CHAPTER V

REVIEW, CONCLUSIONS AND SUGGESTIONS.

V.1.1 Introduction

The advancement of any country - the advancement in the material, economic, social, scientific and technological - depends among other things upon the individuals and their characteristics. It is the irresistible urges and aspirations of an individual that manifest very often in their concrete actions which ultimately resulted in greater achievement and progress. So it can be thought of that the basis for any progressive change in the society is the human individual.
In certain societies where people suffer from a measure of complacency and fatalism, no worthwhile action results and no progress stems from such consequent inaction. Thus the progress or no progress of the societies the world over could be analysed in terms of meaningful human motives. The material advancement made in certain societies can be attributed to a large measure to the individual's achievement motivation, and to the perception of his phenomenal world.

The presence and the absence of need achievement in the individuals belonging to various cultures could be explained in terms of their histories which help develop peculiar philosophies of their own. In certain societies where people were prompted by an urge to amass wealth and material possessions, the individuals were dominated by an optimistic philosophy which encourages them to work hard and longer for achievement. On the contrary the Indian situation with its peculiar historical and philosophical background seem to present a different picture. The people dominated more by aspects of religion come under the spell of fatalism and an universally misinterpreted 'KARMA' philosophy, which made the Indian people complacent. Thus it may be said that the Indians are among the least achievement oriented people and if at all
India has to progress, it must shed its negative philosophical moorings to the extent which inhibit the achievement motive. The other positive approach would be to develop need achievement in the individuals on a mass scale.

In the days of compulsory universal education the n Ach. could be developed in the masses only through education and here comes the crucial role of the school. But incidentally the teacher who is the chief role player in the school situation does not display n Ach. to any appreciable degree and probably he is the frustrated individual who instead of developing n Ach. in the pupils infuses frustration. So the best way to develop n Ach. in the nation is to develop n Ach. in the teacher and probably the most opportune time one can think of developing n Ach. in the teachers is at the time of preservice training. So it is proposed that the best way to catch a teacher for the purpose of n Ach. development is at the period of his training.

Perception of self and others is an other variable under investigation. Inherent abilities and situation in which an individual is involved help develop positive self perception. The element of situation could be developed in a classroom and thereby the self perception
which would ultimately be instrumental in developing n Ach. So self perception and n Ach. which are so crucial to the development of the individual and the nation at large could be developed in a school situation provided that the teacher is made ready adequately for the task.

A teacher who is adequately trained to teach in the present day school can only prepare the child to fit into and feel at home in the twenty first century and in super industrial society as Toffler (1970) puts it. Education must become the real instrument of change. Commenting on education as an instrument of change in relation to the democratic institutions the country has adopted, Education Commission (1966, p. 4) observed that in a democracy the individual is an end in himself and the primary purpose of education is to provide him with the widest opportunity to develop his potentialities to the full.

In a great society like ours where nearly half of its population are under the age of 20 years according to the Education Commission (1966), India today is the land of youth! Wonder land!
Speaking about the present state of education in the schools Maithreyi (1975) observed: "if we want better schools, we need better teachers; and for teachers to perform their task with greater understanding and competence, we need a properly formulated training programme." This statement lends substance to the contention that the young men and women who are in the Colleges of Education should be given proper training. The way schools te in the villages and towns are run, the type of educational outcomes that are emerging indicate that there seem to be no visible commitment on the part of the teachers for teaching. Maithreyi (1975) further commented that our schools would not be what they are had the training programme made by any impact on the student teacher." The teacher education programme has become a mere rubber stamp to get into teaching profession. If the youth that intend to become teachers are trained properly then many ills that pestered the educational system in the country can be eradicated. Since the teacher is the main spring for any educational development any reform in the system should start from the teacher education itself. Prospective teachers must be made aware of the things that will happen 10 to 15 years ahead and
he should be equipped with all the necessary skills and competencies to face the classroom with self-assured confidence.

In order to minimise wastage and to make teacher education programme a success, not only right type of training programme is needed but also right type of young men and women should be selected to undergo teacher education programme. If there are certain human qualities that good teachers must have, those candidates who do not possess them must be eliminated from becoming teachers and on the other hand if such qualities can be learned then provision must be made to teach them in the College of Education.

Realising that the teacher education programme is the nerve centre for any innovations to be introduced in the system of education, the investigator has endeavoured to study certain non-intellectual correlates of student teachers which were assumed to be the predictors of teacher effectiveness.
The problem of the study runs as follows:

"STUDY OF SELF PERCEPTION, NEED ACHIEVEMENT, AND ACADEMIC PERFORMANCE OF THE PROSPECTIVE SECONDARY SCHOOL TEACHERS."

This study has two main objectives: one to measure n Ach. and self-perception of student teachers and to examine their relationship with sex, residence, SES, and the like. The second objective was to examine to what extent those variables explain the achievement variance of the subjects. In this study the academic performance of the Ss was taken to mean teacher effectiveness.

A sample of 410 men and women students of education in the age group of (21-25) years was selected out of the total population of about 2000 students undergoing B. Ed. Course during the academic year 1972-73 in the colleges of education affiliated to the University of Madras. Standardised tools for measuring the variables under investigation were selected - TAT test for n Ach, the Self-Report Inventory for Self-perception, and MPIT for intelligence. Personal data of the subjects were
collected through 'Personal Data Sheet'. SES score was computed on the basis of parents’ education, occupation, and income. Scoring of the answer scripts was done according to the manual of each test. t-tests, Pearson Product - Movement correlation and Multiple Regression Analysis were used for the analysis of the data. The analyses have revealed several important things and the major findings and observations are given below:

V.1.2 Sample:

The sample of the study was drawn from five Colleges of Education in the city of Madras.

Of the five colleges three admit exclusively women students and the remaining two, men students.

The sample consisted of 271 women students and 139 men students.

Since the minimum qualification for admission into B. Ed. is graduation there were 401 graduates and only nine post graduates.

In the present sample 83 were first class degree holders, 158 second class, 143 third class and 26 compartmentally passed degree holders.
Previous teaching experiences count for admission into the course. In the sample 16 S's were with 6 years or more service, another 16 S's with 4 to 6 years service, 129 with experience range between 1-3 years, and the remaining 249 S's were with no service.

In the total sample, 317 were in the age group of (21-25) years, 65 were in the age group of (26-30) years and the remaining 28 were 41 years old or above.

254 S's were from the city proper and the remaining 156 were from rural area.

Institutions are not fully residential, only 132 out of 410 stayed in the hostels attached to the institutions and the remaining 278 were commuters and attending from homes situated in the city itself.

129 S's parents were illiterates or primary educated, 185 S's parents were high school educated, and the rest 96 were college educated.

According to the occupation of the parents the subjects were categorised into 6 levels - 180 S's come from labour families, 52 clerks etc., 51 teachers,
10 lecturers, and headmasters, 48 gazetted officers, 58 were either law or medical practitioners families.

According to the income of the parent 38 subjects belong to low income group, 314 middle, and 58 upper middle income group.

V.1.3 n Ach. measure

The mean measure of the n Ach. of the present sample was 4.88 and standard deviation 4.39. A few mean measures of n Ach. of Indian population were available which are presented here. Mehta (1973) measured the n Ach. of University Youth and found it to be 4.76. Pathak (1973) measured the n Ach. of high school students as 1.88. Choudhry (1972) found the n Ach. of Punjab high school students as 7.56. Choski (1973) found n Ach. of Baroda high school students as 4.81. Vijayavardhan Rao (1975) measured the n Ach. of B. Ed. students of Andhra University and n Ach. level was 4.66. All these figures indicate more or less same level.

V.1.4 n Ach. components

Need achievement was measured by quantifying the verbalised needs. Need achievement is a composite score
with several sub-categories such as need, goal anticipation, emotional states, blocks, instrumental activities and achievement theme. Though all categories of verbalisation were present in the thought-processes of the subjects, some categories such as achievement theme, blocks and instrumental activities were not adequately present. The lack of adequate expression of these categories resulted in having less n Ach. score. However, subjects expressed needs, goal anticipations and emotional states more adequately. Pathak (1973), Choski (1973) and Kapoor (1974) have also analysed the components of n Ach. of the school children. The age is the factor which discriminates the subjects in the verbalised categories of n Ach.

V.1.5 Residence

Highly significant difference (t = 3.26) was found in n Ach. scores of Ss from rural and urban areas with urban students scoring higher in n Ach.

The urban climate with its scientific and industrial culture perhaps contribute to the development of n Ach. of the Ss. On the other hand village life is not
vigorous and stimulative. The difference in the n Ach. levels of the two groups could be explained in this context.

V.1.6 Sex

The n Ach. levels of men and women students of the sample differed highly significantly. The difference (t = 3.37) was significant beyond the .01 level of probability. The women students scored higher as expected.

The nature of the course (terminal) in the present context and the perception of future job prospects of men and women students perhaps influenced the n Ach. of the two sexes. When an individual is studying in a college for graduation or post graduation the occupational goals and consequently life goals are not clear to them and consequently the period of job identity crisis is extended. But when an individual student is undergoing B. Ed. which is a terminal course the period of career identity crisis is not extended. This factor might have some relationship with the n Ach. of women students who perceive their future more vividly than men students.
V.1.7 Parent education level

Significant difference was found ($t = 4.39$) in $n\text{ Ach.}$ measures between the $S_s$ from illiterate parent ($M = 3.19$) and high school educated parents ($M = 5.24$) at significant difference was found ($t = 5.72$) in $n\text{ Ach.}$ measures between $S_s$ from illiterate parents ($M = 3.19$) and $S_s$ from college educated parents ($M = 6.67$ and the difference was beyond $.01$ level of probability.

Highly significant difference ($t = 3.13$) was found in $n\text{ Ach.}$ measures between the $S_s$ from illiterate parents ($M = 3.19$) and $S_s$ from university educated parents ($M = 5.91$) and the difference was significant at $.01$ level probability.

Significant difference ($t = 2.31$) was also found in mean measures of $n\text{ Ach.}$ between $S_s$ from high school educated parents ($M = 5.24$) and $S_s$ from college educated parents ($M = 6.67$) and the difference was significant at $.05$ level of probability.

These results revealed that there is a positive relationship between the subjects $n\text{ Ach.}$ level and parents' educational level.
The n Ach. levels of S S were examined with respect to the parents' occupation. From the information supplied through the 'Personal Data Sheet' the parents of S S were categorised into six occupational groups - labour, clerical or semi-skilled work, school teaching, headmastership or lecturership, gazetted officership, and legal or medical practice. Some of the major findings in this area are:

No significant difference in n Ach. levels was found between the S S belonging to the first four categories of occupational groups namely labour, clerk or semi-skilled work, school teaching, and lecturership.

No significant difference in mean measures of n Ach. was found between the subjects coming from the bottom three occupational groups namely lecturership, gazetted officer and legal or medical practice. However, significant difference (t = 4.03) in n Ach. levels was found between the S S coming from parents who were labourers (M = 3.92) and S S coming from parents who were gazetted officers (M = 6.69). The difference was significant beyond .01 level of probability.
Highly significant difference ($t = 4.37$) was found in $n$ Ach. levels between the subjects whose parents were labourers ($M = 3.92$), and $S_s$ whose parents were doctors and lawyers ($M = 6.70$). The difference was significant at .01 level of probability.

Significant difference ($t = 2.02$) was found in $n$ Ach. levels between the subjects whose parents were clerks etc. ($M = 4.97$) and subjects whose parents were gazetted officers ($M = 6.69$).

Significant difference ($t = 2.15$) was noted in $n$ Ach. levels between the $S_s$ whose parents were clerks etc. ($M = 4.97$) and $S_s$ whose parents were doctors or lawyers ($M = 6.70$). The difference was significant at .05 level of probability.

Significant difference ($t = 2.49$) was found in $n$ Ach. levels between the $S_s$ whose parents were teachers ($M = 4.45$) and the $S_s$ whose parents were gazetted officers ($M = 6.69$).

Significant difference ($t = 2.63$) was found in $n$ Ach. levels between the $S_s$ whose parents were teachers
(M = 4.51) and the Ss whose parents were doctors or lawyers (M = 4.70). The difference was significant at .01 level of probability.

The results presented above in this section indicated that the difference in occupational distance, in the first four categories of occupations was not significant and similarly in the bottom three categories. However, the differences in the 'occupational distance' in the first three categories on one hand and the bottom two on the other were significant and consequently the n Ach. levels between these two groupings were significant. Subjects from high occupational families were having higher n Ach. than Ss from low occupational family groups.

The present level of n Ach. of the youth is essential for the future economic prosperity of the nation according to McClelland and others. They feel that since the present youth occupy very responsible positions after 10 to 15 years in the nation's governance, the n Ach. of the present youth must be high.

V.1.9 Family income

The n Ach. levels of subjects were examined with respect to the family income. Economic position of the
family was categorised into three levels - low, middle and upper middle income groups.

Highly significant difference ($t = 2.94$) in mean measures of $n_{\text{Ach.}}$ was found between the $S_i$ whose family income was low ($M = 2.74$) and $S_i$ whose family income was middle ($M = 4.90$). The difference was significant at .01 level of probability.

Significant difference ($t = 2.43$) was found in $n_{\text{Ach.}}$ levels of $S_i$ whose family income was low ($M = 2.74$) and $S_i$ whose family income was upper middle ($M = 5.91$).

V.1.10 Socio-economic status

Socio-economic status of an individual seems to play a significant role in developing his attitudes, aspirations, $n_{\text{Ach.}}$ and interests. The SES in the present study was considered at four levels. The $n_{\text{Ach.}}$ was examined in relation to the SES levels and the results were given below.

Significant difference ($t = 2.26$) was found in $n_{\text{Ach.}}$ levels between the $S_i$ whose family SES level was low ($M = 2.76$) and $S_i$ whose family SES level of lower
middle (M = 4.37). The difference was significant at .05 level of probability.

Highly significant difference (t = 4.43) was found in n Ach. levels between the Ss whose family SES level was low (M = 4.76) and Ss whose family SES level was middle (M = 6.58). The difference was significant beyond .01 level of probability.

Highly significant difference (t = 3.29) was found in n Ach. levels between the Ss whose family SES level was low (M = 2.76) and Ss whose family SES level was upper (M = 6.74). The difference was significant beyond .01 level of probability.

Highly significant difference (t = 4.41) was found in n Ach. between the Ss whose family SES level was lower middle (M = 4.37) and Ss whose family SES level was middle (M = 6.58). The difference was significant beyond .01 level of probability.

Significant difference (t = 2.63) was found in n Ach. between the Ss whose family SES level was lower middle (M = 4.37) and Ss whose family SES level was upper
The difference was at .01 level of probability.

Advantaged and disadvantaged individuals are subjected to different experiences and these experiences help develop n Ach. in them. From the results discussed in this section one finds that advantaged Ss seem to have higher n Ach. level than the disadvantaged Ss. If the social set up in the country is such that the advantaged are encouraged and motivated to have higher n Ach. and consequently higher achievement as against the disadvantaged who are discouraged to have low n Ach., it augers ill to the country and this trend should be checked. There should be uniform development of n Ach. in all the social strata for the well-being of the nation. This can be achieved by undertaking systematic research to identify the real factors which stand in the way of progress of the weaker sections of the society.

V.1.11 Faculty

The general educational background of the B. Ed. students was either arts or science. The n Ach. was examined in relation to the faculty.
No significant difference was found \( (t = 0.46) \)
in \( n_{\text{Ach.}} \) between the \( S_s \) whose general educational background was arts \( M = 5.05 \) and \( S_s \) whose general educational background was science \( M = 4.82 \).

The result was not in the expected direction. It is generally believed that science students would have more cristalised occupational goals when compared to the arts students. The lack of any significant difference in \( n_{\text{Ach.}} \) between the science and arts graduates may be due to the lack of any clear cut goals in the courses offered at the college level.

V.1.12 Degree held

Need achievement was examined in relation to the degree held (graduate vs. post graduate) by the subjects. No significant difference was found \( (t = 0.97) \) in \( n_{\text{Ach.}} \) between the graduate and post graduate subjects.

V.1.13 Class secured

Need achievement of the \( S_s \) was examined in relation to the class secured in the graduation which is the qualifying degree for admission into B. Ed. Course. Class is the degree of excellence attained in that particular branch of learning. First class students
were having more job opportunities and they easily secure admission into special branches of learning.

Significant difference \( t = 2.41 \) was found in \( n \text{ Ach.} \) scores between the first class \( (M = 5.80) \) and second class \( (M = 4.42) \) graduates. But no such difference was found in any other combinations.

Psychological under-currents are in operation in the case of first class students on one hand and third and compartmentally passed candidates on the other. The former is anticipating success and consequently reward and the latter wants to avoid failure and consequently punishment. In both the cases the ends are the same but the means are different. The lack of any significant difference in \( n \text{ Ach.} \) mean measures of these two groups can be explained in this context.

The second class degree holders were situated in between these two groups with no psychological push to achieve higher - a mediocre.

V.1.14 Stay

Highly significant difference \( t = 3.24 \) was found in \( n \text{ Ach.} \) levels between \( S_s \) who stayed in the hostel
during B. Ed. training ($M = 5.89$) and $S_s$ who attended B. Ed. training from homes ($M = 4.40$).

Certain developmental process takes place in late adolescent stage of an individual. This development is perhaps more marked and quicker in $S_s$ who are away from homes. Young men and women who are away from homes will have more freedom and consequently the psychological development in them is more vigorous than $S_s$ who stay home. The significant difference in $n$ Ach. levels in the two groups can be explained in this context.

V.1.15 Intelligence

Highly significant difference ($t = 3.76$) was found in $n$ Ach. scores between the $S_s$ who were highly intelligent and $S_s$ who were less intelligent. The difference was in the positive direction.

SECTION 1 B

V.2.1 MEASURES OF SELF-PERCEPTION:

There are eight measures of self-perception. The maximum score for each scale is 24 and the total perception score is 192.

The present sample has a low perception of 'self' when compared to other measures ($M = 12.74$).
The perception of 'work' was also low (M = 13.12).

The perception of children was significantly higher in the sample (M = 18.02).

The perception of 'hope' was M = 16.83 which is next to that of 'children'.

The total perception of the sample was 120.42.

V.2.2 Residence

Individuals living in cities differ in their experiences from those living in villages. These experiences help develop attitudes, interests and other characteristics.

'Self' was perceived significantly higher by the urban people than the Ss living in rural areas. The difference was significant (t = 2.16) at .05 level of probability.

Significant difference (t = 2.45) was found in the perception of 'others' between urban Ss (M = 16.19) and rural Ss (M = 15.35).

Significant difference (t = 3.34) was found in the perception of 'work' between the urban Ss (M = 13.59) and rural Ss (M = 12.34).
Significant difference \( (t = 2.92) \) in the perception of 'authority' between the urban \( S_g \) (\( M = 14.65 \)) and rural \( S_s \) (\( M = 13.60 \)).

Highly significant difference \( (t = 4.06) \) was found in the perception of parents between urban \( S_g \) (\( M = 16.61 \)) and rural \( S_s \) (\( M = 15.05 \)).

Highly significant difference \( (t = 2.73) \) was found in the perception of hope between the urban \( S_g \) (\( M = 17.21 \)) and rural \( S_s \) (\( M = 16.21 \)).

Highly significant difference \( (t = 4.37) \) was found in the 'total' perception between urban subjects (\( M = 123.13 \)) and rural subjects (\( M = 115.99 \)).

These results indicated that urban climate and culture seem to have positive relationship with the perception of certain aspects of the phenomenal world.

V.2.3 Sex

The measures of self-perception were examined in relation to the sex of the sample and the results are given below here:
Significant difference ($t = 2.41$) was found in the perception of 'self' between the women subjects ($M = 13.13$) and the men subjects ($M = 11.99$).

Highly significant difference ($t = 2.99$) was found in the perception of 'children' between the men subjects ($M = 17.14$) and the women subjects ($M = 18.46$).

Work was perceived significantly higher by women subjects ($M = 13.39$) than by men subjects ($M = 12.58$). The difference ($t = 2.08$) was significant at .05 level of probability.

Highly significant difference ($t = 2.72$) was found in the perception of authority between men ($M = 13.58$) and women ($M = 14.59$) subjects.

'Parents' were perceived significantly higher ($t = 2.22$) by women ($M = 16.31$) than men ($M = 15.42$) subjects. Highly significant difference ($t = 2.98$) was found in the 'total' perception between men ($M = 117.07$) and women ($M = 122.13$).

However, no significant difference was found in the perception of others, reality, and hope between men.
and women. It is to be noted that women students were having more positive perceptions than the men students on all aspects of the phenomenal world. This may indicate that women B. Ed. students were having clear life goals than the men students.

V.2.4 Parents' educational level

There are several contributing factors for the home atmosphere and parents' education is certainly one among them. It is a general truism that educated parents would help children develop certain attitudes over life and enlighten them on things they have little or no knowledge. Keeping this fact in view the perceptions of the Ss were examined in relation to the parents' education.

'Work' was perceived significantly higher ($t = 2.07$) by the Ss whose parents were college educated ($M = 13.89$) than by Ss whose parents were illiterates ($M = 12.78$). This result may be due to the fact that educated parents stress dignity of work.

Highly significant difference ($t = 3.12$) was found in the perception of hope between the Ss whose parents were college educated ($M = 17.88$) and subjects whose parents were illiterates ($M = 16.28$).
Highly significant difference \( t = 3.13 \) was found in the perception of others between the \( S_s \) whose parents were high school educated \( (M = 16.29) \) and \( S_s \) whose parents were illiterates \( (M = 15.14) \).

Significant difference \( t = 2.31 \) was found in the perception of others between the \( S_s \) whose parents were college educated \( (M = 16.29) \) and \( S_s \) whose parents were illiterates \( (M = 15.14) \).

Authority was perceived significantly higher \( t = 2.18 \) by the \( S_s \) whose parents were university educated \( (M = 15.49) \) than the \( S_s \) whose parents were illiterates \( (M = 13.74) \).

Highly significant difference \( t = 2.78 \) was found in the perception of parents between the \( S_s \) whose parents were college educated \( (M = 17.14) \) and \( S_s \) whose parents were illiterates \( (M = 15.71) \).

Highly significant difference \( t = 3.54 \) was found in the total perception between the \( S_s \) whose parents were college educated \( (M = 124.79) \) and \( S_s \) whose parents were illiterates \( (M = 117.12) \).
Parents education was considered at four levels - illiterates or primary education, high school education, college education, and university education. In the analysis presented above parents' college education has emerged as a potent factor having significant relationship with the perception of certain aspects of the phenomenal world of student teachers.

V.2.5 Parents' occupation

Significant difference (t = 2.69) was found in the perception of 'work' between the Ss whose parents were labourers (M = 12.74) and Ss whose parents were medical and legal practitioners (M = 14.27).

Significant difference (t = 2.43) was found in the perception of 'hope' between the Ss whose parents were labourers (M = 16.42) and Ss whose parents were medical and legal practitioners (M = 17.71).

Significant difference (t = 2.61) was found in the total perception between the Ss whose parents were labourers (M = 118.15) and Ss whose parents were medical and legal practitioners (M = 124.27).
Subjects whose parents were gazetted officers perceived children (t = 2.27) and authority (t = 1.98) significantly higher than the subjects whose parents were 'clerks'.

Subjects whose parents were medical and legal practitioners perceived 'authority' significantly different (t = 2.06) than the subjects whose parents were clerks.

V.2.6 Parents' income

Subjects who come from the middle income families perceived authority significantly different (t = 3.82) from the subjects who come from the low income families.

Subjects who come from upper middle income families perceived authority significantly different (t = 2.78) than the subjects who come from the middle income families.

V.2.7 Socio-economic status

Subjects who come from lower middle SES background perceived authority significantly different (t = 2.90) than the subjects who come from the low SES home background.
Subjects from middle SES home background perceived authority significantly different ($t = 3.30$) than the subjects from low SES home background.

Similarly middle SES subjects perceived hope significantly different ($t = 2.17$) than the Ss who come from low SES home background.

Subjects from middle SES background perceived others ($t = 2.63$), work ($t = 2.36$) authority ($T = 2.67$), parents ($t = 2.13$), and total ($t = 2.56$) than the Ss from low SES families.

V.2.8 Faculty

No significant difference was found in the measures of self-perception between the arts and science subjects.

V.2.9 Degree held

Post graduate subjects perceived 'authority' significantly different ($t = 3.02$) than the graduate subjects.

Post graduate subjects perceived total perception significantly different ($t = 2.26$) than the graduate subjects.
V.2.10 Class secured in the qualifying degree

First class degree holders perceived authority significantly different (t = 2.69) than the third class degree holders.

First class degree holders perceived total perception significantly different (t = 2.30) than the third class degree holders.

Second class degree holders perceived children (t = 2.84), authority (2.73), and total (2.70) significantly higher than the third class degree holders.

V.2.11 Stay during the B. Ed. course

Subjects who stayed in the hostel perceived 'work' significantly different (t = 2.02) than the subjects who attended B. Ed. course while staying home.

SECTION II

V.3.1 Inter-correlations between the measures of self-perception and Need Achievement

Correlations between the measures of self perception and need achievement were computed and the following were the major findings.
No significant relationship ($r = .098$) was found between the perception of 'self' and $n_{Ach}$.

Significant relationship ($r = .118$) was found between the perception of 'others' and $n_{Ach}$ of the subjects.

No significant relationship was found ($r = .008$) between the perception of 'children' and $n_{Ach}$.

Significant relationship ($r = .119$) was found between the perception of 'work' and $n_{Ach}$.

No significant relationship ($r = .020$) existed between the perception of 'authority' and $n_{Ach}$.

No significant relationship ($r = .084$) was found between the perception of reality and $n_{Ach}$.

Highly significant relationship ($r = .140$) was found between the perception of 'hope' and $n_{Ach}$.

No significant relationship ($t = .053$) was found between the perception of 'hope' and $n_{Ach}$.
Highly significant relationship was found ($r = .147$) between the total perception and $n_{Ach}$.

Highly significant relationship ($r = .141$) was found between the total academic performance and $n_{Ach}$.

Highly significant relationship ($r = .153$) was found between the perception of 'self' and academic performance.

Highly significant relationship was found ($r = .161$) between the perception of 'work' and academic performance.

Highly significant relationship was found ($R = .253$) between the total perception and academic performance.

No significant relationship was found between the academic performance on one hand and the measures of self-perception such as 'others', children, authority, reality, parents, and 'hope'.
V.4.1 Suggestions

Education as an instrument of change can do many things - education about population control, education to the electorate to elect peoples representatives on democratic lines, education to the farmers to produce more, education to the business men, education to the administrators, education to masses about civic sense etc. In a way education has a very important work to do in ensuring human survival in the years to come. This important national task must be entrusted to the right type of people in whose hands children can develop to fit into the future society with no inhibitions.

But in practice it appears that teaching is a poor man's career that is why intelligent and able young men and women are not attracted to become committed teachers. Social status can be better ensured to a teacher by decent pay and other benefits like social security, health insurance, free railway passes to the whole family for educational and recreational tours, etc. Though these may involve huge expenditure, the incentives may be tried on an experimental basis to study their effect on the teacher community and consequently on the educational system itself.
What should be the criterion for the selection of candidates to undergo teacher education course? What type of teacher education be provided? What will be the duration of the course? In the first place students who secured first or second class alone in their graduation be selected for teacher education course. In addition to the academic excellence they should possess right attitudes towards teaching, children, authority.

Teacher is the sole role player in the class room and he is the centre of attraction. Teacher's behaviour in the class room, his style of teaching and talking, his actions and all what he does influence the students. Teacher can involve the students emotionally in the process of learning if the teacher's class room behaviour hits the imagination of the student. It is therefore essential that the teacher's personality must be attractive. Once selection for undergoing teachers' training is made the student teachers must be paid salaries. As soon as the course is completed they should be absorbed into the schools. This may perhaps ensure better job commitment on the part of the teachers.

The present B. Ed. course is for one academic year in all the universities in India. In certain parts of the country for one reason or other the admission to B. Ed. Class starts very late and the student teachers
do not have enough time to complete all the course requirements consequently less and less attention is paid in fulfilling all the activities. This situation is creating bad taste in the student teachers for teaching and thereby their attitudes towards teaching is not quite favourable. In order to give each individual student teacher a thorough preparation before he becomes a bonafide teacher, the B. Ed. course may be made a two year course. This allows the student teacher to have a rigorous practice teaching and the development of certain competencies which go with good teaching.

B. Ed. training programmes in all the universities is not based on the assessment of the school requirement. It appears that this course is available more to give eligibility to an individual student to become a teacher rather than making him an effective operator of the instrument of change. If this fact is realised then the wholesale production of B. Eds. in all the universities will automatically stop yielding place to the objective assessment of teacher requirement. Women seem to possess certain qualities which go with good teaching. It is therefore suggested to recruit more women teachers than
men teachers. This may be further investigated before any final decision is taken.

The professional preparation of teachers, being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial provision should be made.

In order to make the professional preparation of teachers effective and to remove the isolation of teacher education, it must be brought into the mainstream of academic life of the universities on one hand and the educational development on the other. Education must be recognised as an independent academic discipline and introduced as an elective subject in courses for the first and second degree. Schools of education should be established in selected universities to develop programmes in teacher education and studies and research in education, in collaboration with other discipline.

In order to make the classroom instruction more effective, scientific and rational, all the teachers in the colleges and universities should take courses in
only a financial waste but a source of overall deterioration in educational standards. Introducing integrated course of general and professional education in universities can also be thought of.

All tuition fees in Colleges of Education should be abolished and liberal provision be made for books and other stems needed for the course.

Social, moral and ethical values are on constant change. Youth of seventies are far different from the youth of eighties. The teachers, taking this fact into consideration, should possess the capacity for adaptability for new situations.

Warmth and concern for children pay rich dividend. Gogan (1968) reported that students with warmth and considerate teachers produced unusual amount of poetry and art. Christensen (1968) found the warmth of teachers significantly related to their student's vocabulary and achievement in Arithmetic. Reed (1962) concluded that teachers characterised as considerate, understanding, friendly, and with a tolerance for some release of
emotional feelings by students, had a favourable influence on their students' interest in science. The student achievement is, therefore, not entirely due to his intelligence and hard work alone but partly due to the teacher's personality and attitude towards children. When selecting candidates for teacher education there should be proper assessment of the personality dimensions mentioned here and those candidates who possess right type of attitudes and needed personality characteristic alone may be given admission into the teacher education course.

'Self' is remarkably conservative. Once a child develops negative 'self' of himself as a duller or slow learner it is difficult to change it easily. The foremost thing that the teacher is expected to do is to prevent the formation of negative self in the children.

Teacher must be a dynamic personality. He must be in a position to help the students in all aspects of learning. He should engage them in debates on national and international issues and make them aware of these issues.

Achievement motive develops in an individual out of growing dissatisfaction with the present. It also develops because of the child rearing practices, parental aspirations, home background, and the situations in which the individual is involved. Dissatisfaction with the present development
in the youth, concern for effective instruction in the
schools, and need for the development of allround personality in the school going population makes the individual
teacher to have higher n Ach. Periodical inservice pro-
grammes to the working teacher, enable them to certain
extent to keep abreast with the latest developments in the
teaching techniques and methods and the psychological
developments of the present day school children.

Training for n Ach development in the students of
education is essential. There should be some provision in
the educational psychology to that effect. Desai (1970)
and Mehta (1969) indicated that the teachers who have
received n Ach. training have shown marked improvement in
their class room and school activities. This attitude of
the teachers resulted in higher performance of the students
in the school. Need achievement, therefore, helps the
teacher to consistently strive: to do better in the school
and see things in a meaningful way.

Eight measures of self-perception of the student
teachers about self and situations in which the individual
is involved indicated that the present sample scored signi-
ficantly higher on 'children' scale. This results high
lighted the attitude of the student teachers toward the
children and their development. Better classroom climate is ensured when the teacher likes the children. Classroom situation is different from that of an office and factory. In the classroom one individual deals with other individuals. Whatever teacher does in the classroom has a bearing on the students. The cordiality that sets in the classroom as a result of teacher's interest in the development of the students, helps a lot for better academic performance. The 'hope' was also scored higher by the sample which indicates anticipation of better future.

The present system of the examination in the schools and college is making the individual teacher less responsible to the student's achievement. Non-detention policy, and semester system, slip tests etc., on one hand and the abolition of external examiners on the other makes the individual teacher more and more responsible to the educational development of the children.

The role of certain non-intellectual measures in the academic achievement of the students has been highlighted by several researches. Also teacher's personality characteristics play a vital role in making him an effective teacher. Investigations of this sort must be undertaken
systematically to identify and isolate the predictors of teacher effectiveness in the student teachers so as to make teacher education programme a success on one hand and to avoid wastage in teacher education programme. Teaching profession especially at primary and secondary level has not acquired any reputation so far, as vocational course like engineering, medical and others. The needed recognition can be achieved if the training is made more scientific, and systematic. Selection of right type of people to become teachers also adds to it. The candidates selected for teaching must have interest in teaching, like to work with the children and have a clear concept of teaching. The feelings of inferiority should never enter in the minds of the teachers when ever they come into contact with other professional people like doctors and engineers.

The present investigation has unfolded many things pertaining to the student teachers. One conclusive inference that can be drawn from the findings and observations made above is that the educational development of the child is significantly linked with the teacher education. It must be the concern of all the people connected with education to see that teacher education is organised, maintained and operated on sound scientific principles to make an individual a better teacher.