has rightly stated, “We are however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community”. Here the term used to describe the students undergo training to become teachers in colleges of education.

**1.6 OBJECTIVES OF THE PRESENT STUDY**

**Section I**

1. To find out the level of Multiple Intelligence and its dimensions of the B.Ed Trainees with their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family types.
2. To find out the level of Self-efficacy and its dimensions of the B.Ed Trainees with their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family types.

3. To find out the level of Teaching Competency and its dimensions of the B.Ed Trainees with their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family types.

Section II

4. To find out the significant difference in Multiple Intelligence of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, marital status, native place, age and family types.

5. To find out the significant difference in Self-efficacy of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, marital status, native place, age and family types.

6. To find out the significant difference in Teaching Competency of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, marital status, native place, age and family types.

Section III

7. To find out the significant difference if any among different optional subjects, types of college, religion and social status with respect to Multiple Intelligence of the B.Ed Trainees.

8. To find out the significant difference if any among different optional subjects, types of college, religion and social status with respect to Self-efficacy of the B.Ed Trainees.

9. To find out the significant difference if any among different optional subjects, types of college, religion and social status with respect to Teaching Competency of the B.Ed Trainees.
Section IV

10. To find out the significant association between Parent’s education, Parent’s income and Multiple Intelligence and its dimensions of the B.Ed Trainees.

11. To find out the significant association between Parent’s education, Parent’s income and Self-efficacy and its dimensions of the B.Ed Trainees.

12. To find out the significant association between Parent’s education, Parent’s income and Teaching Competency and its dimensions of the B.Ed Trainees.

Section V

13. To find out the significant relationship if any, between Multiple Intelligence & its dimensions and Teaching Competency & its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type.

14. To find out the significant relationship if any, between Self-efficacy & its dimensions and Teaching Competency & its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type.

Section VI

15. To find out the significant influence of Multiple Intelligence & its dimensions and Self-efficacy & its dimensions on Teaching Competency and its dimensions of the B.Ed Trainees.

Section VII

16. To find out the significant factor with positive loading of the variables namely Multiple Intelligence & its dimensions and Self-efficacy & its dimensions on Teaching Competency and its dimensions of the B.Ed Trainees.
1.7 HYPOTHESES OF THE STUDY

Section I

1. The level of Multiple Intelligence and its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type is average.

2. The level of Self-efficacy and its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type is average.

3. The level of Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type is average.

Section II

4. There is no significant difference in Multiple Intelligence and its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, marital status, native place, age and family type.

5. There is no significant difference in Self-efficacy and its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, marital status, native place, age and family type.

6. There is no significant difference in Teaching Competency and its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, marital status, native place, age and family type.
Section III

7. There is no significant difference among different optional subjects, types of college, religion and social status with respect to Multiple Intelligence and its dimensions of the B.Ed Trainees.

8. There is no significant difference among different optional subjects, types of college, religion and social status with respect to Self-efficacy and its dimensions of the B.Ed Trainees.

9. There is no significant difference among different optional subjects, types of college, religion and social status with respect to Teaching Competency and its dimensions of the B.Ed Trainees.

Section IV

10. There is no significant association between Parent’s education, Parent’s income and Multiple Intelligence and its dimensions of the B.Ed Trainees.

11. There is no significant association between Parent’s education, Parent’s income and Self-efficacy and its dimensions of the B.Ed Trainees.

12. There is no significant association between Parent’s education, Parent’s income and Teaching Competency and its dimensions of the B.Ed Trainees.

Section V

13. There is no significant relationship between Multiple Intelligence & its dimensions and Teaching Competency & its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type.

14. There is no significant relationship between Self-efficacy & its dimensions and Teaching Competency & its dimensions of the B.Ed Trainees with respect to their background variables such as sex, educational qualification, optional
subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type.

**Section VI**

15. There is no significant influence of Multiple Intelligence & its dimensions and Self-efficacy & its dimensions on Teaching Competency and its dimensions of the B.Ed Trainees.

**Section VII**

16. There is no significant factor with positive loading of the variables namely Multiple Intelligence & its dimensions and Self-efficacy & its dimensions on Teaching Competency and its dimensions of the B.Ed Trainees.

**1.8 DELIMITATIONS OF THE STUDY**

1. The study is confined to only B.Ed teacher trainees.
2. The sample consists of 1000 B.Ed teacher trainees in and around Chennai.
3. Only a few Indian studies were available for literature reviews.
4. Three main variables for the study namely Multiple Intelligence, Self-efficacy and Teaching Competency in relation to the following background variables such as sex, educational qualification, optional subjects, marital status, types of college, parent’s education, parent’s income, native place, religion, social status, age and family type.