CHAPTER - I

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1.0.0 INTRODUCTION

TWENTIETH Century is known to be the age of anxiety. The fast changing socio-economic and socio-political global scene has given a big scope to problems and puzzles in every walk of life. This phenomenon has reflected in almost every individual, irrespective of caste, creed, colour or socio-economic status. Man is almost lost in a crowd of several problems. For many known and unknown reasons, it has been increasingly difficult for every single individual to combat the battery of problems that he faces.

The psychological and sociological masters have tried to help an individual in solving his problems through various means and methods. Counselling is one such effective tool. Several methods of counselling have been developed in course of time. The nondirective counselling is one such very important method developed by Carl Rogers. This method has a considerable breakthrough, because it doesn't aim at imparting external help or guidance to a particular person. It only helps the individual in identifying his own problems by himself. In other words, it is a non-guided self realization and self-actualization. In turn, it affects the whole personality and creates awareness towards overall adjustment. The man is the master of his own problems and their solutions.

The study that is going to follow aims at ascertaining the effectiveness of Carl Rogers's method of nondirective counselling
as a teaching model i.e. how far this method helps in achieving positive traits of personality and adjustment of teacher trainees. The teacher trainees have been selected here, because they are the people who have to deal with the growing generation in the schools. Much will depend for the future society on how the growing generation is treated, pampered and nourished psychologically. The very teacher trainees are expected to provide the growing generation with a climate wherein they can identify and solve their own problems as well as create the atmosphere for healthy growth by themselves.

Though the method of nondirective counselling was developed by Carl Rogers as a psychological tool, it has a significant role to play in the field of education too. This was brought to light by Bruce Joyce and Marsha Weil. They developed nondirective counselling into a teaching model. The concept of models of teaching is relatively new to Indian climate. This is totally an intraditional method of teaching in which direct teaching is seldom advocated. It aims at providing such an environment to a student that he himself learns with his own help.

The theoretical concepts of nondirective model have been propounded by different people, but hardly any significant research work is known to have been done in this field. Here is an attempt to study the subject from research point of view. It might prove to be a breakthrough in the present situation and a guiding light for many more further studies.
1.1.0 Models of Teaching

Education is a process of manpower generation. It aims at all round development of the individuals. In this process, teachers should bear the responsibility for the development of the cognitive, affective and psychomotor domains of the students. The teaching activity, therefore, should be so designed and performed that it can create a spectrum of learning environments capable of meeting various requirements of individual learners. Through years, therefore, teachers have used a variety of methods for individualized instruction. In the recent years, models of teaching have come out as an exciting new approach towards this end. It is said that models of teaching make a definite contribution to education in achieving the educational goal by guiding teachers in designing, organising and evaluating the instructional activities and environments which involve every student at every step of his learning in such a way that he becomes an effective and productive learner.

A model of teaching is a plan, an instructional design to provide experiences to students to facilitate learning. It can be used for effective teaching, development of instructional material and development of curriculum.

Joyce & Weil (1985) define a model as a plan which, "consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals."
Eggen et al (1979) calls models "Prescriptive teaching strategies" in the sense that the teachers responsibilities during the planning, implementing and evaluating stages are clearly defined.

Sansanwal and Singh define a model as "A systematically developed outline wherein the activities for teachers and students are spelt out, arranged in a particular sequence and carried out in an appropriate environment for achieving well defined objectives."

Weil & Joyce (1990) further add that "A model of teaching is a plan or pattern that we can use to design face-to-face teaching in classrooms or tutorial settings and to shape instructional materials - including books, films, tapes and computer - mediated programmes and curriculums (long-term courses of study)." Each model guides us as we design instruction to help students achieve various objectives.

Thus, models of teaching have the following characteristics:

1. Models of teaching are based on some empirically proved principles.
2. Each model has well defined instructional effects.
3. In each model of teaching, there are defined steps arranged in a sequence. These steps can be repeated as per the need.
4. The activities and responsibilities of teacher and students are well spelt-out.
5. Models of teaching are learner centered or pupil oriented.
1.2.0 Classification of Models

Joyce & Weil (1990) have classified the models of teaching into the following four categories, which they call 'families'.

1. **Information processing models**

Models in this family are directed towards dealing with cognitive skills. They emphasize the active involvement of the student in learning through investigating environment and analysing data rather than a passive reception of stimuli and rewards. Eggen et al (1979) define information processing as intellectual skills required to analyse information which "include the ability to make observations and through the use of inference, to generalize, to predict and to explain events." Here, the learner processes information through stimulus-response link. Information processing models aim at intellectual growth. They help students not only in acquiring content but also in developing thinking skills which in turn allow them to learn on their own.

2. **Social Interaction Models**

These models emphasize the development of capabilities for interpersonal relationships. They focus on the social issues being resolved through academic inquiry and logical reasoning. They lay stress on the development of skills which help individuals engage in democratic processes and work productively in the society.

3. **Behaviour Modification Models**

Drawing particularly on the work of B. F. Skinner a large number
of models have been designed to take advantage of the human being's capacity to learn and modify behaviour by responding to tasks and feedback. These models are used to teach information, concepts, skills to increase comfort, relaxation and reduce phobias, to change habits and to help students engage in social and academic tasks appropriately. The behaviour modification theorists emphasize changing external behaviour or the learners and describe them in terms of visible rather than underlying behaviours.

4. **Personal Models:**

Personal models are designed to develop the capacity for personal development in terms of creative self-concept, self-understanding and creative problem-solving. They also focus on the emotional development of learners. They begin from the perspective of the selfhood of the individuals. These models of teaching have specific purposes:

1. To lead the student toward greater mental and emotional health by improving self-concept, increasing realism, creating self-confidence and extending sympathetic and empathetic reactions towards others.

2. To increase the proportion of education that emanates from the needs and aspirations of the students themselves, taking each student as a partner in determining what he or she will learn and how he or she will learn.

3. To develop specific kinds of qualitative thinking such as creativity and personal expression.
These models can be used to moderate the entire learning environment, to attend to the personal qualities and feelings of students and to look for opportunities to make them partners and to communicate affirmatively with them.

Nondirective teaching, synetics, awareness training and classroom meeting are the four models of personal family.

A model of teaching is not a substitute for teaching skills. It is rather a complementary. It has to become a flexible and fluid instrument that is modified to fit different types of subject matter, and which responds to the students who are different from one another. A teacher can use different models to reach different instructional goals. Nondirective Model (NDM) can be used to help the students understand themselves, clarify their goals and accept responsibility for their growth and the direction of their activities.

1.3.0 Nondirective Model:

The Nondirective Model is based on the work of Carl Rogers and other advocates of nondirective counselling. Rogers extends his view of therapy as a mode of learning to education. He believes that positive human relationships enable people to grow and therefore, instruction should be based on concepts of human relations in contrast to concepts of subject matter or thought processes. The teacher's role in nondirective teaching is that of a facilitator who has a personal relationship with students and who guides their growth and development. In this role, the
teacher helps students explore new ideas about their lives, their schoolwork and their relations with others. The model assumes that students are responsible for their own learning, and its success depends on the willingness of student and teacher to share ideas openly and to communicate honestly with one another.

1.3.1 **Goals of NDM**: The NDM focuses on facilitating learning. The goals of NDM are:

1. To assist students so that they recognize their inner-selves for greater personal integration, effectiveness and realistic self appraisal.

2. To create a learning environment conducive to the process of stimulating, examining and evaluating new perceptions.

In other words, NDM’s goal is to help students understand their own needs and values so that they can direct their own educational decisions.

1.3.2 **Assumptions of NDM**: NDM is student centered. In this kind of counselling, the client's capacity to deal constructively with his own life is respected. Hence NDM is based on the following assumptions:

1. Students have the ability to identify their own problems and to formulate their solutions.

2. The student can be a part of the decision making process where learning is concerned.

3. The students are able and willing, with assistance from the teacher to function in a learning environment where decisions about what is important are made by students, alone or jointly with the teacher.
4. The teacher serves as a facilitator helping students cope with their problems.

1.3.3 The NDM Interview:

The main technique for developing facilitative relationships is the NDM interview, a series of face-to-face encounters between teacher and student during the interview, the teacher serves as a collaborator in the process of student's self-exploration and problem solving. The interview itself is designed to focus on the uniqueness of the individual and the importance of emotional life in all human activities. The use of interview technique in NDM is borrowed from counselling, but it is not the same in the classroom as it is in the clinical setting.

Within the classroom, the interview is used as a learning experience, but its content is not defined solely to personal problems, but about class assignment progress, evaluation of the progress of individual students in their work and exploration of new topics of interest.

When NDM interview is used for academic counselling, the teacher gives up the traditional authoritarian decision-making role. The teacher is as counsellor and is not as an advisor. The relationship between teacher and student is best described as a partnership. Thus, if the student complains of poor grades and inability to study, the teacher as facilitator does not attempt to resolve the problems simply by explaining the art and craft of good study habits. Instead, the teacher encourages the student
to express those feelings about school, himself, and other persons that may surround his inability to concentrate. When these feelings are fully explored and perceptions are clarified, the student himself tries to identify appropriate changes and bring them about.

The best interview atmosphere has four definite qualities. They are:

1. The teacher shows warmth and responsiveness, expressing genuine interest in the student and accepting him as a person.
2. The counselling relationship is characterised by permissiveness in regard to the expression of feeling. The teacher does not judge or moralize.
3. The student is free to express symbolically his feelings, but he is not free to control the teacher or to carry impulses into action. There are definite limitations in terms of responsibility, time, affection and aggressive action.
4. The counselling relationship is free from any type of pressure or coercion. The teacher avoids showing personal bias or reacting in a personality critical manner to the student during the interview sessions.

The student passes through three stages of personal growth.
1. A release of feeling (catharsis)
It involves the breaking down of the emotional barriers that often impair a person's ability to solve dilemmas. By discharging the emotions surrounding a problem, a person paves the way for
developing a new perspective or insight into the problem. Catharsis initiates the problem-solving process as follows:

A person has pent-up feelings. He is tense, defensive and as a result is unable to see his problem and himself clearly. The NDM interview provides an opportunity for free personal expression. The student becomes less tense, more comfortable, and becomes aware of himself after the release of feelings.

2. Insight:
Insight is the short term goal of the cathartic process. He experiences the insight that leads to a reorganization of the self and to increase understanding of one's emotions and pattern of behaviour. As the student begins to understand the reasons of his behaviour, he can recognize the other alternatives of satisfying his needs.

3. Integration:
Ultimately, the test of personal insight is the presence of actions that motivate the student towards new goals. These positive actions create a sense of confidence and independence in the student.

The stages of personal growth are presented in Figure - I.

---

RELEASE OF FEELINGS

ACTION --> Self-initiated --> Independence --> NEW ORIENTATION
Confidence -->
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Figure - 1: Stages of Personal Growth in NDM Interview.
Thus, the nondirective interview is a technique by which teachers can help students focus the direction on their own learning. The teacher should have the ability to perceive and reflect the feelings of the student.

The nondirective interview looks to three sources of student problems: (1) present feelings (2) distorted perceptions and (3) alternatives that are unexplored because of an emotional reaction to them.

Although the focus of the nondirective interview allows the student freedom to identify and explore problems, the teacher will have at times to employ directive counselling moves in order to help the student.

1.3.4 Syntax of the NDM strategy

Since, NDM assumes that every student, every situation and every teacher is unique, the events in a nondirective interview situation cannot be anticipated. The responsibility for the initiation and maintenance of the interview is largely in the hands of the student. Despite the fluidity and unpredictability of NDM it has a sequence which is divided into five phases of activity, as shown in figure - 2

1. Phase one:

In phase one, the helping situation is defined. This includes structuring remarks by the counsellor that define the student's freedom to express feelings, an agreement on the general focus of
Figure 2: Phases of NDM:

<table>
<thead>
<tr>
<th>Phase One: Helping Situation</th>
<th>Phase Two: Encouraging Exploration</th>
<th>Phase Three: Developing Insight</th>
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<tr>
<td>Teacher encourages free expres-</td>
<td>Individual expresses negative feel-</td>
<td>Teacher accepts and clarifies</td>
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<td>sion of feelings.</td>
<td>ings Teacher accepts and clarifies</td>
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<td>Phase Four: Planning and De-</td>
<td>Phase Five: Integration</td>
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<td>cision-Making</td>
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<td>Teacher clarifies possible De-</td>
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<td>cisions.</td>
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the interview, an initial problems statement, some discussion of the relationship if it is to be ongoing, and the establishment of procedures for meeting.

2. Phase two:

The student is encouraged, by the teacher's acceptance and clarification, to express negative and positive feelings to state and explore the problem.

3. Phase three:

Gradually, the student develops insight, he perceives new meaning in his experience, sees new relationships of cause and effect, and understands the meaning of his previous behaviour.

4. Phase four:

The student moves toward planning and decision making with respect to the problem.

The role of the teacher is to clarify the alternatives.
5. Phase five:
The student reports the actions he has taken, develops further insight and plans increasingly more integrated and positive actions.

The syntax presented here could occur in one interview or a series of interviews. The five phases of NDM interview provide the teacher with an overview of the process being engaged in, though the specific flow is marginally in the teacher's control. The syntax varies with different functions, problems and personalities.

1.3.5 Social System

In the social system, the roles to be played by teacher and students are explained. In NDM, teacher and students play the following roles.

Teacher's Role:
- He accepts the students feeling about himself or herself. He is a facilitator and reflector.
- During the interviews the teacher responds and clarifies the feelings and goals of students with acceptance, understanding and empathy.

Student's Role:
- Student plays an active role. He is responsible for the initiation and maintenance of interaction process of NDM interview. He expresses his feelings about himself or herself and to gain self reliance through the knowledge of self.
1.3.6 **Principles of Reaction:**

The rules followed by teacher in controlling student activities are called principles of reaction. In NDM, the teacher reacts to the student's responses in the following way.

1. He helps the student define his problems and feelings.
2. He reacts in such a way that the student takes responsibility for his actions and plans his objectives and devises methods to achieve them.

1.3.7 **Support System:**

The materials and facilities needed for implementing a model of teaching are called support system.

The support system for this strategy varies with the functions of the interview. If the interview is for the purpose of negotiating academic contracts, then necessary resources have to be available for the student. If the interview consists of counselling for a behavioural problem, the skills of the teacher are necessary. In both cases, the one-to-one situation requires spatial arrangements that allow privacy, removal from other classroom forces and activities, and time to explore a problem adequately and in an unhurried fashion.

1.3.8 **Application of NDM:**

The NDM can be applied to personal, social and academic problems of the students. In the case of personal problems students
explore feelings about self. In social problems, students explore their feelings about relationship with others and investigate how feelings about self may influence these relationships. In academic problems, students explore their feelings about their competence and interest. In each case, the interview content is always personal and it centres on each individual's own feelings, experiences, insights and solutions.

To use NDM effectively, a teacher must be willing to accept that a student can understand and cope with his/her own life. Belief in student's capacity to direct himself or herself is communicated through the teacher's attitude and verbal behaviour. The teacher does not attempt to judge the student, and does not attempt to diagnose problems. Instead, the teacher attempts to perceive the student's world as he/she sees and feels it. And, at the moment of student's self perception the teacher reflects the new understanding to him/her.

NDM can be applied in the classroom situation also. The establishment of such 'open' classroom has the following characteristics:

1. Its 'objectives' include affective development growth of student's self concept, and student's determination of learning needs.
2. Its methods of instruction are directed towards student's flexibility in learning.
3. The 'teacher's role' is that of a facilitator, resource person, guide and advisor.
4. The student's 'determine' what is important to learn. They are free to set their own educational objectives and to select the methods for attaining their goals.

5. The 'evaluation' of progress in the classroom consists more of student's self evaluation than of teacher's evaluation. Progress is measured qualitatively rather than quantitatively.

(One of the important uses of NDM is), when a class becomes 'stale' and the teacher finds himself or herself just 'pushing' the students through exercises and subject matter, the use of NDM will be beneficial.

1.3.9 Instructional & Nurturant Effects:

A model of teaching is used for achieving certain instructional objectives. These are called its instructional effects. The nurturant effects are those effects which are produced besides the instructional effects.

Since the activities are not prescribed, but are determined by the learner as he or she interacts with the teacher and other students, the nondirective environment depends largely on its nurturant effects. The nurturant effects of NDM are as under:

I  Personal awareness

II  Self development

*  A variety of social and academic goals.

The researcher has endeavoured to follow the dictums of NDM theory as strictly as possible keeping in mind the local environment and basic structure available to her, in the following study.
1.4.0 Rationale

If it is to be accepted that the goal of education is to offer each individual the opportunity to grow, so that he gains a sense of self-worth and to realize his uniqueness and his responsible role in society, it is the obligation of society to provide him with the opportunity of knowing about and assessing his potentials through the system, mechanism and authority that prevail in the field of education.

It is a common experience of people that an average student is lost in syllabus, curriculum, books, home-work and examinations. Teachers are lost in completing syllabus and examining papers. And as a result, teacher has lost student and student has lost teacher. Thus, the goal of education is not fulfilled.

Secondly, the present time has compelled a person to fit and cope with life, otherwise he is constantly arrested by worries, adjustment problems and personality clashes.

Hence it is the right time to intervene and bring the turning point in the gloomy picture of education. NDM provides a breakthrough here. It claims to help students to learn themselves, and achieve various objectives.

NDM is designed to enhance the growing self, to clarify goals and to act in right direction. Since the researcher has an aptitude and interest in NDM, she seized an opportunity to study the influence of NDM.
No more work has been found in the field. Only two empirical evidences on NDM, and that too at M.Ed and M. Phil level by Chaudhri (1978) and Sahani (1986) respectively were traced.

Chandhari (1978) concluded that it was possible to develop a 'Model Group Discussion Leader' through NDM. Sahani (1986) revealed that NDM was more effective in teaching economics than in the traditional method of teaching. Thus, in both the researches, NDM was found to be used in different ways and with limited study the generalizations cannot be made about the effectiveness of NDM. Hence the researcher thought to work on it with altogether a different angle.

Moreover, less efforts were made for drawing any conclusion, in past studies with respect to the effectiveness of guidance and counselling.

Sudha (1959), Gajjar (1967), D'souza (1969), Rana (1971) and Tripathi (1986) surveyed the needs for guidance and counselling. Students needed guidance regarding educational and vocational opportunities, to learn more of themselves, better their self concept, and to solve various problems in life. The investigator looked further and thought to work on the effectiveness of counselling techniques.

It was clear from the past studies that Dasgupta (1972), Tulsi (1983), Fernandes (1984), Prasad (1984), Premlata (1984) and Gupta (1985) studied the effectiveness of guidance and
counselling. Dasgupta (1972) found that school guidance services by career masters seemed to be quite satisfactory. Tulsi (1983) found that career guidance strategies were effective in vocational maturity except for the goal selection component. Fernandes (1984) reported that counselled preadolescents were more benefitted in academic achievement than their counterparts. Prasad (1984) revealed that pupil teachers were more improved during nondirective therapy and followup than their counterparts. Premlata (1984) could notice that counsellor could resolve most of the problems of adolescents related to personal, educational and vocational fields. Gupta (1985) concluded that guidance programme is useful for better self-understanding. It can be said that though all the six studies confirmed that guidance and counselling are effective tools in solving one's problems and provided better self understanding, the number of researches is too small to generalise, and to draw such conclusion. Hence the investigator picked up the opportunity to work on and investigate to find out the effectiveness of nondirective model.

Though, personality is an attractive field for the researchers, there was not a single study, which had tried to develop personality or solve personality problems. Out of 53 researches presented in 2.3.0 some researches gave importance to the study of personality factors of different people, some studies were related to the influence of various independent variables on different factors of personality and some researches were aimed at finding out differences among various personality factors of a
variety of people. To fill this gap, the researcher thought to develop the personality of teacher trainees through NDM, as it advocates in helping the students to understand themselves, clarify their goals and act accordingly. Further the researcher opted for 16 PFQ as it measures 16 factors of personality, rather than the other tests listed in 3.3.1.

Adjustment, is a subject of study as old as the existence of mankind. Abundant work has been done in this fields. But in respect to the improvement in adjustment, only four researches out of 59 studies presented in 2.4.0 tried to improve the adjustment by various methods.

Jain (1971) found gain in self assessment adjustment by Acharya Rajaneesh's Meditation Camp. Banga (1983) concluded that training programme in physical fitness produced effective influence on adjustment in physical fitness. Desai (1985) revealed that sex education programme was effective in changing the adjustment. Mohanty (1985) showed that the intervention programme for reducing the level of anxiety improved the adjustment and academic performance. The investigator selected adjustment as variable besides personality. The reason behind this is that there are less number of studies that tried to improve adjustment level. Secondly, four studies are different from each other with reference to counselling techniques, sample, procedure and dependent variables. The only conclusion can be derived from is, guidance and counselling are effective in gaining adjustment
regarding self assessment, physical fitness and academic performance. Thus, there was a need to study further in this direction. The other consideration for taking adjustment with personality was that the personality change can be executed or evaluated through the adjustment. To study more precisely she selected Bell Adjustment inventory, so that home, health, social and emotional adjustment areas can be studied. Thus, the investigator had tried to study the effectiveness of NDM on personality factors and adjustment.

NDM expects the students to experience four stages, (1) release of feelings (2) insight followed by (3) action and (4) integration. New perception of self (insight) can be studied through personality and action and integration can be studied through adjustment.

Many researchers had tried to study the influence of various independent variables on different personality factors and various areas of adjustment of different people.

It was concluded from earlier studies that sex was found significantly influencing different personality factors (Gupta; 1975, Jhag; 1979, Krishna; 1979, Ram; 1981, Giani; 1982, Tiwari; 1984, Dubey; 1986, Prakash; 1986 and Sadhu; 1986), whereas Dhillon (1979) and Sharma (1986) did not find effective influence of sex on different personality factors.

There wasn't unanimity in the findings with reference to the influence of sex on various areas of adjustment. Sex was found

Besides sex, the other variables like age, culture, locality, home, income religion, mother's authoritarianism, discipline, neuroticism and psychoticism, Physical training programme, scholastic achievement, n-ach, intelligence, sports participation, acceptance or rejection of children, size of the family and birth order were studied to know their influence on different personality factors by different researchers (vide 3.4.0).

It is clear from the description given in 3.5.0, that besides sex, the influence of the factors like rural - urban area, sex, age, locality, home, income, religion, parental deprivation, faculty, educational level, family income, faculty rearing, emotional deprivation, organic deficiencies, social and economic impoverishment, status of job, size of family, birth order, school environment, self-concept, economic status, physical fitness and schooling were studied in the past researches. But it is not possible to draw any generalisation on the basis of the findings of these studies because most of them were either the single study or there was inconsistency in the findings in the case of more than one study. There are many other factors which
may affect personality factors and adjustment. Some of them are: marital status, social & political environment, ecology, creativity, etc. These factors need to be studied in the context of personality factors and adjustment. To fill this gap, sex and marital status were taken up as independent variables, besides treatment in the present investigation.

Since the investigator was a lecturer in education college, she was aware of the various problems of teacher trainees as they often approached her with their problems. She thought that if the teacher trainees, who are going to become the teachers are suffering from their own various maladjustments and personality disturbances, they will find it hard to fulfill their duties as instructors. The consideration behind their selection was simple. If the teacher trainees' personality is sound, properly self understood and adjustment level is good, he or she can provide healthy atmosphere to the students to learn. There was only one study by Prasad (1984) which had selected pupil teachers as the sample of her study.

The present study was planned and designed with the rationale argued previously.

1.5.0 Statement of Problem

The title of the present investigation was worded as:

INFLUENCE OF NONDIRECTIVE MODEL ON PERSONALITY FACTORS AND ADJUSTMENT OF TEACHER TRAINEES.
1.5.1 Definition of Terms

The following words used in the title are defined with a view to clarifying the connotation in which they are used in the present investigation.

1. Influence:
An ability to make improvement in teacher trainees' scores on personality factors and adjustment

2. Nondirective Model (NDM)
A model of teaching developed by Weil & Joyce (1990) for helping the students understand themselves, clarify their goals, and accept responsibility for their growth and direction of their activities (Vide 1.3.0)

3. Personality

According to Cattell (1965)
"Personality is that which permits a prediction of what a person will do in a given situation. Personality is concerned with all the behaviours of the individual both over and under the skin (vide - 3.3.1)."

4. Adjustment

Kaluger and Kaluger (1984) define:
"Adjustment as processes and behaviours that satisfy a person's internal needs and enable the person to cope effectively with environmental, social and cultural demands. (vide - 3.3.2).

5. Teacher trainees:
A B.Ed. student studying in the teachers training college.

1.6.0 Objectives

The present investigation was carried out with the following objectives:
1. To study the level of Adjustment of teacher trainees.

2. To study the effectiveness of NDM in terms of the following personality factors of teacher trainees:

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<tr>
<th>Factor</th>
<th>Comparison</th>
<th>Description</th>
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<tr>
<td>Reserved</td>
<td>VS</td>
<td>outgoing</td>
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<td>Emotionally</td>
<td>VS</td>
<td>emotionally stable</td>
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<td>Submissive</td>
<td>VS</td>
<td>dominating</td>
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<tr>
<td>Sober</td>
<td>VS</td>
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<td>Expedient</td>
<td>VS</td>
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<td>Shy</td>
<td>VS</td>
<td>venturesome</td>
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<td>Self-reliant</td>
<td>VS</td>
<td>dependent</td>
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<td>Trusting</td>
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<td>Practical</td>
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<td>imaginative</td>
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<td>Natural</td>
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<td>Confident</td>
<td>VS</td>
<td>Depressive</td>
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<td>Conservative</td>
<td>VS</td>
<td>experimenting</td>
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<td>Sound follower</td>
<td>VS</td>
<td>resourceful</td>
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<td>Indisciplined</td>
<td>VS</td>
<td>controlled</td>
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<td>precise self-image</td>
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<tr>
<td>Relaxed</td>
<td>VS</td>
<td>tense, restless</td>
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3. To study the effectiveness of NDM in terms of:

<table>
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<tr>
<th>Factor</th>
<th>Comparison</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total adjustment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. To study the influence of treatment, sex, marital status and their various interactions on teacher trainees' personality factor:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Comparison</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserved</td>
<td>VS</td>
<td>outgoing</td>
</tr>
<tr>
<td>Emotionally</td>
<td>VS</td>
<td>emotionally stable</td>
</tr>
<tr>
<td>Submissive</td>
<td>VS</td>
<td>dominating</td>
</tr>
<tr>
<td>Sober</td>
<td>VS</td>
<td>happy go lucky</td>
</tr>
<tr>
<td>Expedient</td>
<td>VS</td>
<td>Conscientious</td>
</tr>
<tr>
<td>Shy</td>
<td>VS</td>
<td>venturesome</td>
</tr>
<tr>
<td>Self-reliant</td>
<td>VS</td>
<td>dependent</td>
</tr>
<tr>
<td>Trusting</td>
<td>VS</td>
<td>Suspicious</td>
</tr>
<tr>
<td>Practical</td>
<td>VS</td>
<td>imaginative</td>
</tr>
<tr>
<td>Natural</td>
<td>VS</td>
<td>Shrewd</td>
</tr>
<tr>
<td>Confident</td>
<td>VS</td>
<td>Depressive</td>
</tr>
<tr>
<td>Conservative</td>
<td>VS</td>
<td>experimenting</td>
</tr>
<tr>
<td>Sound follower</td>
<td>VS</td>
<td>resourceful</td>
</tr>
<tr>
<td>Indisciplined</td>
<td>VS</td>
<td>controlled</td>
</tr>
<tr>
<td>self conflict</td>
<td></td>
<td>precise self-image</td>
</tr>
<tr>
<td>Relaxed</td>
<td>VS</td>
<td>tense, restless</td>
</tr>
</tbody>
</table>

Q1, Q2, Q3, Q4 indicate specific interaction effects.
To study the influence of treatment sex, marital status and their various interactions on:

1. Home adjustment
2. Health adjustment
3. Social adjustment
4. Emotional adjustment and
5. Total adjustment of teacher trainees.

To study the influence of NDM in terms of reactions of teacher trainees towards NDM.

1.7.0 Hypotheses

The following null hypothesis were formulated.

1. There will be no significant difference between the mean pretest and posttest scores of personality factor A of teacher trainees.

2. There will be no significant difference between the mean pretest and posttest scores of personality factor C of teacher trainees.

3. There will be no significant difference between the mean pretest and posttest scores of personality factor E of teacher trainees.

4. There will be no significant difference between the mean pretest and posttest scores of personality factor F of teacher trainees.

5. There will be no significant difference between the mean pretest and posttest scores of personality factor Q of teacher trainees.

6. There will be no significant difference between the mean pretest and posttest scores of personality factor H of teacher trainees.
7. There will be no significant difference between the mean pretest and posttest scores of personality factor I of teacher trainees.

8. There will be no significant difference between the mean pretest and posttest scores of personality factor L of teacher trainees.

9. There will be no significant difference between the mean pretest and posttest scores of personality factor M of teacher trainees.

10. There will be no significant difference between the mean pretest and posttest scores of personality factor N of teacher trainees.

11. There will be no significant difference between the mean pretest and posttest scores of personality factor O of teacher trainees.

12. There will be no significant difference between the mean pretest and posttest scores of personality factor Q1 of teacher trainees.

13. There will be no significant difference between the mean pretest and posttest scores of personality factor Q2 of teacher trainees.

14. There will be no significant difference between the mean pretest and posttest scores of personality factor Q3 of teacher trainees.

15. There will be no significant difference between the mean pretest and posttest scores of personality factor Q4 of teacher trainees.
16. There will be no significant difference between the mean pretest and posttest scores of home adjustment of teacher trainees.

17. There will be no significant difference between the mean pretest and posttest scores of health adjustment of teacher trainees.

18. There will be no significant difference between the mean pretest and posttest scores of social adjustment of teacher trainees.

19. There will be no significant difference between the mean pretest and posttest scores of emotional adjustment of teacher trainees.

20. There will be no significant difference between the mean pretest and posttest scores of total adjustment of teacher trainees.

21. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor A of teacher trainees.

22. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor C of teacher trainees.

23. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor E of teacher trainees.

24. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor F of teacher trainees.
25. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor G of teacher trainees.

26. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor H of teacher trainees.

27. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor I of teacher trainees.

28. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor L of teacher trainees.

29. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor M of teacher trainees.

30. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor N of teacher trainees.

31. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor O of teacher trainees.

32. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor Q1 of teacher trainees.

33. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor Q2 of teacher trainees.
34. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor Q3 of teacher trainees.

35. There will be no significant influence of treatment, sex, marital status and their various interactions on personality factor Q4 of teacher trainees.

36. There will be no significant influence of treatment, sex, marital status and their various interactions on home adjustment of teacher trainees.

37. There will be no significant influence of treatment, sex, marital status and their various interactions on health adjustment of teacher trainees.

38. There will be no significant influence of treatment, sex, marital status and their various interactions on social adjustment of teacher trainees.

39. There will be no significant influence of treatment, sex, marital status and their various interactions on emotional adjustment of teacher trainees.

40. There will be no significant influence of treatment, sex, marital status and their various interactions on total adjustment of teacher trainees.

1.8.0 Limitations

The present investigation has the following limitations:

1. The present investigation was carried out on the teacher trainees of Gujarati medium colleges of education of Ahmedabad city only.
2. The investigator had studied A, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4 personality factors only.

3. The investigator had studied the adjustment areas viz., home, health, social, emotional and total only.

4. Besides treatment, only sex and marital status were taken as independent variables for the study.

1.10.0 Scheme of Chapterization

A brief description of the chapters to follow is given below.

Chapter II Historical Highlights

This chapter throws light on the past research studies regarding NDM, Guidance and Counselling, Personality factors and Adjustment, carried out in these fields along with a summary of major points.

Chapter III Methodology

In this chapter, the methodology followed in carrying out the present experimental study is described. It gives the details with respect to sample, design, tools, procedure of data collection and the statistical techniques used for analysing the data.

Chapter IV Results and Discussion

The results obtained through the statistical analyses of the data are tabulated, interpreted and discussed in chapter IV.

Chapter V Summary and Implications

In the last chapter, a summary of the report is given along with the major findings, observations and implications of the investigation.
Thus, this thesis contains the detailed description of all the essential steps taken in carrying out the present investigation. A bibliography and appendices are given at the end.