CHAPTER-IV
EMERGING ISSUES ON PERSPECTIVENESS OF TEACHER EDUCATION IN INDIA

An Effective Teacher

According to Southern (1964), an effective teacher is the one who has a sense of humour, ability to understand the students and their problems, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need, and ability to be as fair as possible in dealing with students.

The acronym used by Singh (1998) for the teacher spells out certain attributes of an effective teacher such as: T for Temperance; E for Empathy; A for Academic Aristocracy; C for Commitment; H for Humour; E for Ethics; R for Reflection.

Although this acronym does suggest some characteristics of a good teacher, it is not comprehensive enough to enliven the teacher to his ground level task of teaching in the classroom.

In the words of Anderson (1991), “An effective teacher is the one who quite consistently achieves goals, which, either directly or indirectly, focus on the learning of their students.”
Fullan (1990) wanted to understand what it is about such teachers that make them effective. The knowledge and skills being taught to teachers are linked with what they already know and can do, teachers are encouraged to apply what they have learnt from their in-service experiences in their own classroom, and actually, teachers should be encouraged to “try, evaluating, modifying, and trying again”.

The National Policy on Education (1986) has also rightly stressed the significant role that teachers need to play in the improvement of the educational system and in the development and growth of education. The teacher’s role is viewed in terms of a mediator, a facilitator and a director of learning, a helper and controller of the learning behaviour of the learner, a dispenser of knowledge; a counsellor; an evaluator of the learner’s performance in the academic field; an expert in class management activities; and a link between school, parents, community and society. In fact, this policy perspective gives a very comprehensive operational definition of the role performance of teachers vis-à-vis what really makes them effective teachers in the context of the new emerging social order and the building of a learning society in this age of global communication and software technology in education and teaching.

**Meaning of Adjustment**

Many psychologists have given various definitions of the term ‘adjustment’ to clarify the meaning and to help in understanding the concept properly. Some of these definitions stand out to make the concept clear.
According to James Drever (1952) “Adjustment means the modification to compensate for or meet specific conditions”, while Webster (1951) defines adjustment as “The establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like”. Similarly Good (1959) defines adjustment “The process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment.” Adjustment, according to Warren’s Dictionary of Psychology means. “Any operation whereby an organism or organ becomes more favourable related to the environment or to the entire situation, environmental and internal. In this way, as per dictionary meanings, adjustment is to be understood as a means ‘to fit’, ‘to make correspondent’, ‘to adapt’, or ‘to accommodate.’ Thus, when one adjusts something, one changes it in some way to make it appropriate to certain requirements, for example, extending a ladder to the right height so it may reach a second storey window. According to Shaffer (1961), “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”. Shaffer’s definition lays stress on needs and their satisfaction. Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent one’s needs are gratified or are in the way of being gratified. The individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes, he reduces the quantum of his needs so that he may feel satisfied within the limited resources of his environment. In this way, he tries to keep a balance between his needs and the capacity of realising these needs. As long as this balance is maintained, he remains perfect understanding between one and one’s environment. For example,
if an urban girl is married to a rural boy and made to lead a village life, she is to change her behaviour, her habits and her ways of life for accommodating herself in the changed circumstances.

Vonhaller (1970) writes, “We can think of adjustment as psychological survival in much the same as the biologist uses the term adaptation to describe psychological survival”. Vonhaller’s definition takes cue from Darwin’s theory of evolution. Darwin maintained that only those organisms, who are most fitted to adapt to the changing circumstances survive. Therefore, the individuals who are able to adjust themselves in harmony lead a happy life. In this way, adjustment as a psychological term is a new name for the term ‘adaptation’ used in the biological world. In all the senses, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

**Characteristics of a Well-Adjusted Teacher**

In daily life, a particular teacher may seem to be better adjusted than others. No teacher is well-adjusted in all aspects, as perfect adjustment is only an ideal. There is a fine distinction between adjustment and mal-adjustment, as these lie on a linear continuum. A well-adjusted teacher usually possesses some characteristics in greater degree than the mal-adjusted one. Some of the main characteristics of a well-adjusted teacher are explained below:

**i) Integration**

Integration means harmonious working of various components of personality. It provides a unifying direction to the behaviour and helps to resolve
mental conflicts quickly. A well-adjusted teacher is free from inner conflicts and is, therefore, able to concentrate his energies towards his set goal. He has consistency in his behaviour and personality.

(ii) **Ego – Development**

The ego is known as incharge of the intellectual thinking, learning, reasoning, perception and memory. A well adjusted teacher is the one who has learned to apply his intelligence to effective solution of problems of real life. The highest evidence of successful adjustment is getting along well in the world around, particularly with one’s fellow-beings. A well-adjusted teacher draws lessons from his failures in order to avoid earlier forms of errors. He has the capacity to plan for the success of his goals, for fulfillment of his needs. His behaviour is rationale and realistic. He possesses reasonable enthusiasm for his work and derives satisfaction and pleasure from that. A mentally healthy person possesses a same and constructive philosophy of life, chosen intelligently. It would help him to make decisions in conflicting situations and also enable him to meet his unique personal needs as well as the demands made on him by the society.

(iii) **Self-Knowledge**

Self-knowledge implies taking responsibility for one’s actions and feelings. A healthy adjusted teacher takes independent self-decision and exercises self-control if need be. He has a positive outlook about his self and also about others.
A well-adjusted teacher recognizes and accepts all aspects of the self. It includes his positive as well as negative qualities. He formulates his goals keeping in view his capacities and limitations. If he accepts the realities about himself, his achievement targets will neither be too low nor too high. The mentally healthy teacher is able to fit his abilities to particular tasks in line with his capacities and motives. He does not set his goals far beyond his reach to avoid the doom of failure. He learns to accept unavoidable losses or failures. He tries to drive satisfaction from his work and life.

(iv) Emotional Balance

A well-adjusted teacher has the capacity for self-control as well as ability to express his emotions according to the situations. He enjoys freedom and pleasures in the activities of life. He is free from excessive anxiety, depression, phobia and worry. There is emotional warmth in well-adjusted teacher's relationships, which are characterized by spontaneity and ease. He does not express his emotions violently and irrationally, but expresses them adequately.

(v) Social Relationships

A well-adjusted teacher lives at ease with other people and enjoys social contacts. He is able to establish rapport with other persons and the people also like him. They do not intend to avoid him. He is not self-centred but careful about the feelings of others. He does not harbour jealousy and hatred for others. He is rather able to give and receive love and affection of his fellow men. Often, the mentally ill
teacher has a one-way flow of affection from other people, while he is not capable of enjoying or reciprocating this affection. The individual and society are both complementary and contribute mutually towards the development of each other. Individual growth does not come out of vacuum but through social interactions.

(vi) Adequate Emancipation of the Group Culture

A well adjusted teacher has a unique, distinct and autonomous personality. His self is not submerged or lost in the populist culture. Like Galileo, Christ or Socrates, he may suffer for his district ways of thinking and faith in his search for truth. He contributes to the well-being of the society. But mere disagreement with existing traditions may not mean for him creativity. A normal teacher would not only maintain individuality but also have some degree of tolerance and a sense of proper appreciation of the culture.

(vii) Flexibility in Behaviour

A well-adjusted teacher is not rigid in his behaviour. He is able to adopt himself in the changing circumstances. His insight enables him to have proper view of the changing situations and he modifies his behaviour accordingly. He does not believe in a breaking tendency. He can make adjustment as the occasion demands. He may be flexible in his behaviour, but not at the cost of self-respect for the profession.
(viii) Ability to be Productive

A well-adjusted teacher is generally productive and happy with his work. He is able to use his abilities in productive and constructive activities, in physical or mental form. He enters into the business of living with a certain mission, zeal and enthusiasm and works hard to earn his livelihood and feel happy. He does not avoid work. Fatigue and nervousness, the most common symptoms of an emotional or neurotic abnormal person, sky at being near a well-adjusted teacher.

(ix) Realistic Perception of the World

A well-adjusted teacher perceives objects and persons in the world around him objectively. He does not regard the world only as he wants it to be. He does not live in unusual fancies or imagination. Mentally ill teachers perceive the world in their subjective terms, expecting it to fit their forms, needs and values. One should try to live in the ground realities of life. A well-adjusted teacher understands the world with an open mind.

(x) Faith in Spiritual Essence

Human personality is multi-dimensional. It manifests the integration of the materialistic forces, the psychic faculties and the spiritualistic essence. Man is much more than his intellectual adventurism. He is also wedded to faith, which, in its genuine form, is the perception of truth according to its capacities. As the capacity of the intellect, so is the perception of the truth and as is the perception of the truth, so is the shaping of the man. Faith conforms enlightenment and contentment. “As is the faith, so is the man”. Thus says the Bhagvad Gita (17-3), “A
well-adjusted teacher verily manifests as well as perceives the divine spirit in every form of creation, with man being the acme of all creation.”

**JOB STRESS:**

In today’s world, the nature of work is changing at whirlwind speed. Perhaps now more than ever before, job stress possesses a threat to the health of workers and, in turn, to their organization. While stress is readily acknowledged to be a common feature of modern life, defining stress, its causes, symptoms and effects is a very complex matter. It is often characterized as a primitive stone-age reaction to modern organizational and social factors known as stressors (Hazards, 1994).

Let us try to understand the meaning of job stress in a simple way. Push, push, push. It hits us from all sides – school, work, relationships, family. Although we can’t claim exclusive rights to the “age of stress”, we certainly live in a time of increased expectation. Everybody expects something from us, and they seem to want it now like our teachers expects the subject matter to be learned, the paper written: our boss expects overtime in addition to our regular hours; our parents expect that weekly phone call, delivered in a pleasant and friendly tone. Is it any wonder that we can’t seem to shake that cold, or that you feel the need to leave the antacid tablets by your bedside at night.

To a scientist, stress is any action or situation that places special physical or g demands upon a person, anything that can unbalance his individual equilibrium. And while the physiological response to such demand is surprisingly uniform, the
forms of stress are innumerable, stress may be even but unconscious like the noise of a city or the daily chore of driving the car. Perhaps the one incontestable statement that can be made about stress is that it belongs to everyone-to businessmen and professors, to mother and their children, to factory workers. Stress is a part of fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around. The latest evidence suggested (Ogden Tanner, 1979). Some stress is necessary to the well being and a lack can be harmful-stress definitely causes some serious ailments-Severe stress makes people accident-prone.

**Negative Impact of Empowerment on Job Involvement**

Some research, however, reports that shared decision making can have serious negative outcomes on the lives of both principals and teachers. For example, Short and Rinehart found that as teacher “involvement in school decision making increases the opportunities for conflict increase due to disclosure of ideologies and perceptions that usually are not disclosed in the traditional school structure”. As teachers are more involved in critical decisions concerning the direction of the school and as they have more autonomy and input, their communication becomes more complex and may be a source of demotivation and job stress. In this sense, empowerment efforts that are based on shared power may have a negative influence on the lives of teachers.
The effect of Personal Power and Motivation on Job Involvement

Another form of empowerment discussed in the literature centers on an individual's sense of personal power and motivation. An expert described teacher empowerment from this perspective. He viewed teacher empowerment as a major way “to make (teachers) more professional and to improve their performance.” The power is “the power to exercise one’s craft with confidence and to help shape the way that the job is to be done.” It is proposed that personal power needs are met when individuals “perceive that they have power or when they believe they can adequately cope with events, situations, and/or people they confront”. Personal power, according to, emerges from choices one gets to make and from events in the environment. A research has shown this sort of empowerment to be correlated positively with job satisfaction and negatively with job stress. In this sense, a high level of intrinsic empowerment is associated in a positive way with the lives of employees in the workplace.

Empowerment of Teachers Enhances Job Involvement of Teachers Having Leadership Qualities

Several authors have theorized that leadership plays an important role in creating an empowering environment, one that is positive and motivating, one that promotes self-determination and self-efficacy. According to Vogt and Murrell, leaders can nurture intrinsic empowerment in the workplace by encouraging and establishing positive, collaborative relationships and by facilitating decision making that enhances both personal and organizational growth. Nurturing intrinsic empowerment in the school setting may minimizes negative outcomes associated with shared decision making.
How to Make Teacher Involve in Their Job

Teachers can be made involved by adopting the following strategies.

Teachers and education support staff can:

- Be involved in the school policy development and planning
- Help school leadership choose an organization structure that meets the needs of the students - school-within a school, scheduling changes, and smaller teaching units.
- Work with the local Association to bargain or lobby for policies that decentralize power and create more flexibility.
- Work with the local Association to bargain or lobby for policies that ensure additional planning and collaboration time
- Help school leadership develop a systematic program to ensure safety and order.
- Help school leadership and the local Association identify qualified staff.

JOB SATISFACTION

What is Job?

Work is one of the most absorbing things, which a man can think and talk about. Work may be defined as “An activity that produces something of value for the other people”, John (1993). When the work is of some specific task, then we use the word “Job”. It means a single activity which keeps find satisfaction in work where as some others dislike it. The most general definition on term ‘Job’ is given in the Coline English Dictionary (1980) is a piece of work. Burher (1986) define a ‘Job’ a complex of inter relationship of tasks, rules, responsibilities, interaction, incentives and rewards.
Satisfaction

It is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties honestly and efficiently. Satisfaction may be defined as the extent to which the reward really received, meets or exceeds the perceived equitable reward. To the scale of degree, the equitable reward is less than the actual reward. Therefore, the equitable reward provides dissatisfaction where as the actual reward provides satisfaction.

Concepts of Job Satisfaction

The concept of ‘job-satisfaction’ has come from Industrial Psychology and it is now one of very extensively explored aspect of human efficiency at work. When there is satisfaction in job, work is done with great care and sincerity “Job-satisfaction is the whole matrix of job factors that make a person like work situation and be willing to lead for it without distaste at the beginning of this work day.” Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It can be made a vehicle for the achievement of a higher end. Undoubtedly, it can be said that the job satisfaction is widely accepted psychological aspect of effective functioning in any profession. However, a more comprehensive approach requires that many additional factors such as employer’s age, health, temperament, desires and level of aspiration, family relationship, social status, recreational out-lets, activity in organizations etc. should be considered. Those who are satisfied with their firms and their work are called ideally adjusted. Job-satisfaction gives happiness, efficiency and success in
one’s professional-activity. A worker who is satisfied with his work is characterized by his spirit of devotion and determination for the fulfillment of the set goal.

Every profession has got certain aspects conducted for job satisfaction and at the same time other aspects leads to dissatisfaction. The nation’s well being depend upon teachers well being. The teachers are the custodians of our future. But it is very sad to note that the profession of teaching is losing its charm, day by day and there appears wide dissatisfaction in the teaching profession in India. All the tributes of “nation-builder”, “kings maker”, “noble soul” and the like which are paid to the person of the teacher have become nothing more than high sounded words, which sound much, but mean almost nothing. Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factor such as salary, service condition, advancement opportunities and other benefits. In this case of job satisfaction of physical education and other teachers, there are certain other factors also which are more.

Teaching profession, now-a-days also attract intelligent and talented men and women. The teachers, in young age, are not satisfied because of unhappy condition of service, inadequacy of pre-service guidance, lack of in service training, absence of comparable benefits and privileges apart from limited opportunities for social advancement and professional growth. In this difficult situation teachers are not able to maintain their high standard. For the purpose various, education commission and several educationists have emphasized on the
necessity of improving the status, salaries, service conditions etc. of the teachers.

The major factors of the job satisfaction of teacher in India are:

Infrastructural facilities

**Meaning of Job Satisfaction**

Job satisfaction is the combination of two words “Job’ and “Satisfaction”. Job is an occupational activity performed by an individual in return for a reward. Satisfaction refers to the way one feels about events, people and things. According to Oxford Dictionary, “Job is small definite piece of work done in a way of one’s special occupation.” Job satisfaction as like as physical and mental satisfaction is inherent in human characters. It is closely related with the maintenance of the right spirit in one’s work. In this way, there is a dignified positive co-relation between the extent of job satisfaction and the interest of an employee in his work. When the job satisfaction is higher in one’s mind, then the chances of one’s putting heart and soul with one’s single minded devotion is greater and fairer and than the person draws undivided attention to give perfection to the task. Job satisfaction may be predicted due to the presence of a variable in the work, and this situation leads him to satisfaction. But the absence of a variable in the work situation will result dissatisfaction.

It is an established fact that job satisfaction usually leads to qualitative and quantitative improvement in performance. Satisfaction in job induces motivations and interest in work, when work becomes interesting; the worker gets pleasure for
work. More especially, the personal pleasure that the worker gets from a job of his choice gives him tremendous psychological satisfaction. It is probably the major aim of every worker to get maximum satisfaction from his job. Employers feel equally that pleasure in job enhances production and mental satisfaction. According to Tiffin and McCormick (1971), “The satisfaction which people experience in the jobs is in large part the consequence of the extent to which the various aspects of their work situations tend to be relevant to their job related value system.” Those jobs that provide the worker a chance to fulfill his interests and aptitudes, give him satisfaction and pleasure. Natural interest in jobs of his choice motivates him for efficient and qualitative performance.

Job satisfaction improves the performance as well as the effectiveness of an individual adjusted atmosphere teacher can contribute to the well being of his pupil students. On the other hand, the irritable, depressed, hostile tired neurotic teacher cannot concentrated on their studies which are disturbing to pupils students and which may permanently alter their outlook on life.

**Moral and Self Confidence of Teachers**

In fact, a positive and healthy school culture translates into increased teacher job satisfaction and productivity. School culture is a concept that came from the corporate workplace in hopes that it would improve the learning environment and increase productivity in schools, just as a positive climate or work environment does in the workplace. School culture includes the values and beliefs, traditions and myths, as the members of the school community understand them.
This “culture” often affects what people within the school community think, and how they act (Stolp, 1994). It includes those aspects of school that people believe to be what Ellsberry (1999) called “quintessential strengths that give the school uniqueness”. It is about attitudes, opinions and beliefs, where perception becomes reality, or “truth is a function of one’s point of view” (Ellsberry, 1999). School culture becomes significant to job satisfaction because commonly held visions or beliefs, coupled with a positive environment, carry with them the energy for success.

Realizing the impact school culture has on teacher attitudes and morale, Hart, Wearing, and Cohn (2000) created an instrument to access organizational factors relating to school culture. Eleven such factors were identified to be assessed; appraisal and recognition, curriculum coordination, effective discipline policy, excessive work demands, goal congruence, participative decision-making, professional growth, professional interaction, role clarity, student orientation, and supportive leadership. Managing an appropriate balance of these factors appears to be a key to creating and maintaining a positive environment. The workplace conditions had a positive relationship with a teacher’s job satisfaction. Stolp (1994) indicated the school culture correlated directly with teacher attitudes about their work and that stronger cultures had more motivated teachers who experienced higher job satisfaction and increased productivity.
In the last decade there has been a great deal of rhetoric and some movement in the areas of site-based management in the school setting. Teacher autonomy has been shown to impact job satisfaction. Pirie and Baker (1997) found that teachers with greater autonomy showed higher levels of job satisfaction than those with less autonomy, and suggested that school districts that are able to increase teachers’ control over their classrooms and other school decisions stand to increase the long-term job satisfaction of its staff members. Empowering teachers and including them in the decision-making process can be a productive tool that appears to influence the school culture in a positive way.

Job satisfaction can be described in terms of intrinsic and extrinsic factors. Intrinsic factors are those factors surrounding the job itself and have the greatest impact on job satisfaction. These include such things like a feeling of accomplishment of self worth, personal growth and professional development, and a supportive environment in which to work. Satisfaction often comes as a result of daily activities, or interactions with students, which affirm that learning is taking place. According to Johnson and Johnson (1999), “We know, for example, that job satisfaction is related to intrinsic (internal) Factors, factors that relate to what an employee actually does (a person’s relationship to the job itself). Strong contributors to job satisfaction include having individual responsibility, challenging work, opportunities for achievement and advancement, and achievement of the goal of performing a task effectively”. Moral and self-confidence follow.
Davis and Wilson (2000) stated: “job satisfaction is clearly related to levels of intrinsic empowerment.” Research seems to indicate that extrinsic factors surrounding the job including things like salary, fringe benefits, school safety, level of support by administration, and job security, do not significantly impact the level of job satisfaction of teachers (Baughman, 1996). “Very few teachers enter the profession because of external rewards such as salary benefits, or prestige” (Perie & Baker, 1997). Many teachers enter the profession because they enjoy working with children. While extrinsic factors do not strongly impact the level of job satisfaction for teachers, there is a connection. Absence of these factors, or a deficiency in the level of these factors is often associated with job dissatisfaction (Johnson & Johnson, 1999), and no doubt effects attitudes surrounding the work environment. Extrinsic factors ultimately affect staff morale and teacher productivity.

Job satisfaction is critical to teacher commitment and school effectiveness, and actions by school administrators create distinct environments that are highly predictive of the level of job satisfaction for the teaching staff. Charismatic and supportive school leadership which creates an environment focused on academic excellence, provides a positive role model, and allows teachers to focus on teaching rather than bureaucratic rules and procedures, are factors that contribute to a productive environment. Teacher satisfaction is a pivotal link in the chain of education reform. Teacher satisfaction influences job performance, attrition, and ultimately, student performance.
Teacher Morale

Morale is a feeling or state of mind, a mental or emotional attitude centered about one’s work. A level of well being that individuals or groups experience in reference to their work. Evans (1992) has described morale as the extent to which an individual’s needs are satisfied and how that individual perceives the satisfaction relates to his total job satisfaction. Evans goes on to explain that while morale and satisfaction are connected they are not one in the same. While it is possible to have high morale when you are dissatisfied with your job satisfaction, but are working to improve it, high levels of morale are depended on achieving high levels of job satisfaction. Morale is built with job satisfaction, commitment, enthusiasm, and a sense of common purpose. When a healthy school environment exists and teacher morale is high, “teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs” (Hoy and Miskel cited in Lumsden, 1998). There is no doubt that teacher morale is important and that it helps to create an environment that is conducive to learning.

Despite its importance, White (2000) has encountered many teachers who have experienced problems with morale; she indicated low morale is a problem in many schools today. One possible cause for this problem is that education is an institution i.e. in transition considering the current level of attention afforded public education in this country. According to Briggs and Richardson (1992), change can be threatening as it “is usually in direct conflict with the most stabilizing characteristics of habit, status, tradition, and experience.” they go on to indicate
that low teacher morale may be the direct result of sweeping changes, for while change is inevitable, it should be evolutionary rather than revolutionary. Teachers, who probably suffer the greatest anxiety, are not the ones that initiated the change, but will be the ones most affected by it.

Expectations placed on teachers seem to be growing exponentially and is another possible cause for morale problems. Teachers are expected to perform many duties in order to meet the needs of students that may have little if anything to do with teaching the curriculum. These extra duties often cause feelings of frustration for teachers, or a feeling of being overwhelmed as they attempt to “do it all”.

Schools mirror society; they do not operate in a vacuum, and so must deal with the same social problems that exist throughout our country. Many students come from single parent households or homes where both parents work. The increased demand on time parents spend at work in order to make ends meet have contributed to a lack of parental involvement at school. This is not to imply that parents are no longer concerned about their children’s performance, only that demands on time have caused some tough choices to be made. According to Weil (1997), schools have assumed many of the roles that have traditionally belonged to parents. As schools create programs to address various problems, they inadvertently obtain a larger portion of the responsibility for raising those children, clouding the division between parent responsibility and the schools responsibility.
A short time ago education was considered a collective effort shared between the schools, the home, and the community. That balance appears to have shifted and although there is an awareness of the problem, there are no simple remedies for it. “Ironically, the public schools themselves created the situation whereby they have become almost solely responsible for educating young people. When societal problems found their way into the schools, the schools enthusiastically accepted the challenge of managing those problems within existing school framework. But public schools are not designed to address many of the complex problems that have now become their role” (Weil, 1997).

As the public schools increase their level of responsibility, they have discovered that you cannot please everyone, and in the process of attempting to do so, have lowered, or in some cases lost parental, and thus public support. The National Center for Education Statistics in a 1997 report found a strong correlation between schools with strong parental support and teacher job satisfaction.

The importance placed on education at home, or parental influence on performing well in school cannot be over emphasized. Parents need to take an active role in the education of their children. While many parents are concerned about their children’s performance, there are situations where, for whatever reason, there is a lack of direct influence. In one recent study, Shann (1998) found that parent teacher relationship were rated by teachers on par with student achievement, administrative support, and curriculum in the schools in terms of
importance, while teacher satisfaction with this item ranked near the bottom. She gave the following example as a typical teachers’ response from her interviews: “when I have parental support here, it works…the problem is parents who do not support their kids going to school.” Schools need to find creative ways to reach out to parents in order to foster their participation in the education process (Ascher, 1988). Schools tend to benefit from parents that are involved not only from improved student performance, but as Becher (1986) found, involved parents tended to have more positive attitudes about school and school personnel than uninvolved parents.

Flanders & Simon (1969) have defined that teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching. Ryans and Cooper (1972) have correctly suggested that teachers should be better educated, better prepared to make a difference for the students with whom they work.

According to Southern (1974), "An effective teacher is the one who has a sense of humour, ability to understand the students and their problems, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students." In the words of Anderson (1991) "An effective
teacher is the one who quite consistently achieves goals, which either directly or indirectly focus on the learning of the students.” It has rightly been said in the report of common wealth conference (1974) that in order to be competent: “the teacher must have knowledge of child development, of the culture of his pupils and of some interest of his own, his skills must enable him to teach, advise, and guide his pupils, community and culture with which he is involved, his attitude should be positive without being aggressive, so that his example is likely to be followed as he transmits and implicitly the national aims, ideas and moral and social values. Teacher Effectiveness Course change in the overt and covert behavior of the learner, for learning is nothing but a change in the behavior of the pupil suiting the social and cultural expectations and norms of the society of which he is a member. The better a teacher can manifest this change in the students, the more effective he is.

The most significant factors which influence the quality of education and its contribution to national development are the quality, competence and character of teachers. "Teachers are vital to education and one key element for the facilitation of students learning." Milan & Darling (1990) revealed that teacher effectiveness is the effect that the teacher's performance has on pupils. Teacher effectiveness depends not only on the competence and performance but also on the responses pupils make. (As cited in Malik, 2005). American Commission on teacher education (1974) remarked: "the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively but in critical measure,
upon the quality of their education. The quality of their education depends, more
than any other single factor, upon quality of their teachers." The research by
Bennett (1976) which argued that teachers who taught "formally" obtained better
results in basic primary school subjects than teachers who taught "in-formally". They produced not only international debate about teaching style but replication studies (Galton and Simon 1980). Somers and Southern (1974) have discussed
teacher effectiveness in terms of certain qualities. According to them, and effective
teacher is he who has a sense of humour, ability to explain things clearly so that
students can easily understand what is being taught, ability to make any subject
interesting to learn, ability to control the class, ability to be ready and willing to help
students when they need, and ability to be fair as possible in dealing with students.

According to Sheela Mangla, (2001), "Good teachers show a balance of
qualities - continuous growth for excellence, readiness for guidance, set high value
standards so that they can equip the children wisely and effectively, they are
purposeful whose energies and values are organized and focused on their
teaching work; they are thinkers and constructive workers with intellectual bent for
achievements; they warm up the students, appreciate their efforts and encourage
them to work harder; they have a hunger for vividness, for wholeness and
completeness in their ideas, they are sensitive and responsive, they have a
conscience and patient and persistently curious." Nitsaisook (1987) described the
activities that make teachers effective like: "variety to activities and experiences
e.g. case studies demonstration videotape recording of teachers in classrooms,
discussion group and peer teaching are provided to the teacher during the education or training programme.” Tagore has aptly said, "A lamp can never light another lamp unless it continues to burn its own flame: a teacher can never truly teach unless he is still learning himself.” Pritam Singh (1998) said that, who are: teaching instead of tutoring, checking practices in examinations instead of encouraging them: commanding respect rather than demanding it from their students, observing professional ethics instead of violating it. Such half-backed teachers, who might have had good graduation degrees in their respective subjects, lack the needed professional competence to teach and make pupils good learners and good human beings. He found out certain attributes of effective teachers:

T Temperance
E Empathy
A Academic Aristocracy
C Commitment
H Humor
E Ethics
R Reflection

Thus the task of identifying effective teachers is crucial to teacher education certification, selection and promotion and in so far as teaching contributes to the total social welfare.
A Proposed Definition of Teacher Effectiveness

Effective teachers consistently achieve goals that focus on desired outcomes for their students. Teacher effectiveness is encompassed in knowledge, attitudes, and performance.

Knowledge

Teachers have excellent verbal and written communication skills. Teachers have thorough knowledge of the subjects they teach and pedagogical methods for teaching those subjects to students. Teachers know a variety of pedagogical strategies, and when and with which students these are appropriate and likely to be effective. Teachers have a thorough understanding of the linguistic and cultural backgrounds of their students and how best to maximize learning for students with diverse needs and characteristics. Teachers know how to organize and manage classrooms, using time effectively. Teachers know how to assess student learning, both formally and informally, how to vary instruction for students based on these assessments, and how to select and make resources that are appropriate for student learning activities. Teachers understand language development and children’s developmental stages at the level they teach.
Attitudes

Teachers respect their students regardless of their background, language, or ethnicity. Teachers have high expectations for the learning of all students. Teachers view student errors as a window to their thinking that can be used to improve student learning. Teachers are reflective about their practice. Teachers believe in collaboration with others toward common goals for student learning. Teachers are receptive to involvement of parents and community members in their classrooms. Teachers are eager to continue to learn and to improve their practice. Teachers are committed to their profession.

Performance

Teachers' classrooms are well organized, providing an environment that fosters an interest in learning. Teachers develop classroom rules with students and maintain safe and orderly classrooms in which all students are treated fairly and equitably. Teachers make effective use of time, both of overall classroom time and the time of individual students. Teachers use effective teaching techniques: planning lessons, presenting new material clearly, helping students connect new learning with previous learning, and providing guided and independent practice for new material taught. Teachers provide opportunities for students to be actively involved in their own learning. Teachers respond to student errors in positive ways that help students understand and learn the concepts involved.
Teacher effectiveness depends not only on the competence and performance but also on the responses pupils make. (As cited in Malik, 2005) Many times the terms teacher performance and teacher effectiveness are used synonymously. Medley (1982) made an attempt to clear the distinction between teacher performance and teacher effectiveness, saying that teacher performance implies what a teacher does a job, the ability to apply his competence to his task, at any given point of time and teacher effectiveness includes both teacher performance and its effect on pupils while on the job. Padmanabhaiah (1986) observed that region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness.

**Factors Influencing Teacher Effectiveness**

Some of the factors that could have great influence teacher Effectiveness apparently would be:

- Locus of control
- Psycho-social maturity
- Organizational conflicts
- Intelligence
- Academic background
- Altitude towards teaching profession
- Socio Economic status
- Age
- Self-Concept
Attitude towards Teaching

Attitude is such a complex affair that it cannot be completely described. Attitude plays a very important role in the life of a teacher. Children remain under their care in the most impressionable years of their lives and the attitude of teachers is bound to influence them. This influence is likely to remain throughout their lives. Crow and Crow (1973) say in this connection. "Children tend to initiate the attitude of their older. These attitudes affect all human values and are effective in their realization of successful accomplishment of desired goals." Attitude towards teaching profession is an emotionalized tendency, organized through teaching experiences to react positively towards teaching. It is a learned emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of value. Thurstone (1936) described "An attitude as the degree of positive and negative effect associated with some psychological object." Attitude may be defined as a feeling or disposition to favour or to go against an object, idea, person or group.
Allport (1937) defines attitudes as "A mental or neural state of readiness, organized through experience a directive or dynamic influence upon the individuals to all objects and situations with which it is related." What an individual feels or what an individual believes is his attitudes. Attitudes can be defines the sun total of man's inclination and feelings prejudice or bias, pre conceived nations, ideas, evils threads and convictions about any specific topic. The attitude as a degree of positive or negative effect associated with some psychological objects.

The definition of attitude reveals the following facts concerning attitude:

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

New Comb says, "An individual's attitude towards something is his pre-disposition to perform to perceive think and feel in relation to it." Attitude has certain characteristic:

- Attitude is related with images, thoughts and eternal objects.
- Attitude guides the behavior of any individual in one particular direction.
- Unconscious motive is an important factor in the creation of attitude
- Attitude is related to the person's needs and problems.

Although attitude is described as permanent, but it do change and develop. The stability of the attitude is relative. The change of attitude can't be all of the sudden but it is the result of steady development. Teaching is the best profession. Attitude towards teaching is a psychological determinant where effective
experience brings changes towards teaching. Teacher's attitude towards teaching may be positive or negative but are of great significance for efficient and profitable functioning of any institution. Teacher who have great satisfaction with their job and positive attitude towards teaching, enjoy their profession and prefer teaching in spite of many economic or social abuses. On the other hand, a teacher who has a negative attitude will not enjoy teaching rather feel like a fish out of water. If a teacher has a positive attitude towards teaching, he can bitterly satisfy his inner self.

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

Dass (1951) found that women joined this profession from all classes of families. On the other hand, men who drawn largely from the families engaged in somewhat inferior profession. Evans (1952) concluded in her study on attitude of teachers towards teaching. She concluded that there was significant difference
between the attitude of male & female, young and old teachers. Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. Skariah (1994) studied creativity of teacher trainees’ in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups. Samantray (1971) found that there exists degree of positive relationship between teacher attitude and teaching efficiency. Efficiency is affected by the attitude teachers having positive attitude towards their profession will be more devoted to their job. They would have sense of responsibility. An attitude had been described by Himmelfarb and Eagly (1974) as an enduring organization of motivational, emotional perceptual and cognitive processes with respect some aspect of the individual's world. Many self reporting instruments have been developed to measure attitude towards teaching educations, school and course among teachers and students. The Minnesota teacher Attitude inventory (MTAI) and the survey of study habits and attitude have been extensively used in research on teachers and student's attitudes (Travers, 1973) Loree (1971) did a review of research on attitude under four areas which included the attitude measurement and attitudes related to teacher effectiveness. Studies on relationship of teacher attitudes with teacher effectiveness have also reported by Loree (1971) Singh (1974) measured teacher's values and found significant positive relationship with teacher's attitudes and job satisfaction. Patel (1977) while working on job satisfaction of high and higher secondary school
teacher did not differ so far as their attitude towards teaching is concerned, sex, age, marital status and academic qualifications have no effect on the attitude of teachers towards teaching. Ramkrishnaiah, (1980) revealed through his study, that women teachers have a significant and more favourable attitude towards teaching than men teachers. Gupta, (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession. Rawat and Sreevastava (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession. Poozhikuth (1989) found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Mohanty (1990) made critical analysis of reactions of pupil teachers towards teaching profession. It was found that majority of the pupil teachers are interested in the field of education. Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups. Kumar (1995), in a study, found that there is significant difference in the attitude of male and female teacher trainees towards teaching.
profession. Jarrett (1999) examined the effects of previous experiences in science learning on prospective elementary teacher's interest and confidence in teaching science. The study reported on the effect of an inquiry-based science methods course on teacher interest and confidence. They found that elementary school experience, plus the number of science courses taken in college, predicted initial confidence and teacher interest. Ruhland (2002) studied factors important to determine a business teacher's interest in continuing or not continuing in the teaching profession. The survey consisted of four sections: educational preparation, teaching experience, skills and interests in teaching, and demographics. Findings were (1) the retention rate of respondents is very good (2) 86% are still teaching (3) secondary business teachers who initially did not have teaching interest and a strong commitment to the teaching profession are more likely to leave the teaching profession.

Suja (2007) in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers. In other, Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.
Self-Concept

The study of 'self and 'self concept' has attracted the attention of psychologists and educators for quite some time past now. It has been suggested that the overall performance of a teacher in the class room is largely dependent on his self concept. Accordingly it has been emphasized that the total effectiveness in any domain of teaching work is to a very considerable degree swaged by the self concept. Recently, it has transpired that emotional adjustment, is also dependent on self concept of the person Viewed in this light both 'self concept' and emotional adjustment as concept seem to become significant variable for determining task orientations and their success in so far as planning and implementing of instructional designs and strategies are concerned.

Needless to mention that teacher's attitude towards teaching and like his professional and emotional adjustment is bound to influence his self concept' which implies his own image in his own eyes. Thus an important mental apparatus of a teacher may be considered to be his self concept which influences every function of his life. In the present study an attempt has been made to examine how self concept and Attitude of teachers may affect their performance in the class rooms.

A teacher role involves a triadic function. Firstly, a man making process, which is quite onerous and challenging. Secondly, a duty towards the nation, society and children which is reflected in his practical job. Thirdly, his own role
perception which is significant for his professional growth. An insightful teacher can correct his faulty, "Self-Concept" through self-discipline and by keeping into his own self images for judicious evaluation. It needs hardly any stating that a realistic 'self concept' helps a teacher to grow professionally and also helps in proper emotional adjustment with his environment. It now generally stands established that positive 'self-concept' strengthens the ability of reasoning the problem solving attitude, speed, accuracy and efficiency of a teacher.

**Changing focus on Self**

The concept of 'self has a long past but a short history. This field in educational research has not yet been extensively or intensively explored by the researchers or even self psychologists for that matter. The formation of 'self concept' is a continuous and life long process and it is related basically to the problems thinking. The way one thinks about oneself and constructs of image of oneself that gets projected are crucial in this regard. The role perception of an individual through image building influences the concept of 'self very much. Human behavior is a very complex phenomenon and as such as is very difficult to understand and predict. But 'self concept' has tended to become an important means in the recent years to understand, interpret predict it. Rogers believed that 'self is a basic factor in the formation of personality and in determining behavior but according to him it had entered the field of psychology as a problem of research in the later quarter of 19 century. As early as 1890 William James, developed the nation of 'self around which he could construct a grand picture of mental life. Such a nation of self gave way to concepts such as 'personality traits' and the
dimensions of personality which eventually led to towards statistical formulations objective measurement and assessment in quantitative terms.

In the modern age 'self concept' has been recognised as a patent means for making a deep study of personality as it helps in understanding human behavior. It is now believed that self is a principal controlling agent, which shapes human destiny. In reality 'self is view by the majority of self psychologists as the nucleus of human body. Thus the self is not only related to motivational activity alone, but acts as a regulating and coordinating factor in perceiving, learning, remembering, planning risk taking, decision making situations. While solving a problem or in undertaking some work, the level of performance is determined not only by the difficulty or case of the problems but also by the image one has built about oneself in general.

Self- Psychological Thought

Boldwin (1895) gave an interactions, account and attempted the study of 'self on scientific footing. Cooley (1902) viewed 'self through social interaction as a 'looking glass for the self. Mead (1913) also adopted a similar approach based upon the lines indicated by Cooley and analysed the 'role taking process of the self. Peaget and Wallen (1932) declared 'self as the product of social interaction with the members of social or linguistic groups. Chapman Vokaman (1939) declared that the concept of self is a powerful determined of one's level of aspiration. Lundholm (1940) made a clear cut distinction between 'subjective self and objective self According to him, subjective self present symbols, words and self awareness and objective self consists of those symbols in terms of which other persons describe the individual. It was Chein (1944) who under took a still finer
distinction between 'self and 'ego' by declaring that 'self is what one is aware of while 'ego' is a group of processes. Later Murphy (1947) propounded the idea of 'self as the individual known to the individual. It may be voted that views of such self psychologists appear to have shifted in favour of the importance of 'self both as an object and process and efforts were made to provide the concept of self as a meaningful place.

Self- Process and Object

Hall, (1957) suggested that the term 'self has come to connects two distinct meanings to psychologists self as object and self as process. Self-as object may be defined simply as the aggregate of attitudes feelings judgments and values which an individual holds with respect to his behavior his ability, his worth as a person in short how to perceives and evaluates himself self as process is defined in terms of activities such as thinking, perceiving and coping with the environment some individual have used the term 'ego' to denote the same construct The self concept described in terms of self-as- object is considered to be a potent aspect of personality and that individually differences are regarded as meaningful as differences in abilities, values, motives, and attitudes. The self-as-process governs behavior and adjustment.

Self-Versus Ego

In developing the concept of self as distinct from ego, William James analysed self in terms of constituent parts self feelings, and actions of self seeking and self preservation. The constituent parts of the self included the sum total of what an individual considered to be his body, traits, characteristics, abilities,
aspirations, family, work and other such affiliations. He further advanced the concept of the pure ego, which was explained in terms of the stream of consciousness constituting one’s sense of personal identity. Regarding the concept of self based on the theory propounded by James, some prefer to treat the respective concept of self and ego as separate. There are some who have no objection to the use of these two terms interchangeably. Thus, according to Koffka (1935) self is the core of nucleus of the ego and the ego is conceptualized both as doer and object. Chein (1944) made reference to the prevalent view of self and ego. According to himself is what one is aware of, whereas ego is a processes. The motives and ideas of the ego serve the purpose of defending, extending, enhancing and preserving the self. The threat to the self is sought to be countered by the ego. He feels that self is thought to be a part of the total personality of an individual. The self follows a course of continuous development and growth and becomes more and more complex and involves with the emerging of individual into adulthood.

According to Bertocci (1945) self process' is labeled 'self and 'self-as-object' is called 'ego' following the traditional meanings attached to these two terms. His use of the term 'self corresponds to Frued's use of the term 'ego' as unitary activity of sensing, imagining, remembering, willing, feeling and thinking. The ego as Bertocci conceived it, is a cluster of values which may become embodies in the form of traits with which the self identifies its success rather similar to the use of this term by Sherif and Cantrill (1947) who are of the view that the ego is a
constellation of attitudes for example when I think of myself, what I value, what is mine and what identify with. Thus, their ego is something more than self as object, for if the ego become involved, it motivates behaviour. As set forth by them ego involved behavior is more effective than its non ego involved part. Inspite of their best efforts, the self as object and ego ads process remain less differentiated and clear. Murphy (1947) described 'self as the individual known to the individual and ego as group of activities concerned with the enhancement and defence of 'self. Thus, self would consist of varied attitudes and feelings in regard to the person himself and ego would refer to associated processes and activities. In this framework, self is object, where as ego is process.

In this way, those who distinguish between 'self and 'ego' seem to be generally agreed on regarding self and entity and ego as a group of processes. Snygg and Combs (1949) talk of the phenomenal self, since all the behavior without exception is completely determined by and contingent on the phenomenal field of the behaving organism. Further, they maintain that the phenomenal field consists of totality of experiences of which the individual is aware at the time of action. Varying awareness influence the behavior of the individual.

On this view the phenomenal self serves both as the object and the doer. It is a doer because it is an aspect of phenomenal field. Which determines all bahaviour? It is also an object because it consists of self experiences. Hilgard (1949) regard behavior not as a product of the self but rather as a complex of
psychological processes aroused by proximal and distal stimuli of which a person is largely unaware. He accords weightage of forces of factors or factors outside the self. Ausubal (1952) proposed a scheme of self made up primarily of perceptual ingredients where as ego, according to him, consists of effectively charged conceptual ingredients such as self ideals and self values. Sarabin (1943) regarded self as a cognitive structure consisting of various aspects of an individual being somatic, receptor, effector and social. Since all these are based on experience. Sarabin speaks of the empirical selves using the term self and 'ego' synonymously. Shoben (1962) defined self as a relatively stable organization of values that mediates and focuses on that component of behavior which influences very much day life of human beings. Since he makes hardly any mention of ego, it may be presumed that he construes self both as object and doer. Miller (1962) defined ego as the individual conception of himself. He differentiated between ego and self still further. He laid stress on individuals' conception of himself rather than on socially perceived self as reflected in other frames of references referred to earlier. It is obvious, therefore, that ego and self have been by and large considered to be two different concepts the ego in the sense of an executive and self as a group of attributes reflected in constellations of perception and attitudes of person about himself.
Rogers Theory of self

Rogers (1947) who was influenced by the theory of phenomenal self believed that in additions to the self structure there is an ideal self which indicates what the person would like to be. For him, the self or self concept denotes the organized, consistent and conceptual gestalt composed or perceptions of the characteristic of 'I' or "ME" and the perception of relationship of I" "ME" to others and the various aspects of life together with the values attached to these perceptions. It is regarded as a gestalt, which is available to awareness through not necessarily in awareness thus, it is conceived of as a specific entity.

The theory of conceptual gestalt propounded by Rogers is perhaps the most important theory reported in the West. It differs from other Western theories of self particularly of Frued and his dissenting associates emphasizing the self as an 'I-ME' reaction of mental processes and other theories of self referring to 'I-ME' reactions of individual because Rogers concept of self apart from individual 'I Me' relationship includes relationship with other 'I-ME' also. Rogers further argues that the self is a basic factor in the formulation of personality and in the determination of behavior. The phenomenological theory of self as advanced by Rogers relies heavily upon the concept of self as an explanatory concept.

It may be observed that the study of self concept could get the necessary, the fillip for making depth study of personality partly due to the direct consequences and bearing the mental hygiene and clinical movement but more
because of the realization that psychology without self cannot succeed in knowing human behavior.

Rogers theory of self influenced clinical psychology and special perception. Halland Lindzey (1957) explained of the chief conceptual ingredient of Rogers theory of self as under:

- The organism is a total individual.
- The phenomenal field is the totality of experience.
- The self is differentiated portion of the phenomenal field and consists of a pattern of conscious perception and values of 'T' or 'ME'.

It may be worthwhile to point out that the nuclear concept of Rogers theory of personality is the self which has numerous properties and some may be indicated as under:

- It develops out of the organism's interaction with the environment.
- It may be introvert the value of other people and perceive them in a distorted fashion.
- The self strives for consistency.
- The organism behaves in ways that are consistent with the self.
- Experiences which are not consistent with the self structure are perceived as threats.
- The self may change as a result of maturation and learning.
Rogers discussed the nature of these concepts and their inter relationship in a series of nineteen propositions formulated by him. According he made the self and object of empirical research and changed the theoretical status of self given by the psychologists previously. It is interesting to note that he proposed a theory of personality development, a personality functioning and personality change with the concept of self as its central focus.

Self-A Centre

The self is considered as that segment of an individual which is known to an individual. It is one own image in one’s own eyes, as perceived, felt and thought of by oneself. On perceives others and can perceive oneself also, but this perception of one and others cannot be objective and correct. For an individual his own self is at the core of everything that matters. A person behaves in accordance with the self. Two things are assumed to be vital in the life of an individual the concept of self and perception of the environment. The other reality, however objective it may be, shall not affect the behavior of a person unless it gets to self. Whenever two people meet there are really six people present. There is each person as he sees himself, each person as the other person sees him, and each person as he really is.
Evolution of Self

In tracing the evolution of the self concept it may be observed at the outset that psychologists drawn towards it believed that the self of a person develops from birth onwards through the process of differences between 'ME and not ME' It was regarded as the outcome of the product of interaction from infancy with an individual's physical and social environment. Baldwin (1989) thought that the ego and the alter-ego are thus born together. Cooley and Mead in (1902) and (1913) developed the concepts of self as based on social interaction. Piaget (1932) through his early researches studies conceived of the self as a product of interaction with others. Clark (1947) and Horowitz (1944) also found that self attitude is greatly influence by verbal interaction s and conceptual classification Therefore, the origin of the self may be said to be derived from interaction between two series of events of many experiences with the environments and social contacts help self concept to develop. The company of fellow children, the family environment, adult's guardianship, parental care and treatment exercise deep influence and the nature of the quality of the classificatory scheme defining, what one is and what one is not. By using a series of ego norms Sheriff and Sheriff (1956) stressed on consistency in competing. With other in comparing, with others in experiences sympathy with another's distress, in responsibility for self. Also setting of goals on one's own performance appears gradually as the child participates in social and co operative forms of play as contrasted with side by side or parallel play. In this way let the child achieve adulthood and become a socialized member of the society. Due to body's growth and change in life, a transition in the
self concept also occurs from childhood to old age.

Dinkmeyer (1965) has laid emphasis on the developmental character of the self. And described that the interaction continues, throughout the life and is linked with the old, familiar sensations, pleasure, pain, resistance, acceptance, rejection and gratification with the passage of time. As the child grows, he learns about the world and also about himself. Thus, three inferences may be adduced evidently in respect of self development from the above explanation. First, the self is a development formation in the psychological process of the individual. Secondly, the self consists of interrelated and acquired aspects of life; and thirdly the individual's relations to others are defined to be regulated by self in various concrete situations and activities.

**Parameters of Self**

The self analyses have been attempted with four major dimensions popularly known as perceived self real self, social self and ideal self. They are briefly being explained as follow:

Perceived self: Perceived self simply implies what a person thinks he is. This is influences by the physical self of the person, his physical appearances, his dress and grooming his abilities and dispositions, his values and his beliefs and aspirations. Thus it represents traits of one's nature, which have been detected and integrated into a pattern. It constitutions the idea or concept one forms about oneself. Perceived self is often called self concept of an individual Sutherland (1956) referred to it as the individual known to the individual. It is the T and 'ME' his
constant frame of references, the proud possession which he wants to maintain and enhance at all costs. This part of individual's make up determines his behavioural expressions.

**Real Self**

Real Self means that the person really is. It also includes what the individual is aware of and one as such it is characteristic of the person as assessed objectivity or as seen sometimes by other people. It is also called the perceived self plus unconscious self.

**Social Self**

This self refers to the self as one thinks or others view it. It may not correspond with other’s perception of himself. But even then this self has a very major effect upon one's behavior. It is actually the self as looked upon or estimated by persons other than the individual himself.

**Ideal-Self**

This self implies what an individual thinks he would like to be. Butler and Haigh (1954) observed that the ideal self implies the organized conceptual patterns of characteristics and emotional states which an individual consciously holds desirable or undesirable for himself. Some investigations have resorted to the use of ideal self a means of determining the self aspiration of the persons. This concepts has been shown to be valuable tin determining the relationship between how the person sees himself and what he thinks he should be like. The ideal self begins when the child identifies with a parental figure. They also indicated that
during middle childhood and early adolescence. It moves through a stage of romanticism and glamour, and culminates in late adolescence as a composite of desirable characteristics which may be symbolized by an attractive, real, and visible young adult, as perhaps even an imaginary person. This classification of the self has helped in revealing many interesting facts. Many researchers have been done to bring to light this fact. Taylor and Combs (1952), Bills and Vance (1953), Zimmer (1954), Zukerman and Monashkur (1957) have done interesting studies in this field. Sharma and Others (1967) observe that self acceptance can also be as effectively measured by positive-negative dimension as perceived ideal self discrepancies.

**Components of Self-Concept**

According the Hurlock (1974) the concept of self has three major components, the perceptual, the conceptual and the attitudinal. The perceptual components is similar to physical self concept which includes the image of one's appearance, the attractiveness and sex appropriateness of body and the importance of different parts of body. The conceptual component is similar to psychological self concept which relates to the origin of the individual, his abilities and disabilities his social adjustment and traits of personality. The attitudinal component refers attitudes of a person about his present status and future prospects, his feelings about this worthless, his attitudes of self esteem and price and shame. It also includes his beliefs, convictions and values.
Self-Concept as Behavior Determinant

An individual behavior is a function of his self-concept and depends upon the way in which he perceives the situation. An individual behaves in a particular situation according to his self concept and that self concept of an individual dictates and directs his response in any setting. Adler, as early as 1931 observed how the feelings of inferiority (components of self-concept) affect an individual behavior and his attitudes towards the society and situation in the family. Snygg and Combs (1949) suggest that behavior is entirely dependent on organism's perceptual field, which means the entire universe, as it is experienced by the individual at the time of action. Thus, behavior and self-concept interact with each other and influence each other. Bugental (1955) states that the success with which the individual adjusts to the problems of adult life is bound to have some influence upon his self concept. A positive correlation has found between successful adjustment and stable self concept. An individual behavior is dictated by his self-concept in a particular situation and is influenced directly indirectly by this. Thus, it may be taken to imply that self concept plays a vital role in the behavior determination of an individual.

Self as an Actualisor

A.H. Maslow (1998) has developed a new thesis by formulating a paradigm showing a hierarchical nature of need mix to support it. According to him the two higher needs viz. Self esteem and self actualization are dependent on the fulfillment of basic physiological needs, safety needs for love and belongingness.
The emphasis has been laid on the highest type of need in this scale, which refers to self actualization. Maslow assumed that those needs, which have the greatest potency at any given time, dominate behavior and demand satisfaction. The individual feels driven so to say by a high priority need. When the need is satisfied, a high order motive (need) makes its appearance and demands its satisfaction. And so on to the top of the hierarchy. The highest need, which is called self actualization, is defined by Maslow as follow. "A Musician must make music, an artist must point, a poet must write, if he is ultimately to be at peace with himself what a man can be he must be." This need we may call self actualization. It may be observed that self actualization needs not take the form of creative characteristics a genius. A fine mother, an athlete, a good workman, or a teacher may be actualizing their potentialities in doing well, what they can do best; it is never the less true that self actualiseres, are comparatively rare and proportionately presented among the gifted. Most of us apparently are seeking satisfaction of lower order needs."

Man lives in society, He interacts with the environment according to his needs and wants. The inner image of the man is known as 'self it is defined as the perception by the individual of his own inner feelings. Eysenck (1972) has stated that the self may be understood as the perception, which the individual has of himself. In modern psychology self has been related with the individual's identifies. Horrocks (1976) has emphasized the importance of self in these words. "It is not an exaggeration to say that the process of self and identify building is the chief
development task in the psychic or affective cognitive area of the human organism." Self is a process by means of which the organism derives and constructs self products which taken together represent the organism's interpretation and meaning of itself. In this relationship, the organism is the entity and self is the process the evolves representation of its own entity and it is related with mental bahaviour activities. Horrocks and Jackson (1972) define that "self is the inner image of one's personality and self disclosure is the capacity of the individual to express his inner feelings ideas, deeds and reactions in the outer world by receiving some inner or outer stimulus. This estrangement alienation from one's real-self as is it the root of neurotic personality of our time. Thus self disclosure i.e. letting another person know what one thinks, feels or wants is the most direct means by which an individual can make himself known to another person and it is a must for healthy mental personality. Just as thermometers, sphygmomanometers disclose information about the physical state of the body; self disclosure reveals the real nature of inner self of the man.

During the past decades there has been a greater emphasis on the study of vital component of self i.e. self-concept for understanding and predicting the many facets of human behavior which is a vital component in the process of education. Since it has been observed that these are intricately and closely related to each other. Self-concept is one of the most dominating factors influencing the individual behavior on the other hand life experience too affect the self-concept. Successes and other pleasurable events in life lead to the enhancement of the self concept of while failure, frustration and other denigrating experience tend to lower the
concept of one. Self-Concept which originally was considered to be the keystone in non directive counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that self concept has close connections with some personal aspect like learning, motivation attitudes, perception and adjustment which determine the academic and other successes of the individual in and out of the school. Self-concept is considered to be the most significant factor in human life as everyone in continuously striving towards self actualization self realization and self enhancement and is constantly wishing to avoid self condemnation and overt forms, emerges as the governing component amongst the force determining the action. Self-concept is best conceived as a system of attitudes towards oneself. Just as a person as a result of experiences, form attitudes which he organizes into a self consistent system and defends against threats and attacks. So the person also forms attitude towards himself. Self-Concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself.

It appears that a person is no born with self-concept but gradually forms one as a result of his interaction with the environment. The development of self concept involves a slow process of differentiation in which the child gradually emerges into focus out of his total world of awareness and defines progressively more clearly just who and what he is and his position in reaction to his environment. Underlying the development of self concept are the person’s assets and liabilities in relation to his environment. The adequacy of the development of self-concept is to a large extent a result of the early parent child relationship the learning process through which the child passes continuously and maturity.
The major aspects of self undertaken for studies are mainly three; the perceived self which related to what the person thinks he is, the ideal self is what the person actually is and the social self is how the person thinks other people perceive him. All these aspects of a person's self-concept may be very similar to each other or they may vary from each other. Large discrepancies between any aspect of the self spell out of maladjusted personality showing little insight into oneself and having no self-confidence. The discrepancy between the perceived and the ideal self is taken as a measure of self confidence, sometimes called self acceptance or self regard. The discrepancy between perceived and real self is an index of self insight. There is a close and linear relationship between discrepancy scores and the indices of maladjustment Sense of deprivation of defined as the feeling of deprivation caused by the non fulfillment of needs due to the deficiency in various aspects of the home and school environment of the child. A scale entitled Self expression inventory' was designed to measure sense of deprivation of the high school students. It is given such a title so that the students could not decipher the real purpose of the test and fake good results. Self-Concept has been referred by Lowe (1961) as one's attitude towards self, and by Paterson (1965) as an organized configuration of perception, beliefs feelings and attitudes and values which the individual views as a part of characteristics of him. The concept of the self in relation to other and to the environment the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative equivalence. Saraswati and Gaur (1981) described self-concept as the individual's way of looking of him, it also signifies his way of thinking, feeling and behavior.