CHAPTER I

THE SIGNIFICANCE OF THE STUDY

1.1 The changing times in education

Education has always been important but, perhaps never more so in man's history than today. This was the observation made in Education Commission Report (1966). The contrasting scene that obtained today in the world is that while certain countries are able to use TV cameras, Videotapes and other sophisticated equipment for quickening the learning process in the classroom, other countries are nowhere nearer and they find it difficult even to provide a blackboard and a chair in the classroom. What kind of learning is expected in such a situation? When do these countries treat education as one of the most important duties of the Government? It is happening because of
lack of financial resources as well as over-population. This indicates, therefore, that education cannot be considered in isolation. It must be examined along with the socio-economic factors of the country and society.

The system of education followed in India seems to lack direction and vision, because graduates and post-graduates are produced in thousands every year only to see them running from pillar to post for jobs. So long as the developmental needs and socio-economic conditions are not taken into consideration while planning the educational goals, the system would not function properly.

Education is change as life is change. Accelerating knowledge-acquisition means accelerating change. Change is nothing but progress for better and fuller life. McClelland (1964) reported that many of the obstacles to development are in the eyes of the beholder, not in the psychology of the entrepreneur involved. He further stated,

"What does seem to be essential is that man develop a strong faith in himself as an originator or agent of change, as some one who can solve problems efficaciously on his own. If he believes in himself, if he is motivated to change things, then he is undoubtedly an expert on how to carry out change within
his social frame work and within his traditional beliefs. The most effective strategy, in other words, appears to change the man's self-image by direct instruction on this key point, and then leave the rest to him."

This plea of McClelland puts greater faith in man's innate capacity for change. While discussing about modernization and its impact on education, Education Commission Report (1966, P. 18) observed that in India as in other countries, where similar conditions prevail, the world requires, among other things, a new approach to the objectives and methods of education and changes in the training of teachers. Unless teachers are trained in new ways of teaching and learning, the students in schools and colleges will not be able to receive the type of education needed for the new society.

The population of India is 550 millions at present and half of it is below the age of 18 years. India today is the land of youth. The total school-going population is over 70 millions and within 20 years and by (1985) it will become about 170 millions or about equal to the total population of Europe. Education Commission (1966, P. 18). The figures bring pride in one way because India is essentially a country of youth.
If the youth are properly educated and trained, they make India a paradise on earth. At the same time India is a poor country. Per capita income is low. Though, it is generally believed that education is an instrument of change, it is not a magic wand to wave wishes into existence. The secret of achievement of success and progress through education as an instrument lies in proper planning, methods of teaching and above all in the teacher himself.

The old and traditional society represents status quo, and holds certain age-long dogmatic beliefs as eternal truths. Education Commission (1966, P. 18) while explaining the differences between traditional and modern societies observed that in a traditional society, the stock of knowledge is limited and grows slowly so that the main aim of education is interpreted to be its preservation. In modern society, the stock of knowledge is far greater and the pace of its growth is infinitely quicker. The science-based technology which the modern society represents has very important implication for social and cultural life of man. The radio, press, cinema and all other types of mass media represent the modern society. Education should aim at ushering
in new and modern society where the individual has widest opportunity to develop his potentialities. Alvia Toffler (1970) shows the future shock in which people will be caught unawares if the system of education is not geared to the super industrial society in which the present student generation is going to live. The prime objective of education according to Toffler (1970) is to increase the individual's capability - the speed and economy with which he can adopt to continual change.

Education, therefore, should aim at preparing the present day child to fit into and feel at home in the twenty first century. The child should be ever ready to adopt new things at the appropriate time and leave old ones with least hesitation. This is possible only when the teachers are trained to handle the job as desired in accordance with the changing times. Colleges of Education are the proper places to introduce innovating practices which aim at total change of educational patterns.

I.2 The pivotal point: The role perception of teacher

Teacher affects eternity, he cannot tell where his influence stops, says Henry Adam Byans (1960).
Teacher is the agent of civilization observed an other writer. If teacher could wrought such wonderful things why not he be given a proper place in the society. It, therefore, goes without saying that if India is really committed to achieve modern society based on science and technology the proper person they should look for to deliver goods is the teacher. Teacher is therefore a vital instrument for change. He can mould the minds of the young students and prepare them as good citizens. Children are the hope and therefore their education is the finest priority.

Michael Oakeshott (1967) observed:

“Every human being is born a heir to an inheritance to which he can succeed only in a process of learning. The inheritance I speak of is an inheritance of human achievement, an inheritance of feelings, emotions, images, undertakings, intellectual and practical enterprises, languages, etc.”

This process of learning is achieved efficiently by the teacher who recognizes the importance of teaching and learning. Since teacher is a vital factor the society would do good by not ignoring him.

Teaching is not a simple task as many wrongly suppose. It is rather a very complex one demanding a
variety of human abilities. Teaching profession requires committed men and women. It is a generally acknowledged fact that the cream of the youth does not opt for the teaching as it does for sophisticated profession like medicine, engineering, science and administration. This is because teaching profession is not a career and teacher is not kept in high esteem in the present society. Teacher's social status has no comparison with that of a doctor, engineer or an administrator. His economic position is anything but good. These are some of the factors which weigh high in the minds of the young men and women for not opting teaching profession. If there is a keen desire to impart right type of education to the children, teaching vocation must be made an attractive career to the young men and women. Consequently, selection for educational courses must be objective and right type of people could be recruited.

1.3 Some factors for consideration

As education is a very important factor in the forward moving society, the people that handle this instrument of change must naturally be men possessing certain competencies which aptly suit the teaching task.
It is the belief of the investigator that many of the ills that have pestered the educational system can be rectified by careful selection of the personnel for teaching. But the identification of the needed qualities for teacher is a hard task. In support of this contention Jackson (1962) remarked that the few drops of knowledge that can be squeezed out of half-century of research on the personality characteristics of good teachers are as low in intellectual food value that it is almost embarrassing to discuss them. This grim conclusion of Jackson (1962) frightens every one who tries to identify the qualities of a good teacher to any degree of certainty. But human experience coupled with certain research findings in the area may go to the rescue of the people who want to identify such qualities.

Ryans (1960) also was equally strong in his remarks about the qualities of a good teacher. He noted that the identification of qualified and able teaching personnel, therefore, constitutes one of the most important of all educational concerns. It is therefore not an easy task to find the qualities of teachers which go with good teaching. But at the same
time, one can hardly afford to leave this problem untouched, because it is intimately connected with the progress of the society. So there should be some sort of arrangement, however loose and common place it may be, to identify certain qualities in the teacher.

However, it is very gratifying to note Flanagan's (1954) observation about the qualities of a teacher. In a recent review of researches and their implications for the improvement of secondary education, he has pointed out that the basic motivating factors leading man to work long hours under unsatisfactory conditions are related not to good pay, job security, and good superior or good working conditions but the effective motivators are closely related to the content of the job. They are based on the feelings of accomplishment and growth with respect to value objectives. The same factors are likely to be most effective motivators. Here, few more factors can be added such as effective concern for the achievement, urge for doing some sort of good work which bring in fruitful dividends in future, and competition with some standard of excellence.
In another study, Aschner Mary Jane (1961) maintained that psychologists, other research workers, and curriculum workers are in agreement that most important variable in the classroom is that of verbal and non-verbal behaviour of teachers. It is the language of responsible actions which influence the behaviour of those under instruction. This is one more addition in our search for factors which contribute for good teaching.

In the light of the findings mentioned, it is to be inferred that qualities of good teacher are rather born out of one's motives and desires than the values attached to teaching profession by the society and individuals.

Getzels and Jackson (1963) observed that the personality of the teacher is a significant variable in the classroom, and indeed, some would agree that it is the most significant variable. Classroom activity is far different from any other activity. It is an interaction between individuals which naturally involves feelings, emotions, and personality styles and other innumerable variables connected with physical stature
of the teacher and the personality variables. It is therefore important to consider the personality variables of the teacher rather more closely to find the qualities of a good teacher. When it is said personality styles of a teacher, it means psychologically the complex and complete pattern of one's total behaviour.

Hamachek (1972) while discussing the personality styles and teacher behaviour threw some light on the qualities of a good teacher. He maintained that the urgency for knowing something about one's self and about one's personality style is not as important in the case of some people as it is for others. In the case of construction worker, accountant, engineer, chemist or the plumber, where the relationship is between man and building, numbers, bridges, test tubes, or pipes, knowledge about one's personal dynamics is not so crucial. But when the relationship is between man and man or between teacher and student, understanding one's personality style is more crucial. It is more crucial because the process as involved are more personal in nature, involving as they do feelings, emotional statues, subjective views, and personal preferences. This explanation of Hamachek would highlight the needed understanding of teacher who
actually is engaged in the task of educating the children. Unless the task of classroom activity is perceived in a way different from that of other activities, one cannot reach the real point in question namely the qualities of a good teacher.

Ryans (1960) while discussing about the characteristics of a teacher pointed out that in general the qualities may be grouped into two major categories: (1) those invoking teacher's mental abilities and skills, his understanding of psychological and educational principles, and his knowledge of general and special subject matter to be taught, and (2) those qualities stemming from the teacher's personality, his interests, attitudes and beliefs, his behaviour in working relationship with pupils and other individuals. So in all research studies one does not fail to come across an unique dimension which is personality factors. It is a generally accepted truism that personality factors are intimately connected with teacher's ability. A general truism in psychology according to Adler (1935) is that, in order to be able to accept and trust others, he must first be able to accept and trust himself. This, in other words, is to put greater premium on one's own self-confidence.
As per the figures presented in Education Commission Report (1966), India is a land of youth as half of its population is below the age of 18 years. In the circumstances human concern for progress must be inculcated. The concern for progress lies in the perceptual world of the individual which needs more exploration. Cantril (1969) maintained that it was found that by and large education was the most crucial single influence in widening the scope of people's concerns, not so much those involving the more immediate day-to-day standards of living but the more long-range aspects of personal development such as attaining a congenial job, achieving a satisfying set of values together with greater involvement in more overall social justice, more honest and efficient Government, and a resolution of the international problems the nation must face. Slow pace of change brings less dividends. But individuals, who are effectively concerned with the progress, change the pace of progress through their involvement. They endeavour to achieve more in less time. Affective concern is an aspect of achievement motivation. Education, should therefore, make the individual achievement oriented which is the sign of modern society. The question of making an individual
achievement oriented is also related to the question of self-image.

The self is remarkably conservative and once a child forms negative self-image of himself as slow-learner, it is very difficult to change it in him. Therefore, the foremost thing that the teacher has to do is prevention of negative self-concept in the students. The teacher can achieve this in the students when he is resourceful, patient, persistent in his work. Gogan (1968) reported that students, with warm and considerate teachers, produced unusual amounts of original poetry and art. Christensen (1968) found that the warmth of teachers significantly related to their students' vocabulary and achievement in Arithmetic. Reed (1962) concluded that teachers characterized as considerate, understanding, and friendly, and with a tolerance for some release of emotional feelings by students, had a favourable influence on their students' interest in science. The research finding mentioned here are the relationships between the teacher personality elements on one hand and students' achievement outcomes on the other. These relationships clearly indicate that a teacher who gives human touch to the cognitive abilities does a wonderful job. Warmth, friend-
liness, and understanding pay dividends in teaching. But these qualities require a kind of commitment on the part of the teachers. When a person becomes committed to attain his goals, be it teaching, administration or business, concerns become interiorized within the individual.

Since a human being is the nucleus of change, we have two distinct examples in the contemporary world: how man can go to super heights if he has right type of training and proper motivation. Those examples are Japan and Germany both of which have shown a remarkable recovery and progress after the second world war. These two countries had suffered supremely in the war and people were driven to desperation. Yet man proved to be the master of the situation; and converted it to his advantages and progress. The progress and material prosperity is not so much due to financial investment but more due to the desire to excel, urge to move forward in all aspects. This inner urge is linked with their achievement motivation in the young men and women.

Motion alone is not progress but motion with direction is progress. So the individual or group of
individuals who were for progress will have a goal to achieve. They work to achieve, which they have planned in advance. This is in other words perception of the significant world and significant others.

The behaviour variables such as goal-setting, persistence, warmth, willingness to work long hours in unfavourable conditions, urge for excellence, concern for better society are discussed here which will constitute the core constructs of good qualities of a teacher. These attributes are nothing but perceptions and motives in psychological terms.

In this section, several points have been discussed which highlighted the educational importance, learning process, classroom sociology and the like. If education were to be meaningful and real instrument for change, it must be used well to achieve the desired goals. It is needless to point out that the teacher is the principal actor in this high drama.

I.4 Entrepreneurial role of teacher

Individual performing a task wants to do it to the best of his ability. Some individuals are good at performing certain types of activities while others are not.
All cannot become doctors or administrators, because of the individual differences and different perceptions of things in their own way. Jobs like managing an office, productive center, classroom, and the like require some special qualities. These qualities may be labelled as entrepreneurial qualities. They are associated with better performance at tasks which require imagination, mental manipulation, or new ways of putting things together. McClelland (1961) observed that entrepreneurial behaviour involves doing things in a new and better way - innovating activities.

Individual responsibility implies individualism. It embraces both credit for success and blame for failure and leaves the individual free to claim or accept the consequences. Dissatisfaction with the present, forward moving attitude and the like are also aspects of entrepreneurial behaviour.

Teacher who possesses entrepreneurial qualities should succeed in his work. The learning in the classroom should shoot up. His personality should be that which influences his students. The personality of teacher is a significant variable in the classroom.
The educational impact of Ichabod Crane or a Mark Napkins, of a Mr. Chips or Socrates is surely not due solely to what he knows, or even to what he does, but in a very real sense to what he is (Gelzels and Jackson, 1963). It is, therefore, personality of the teacher that is more essential than the knowledge he possesses. The interaction that takes place in the classroom is not only traffic in ideas but also in feelings.

According to Atkinson (1964, P. 228), one of the major characteristics of n-Ach is to be anticipatory or forward looking. Teachers with high level of n-Ach are believed to be more successful in the classroom than the teachers with low n-Ach.

Dissatisfaction with the present state of affairs, pace of progress, status, level of achievement etc., amounts to possessing high level of n-Ach. Teachers who have real commitment for teaching are never satisfied with what they are. Certain people start their careers as village school teacher, ordinary factory worker and the like and in a course of time through hard work and consistent endeavour reach the highest rung of the ladder.
They never rest contended with what they have already achieved. This is an enterpreneurial quality which if the classroom teacher possesses, makes him all the difference.

I.5 The need for chance and where to begin

In spite of several measures that have been undertaken by Central and State Governments, the population in India is on increase. The population growth has brought in its train several problems - food problem, health problem, education problem, employment problem and many others. The list will never be complete. In addition to the material resources to tackle these problems, resourcefulness of the individuals, attitudes and values are also equally important. In the circumstances, men by virtue of humanness should live in the light of reason, exercise their moral responsibilities and freely develop their talents for the service of the society.

The educational system which obtained a decade back was far different from what it obtains today. More scientific methods of teaching and testing are introduced, many innovating practices are in vogue, teaching aids and other equipment are used for maximizing learning.
In short, the process of education has changed and changed for better. But there is a big hue and cry from all sections of the society that educational standards have fallen. Students with first class university degrees are unable to cope with the things they are expected to perform. The problem has become an enigma to the educationists and administrators. The classroom teachers by and large feels that his responsibility is only to impart knowledge. He does not seem to feel the moral responsibility to build up the personality of the individual students to develop right attitudes, values and concerns in them.

Student unrest is yet another problem that is baffling educationists and leaders. There may be several causes both physical and psychological for student unrest. But it seems that politicians are responsible to some extent for student unrest. Whenever they want to ventilate any grievance, be it official language problem in Tamilnadu or separate statehood for the coastal Andhra people, the politicians depend on the students. This trend perhaps may be one of the causes for student unrest.
The subjects taught at the high school level and courses offered at the college level are not employment oriented. There seems to be a wide gap between what is learnt as a student and what is expected of him as an employee. This may be also a cause for the student unrest.

The acute unemployment problem in the country has created an atmosphere of despair and uncertainty in the minds of the educated youth and which in turn influenced the students to feel bad about the future.

Here the educational institutions with imaginative planning can redress the student unrest to some extent. The investigator conceptually feels that work experience in the high schools and junior colleges may provide a solution to this problem. Another workable solution in the framework of institution alone may be to create some credit for the co-curricular activities. If the teachers can involve themselves more actively in these two spheres, one can hope to check student unrest to some degree.

In the circumstances described, there is an urgent need for change. Change in the attitude of teacher,
change in the subjects taught and courses offered and change in the values. But is it possible for the teacher to realize and change his mode of life? He may not perhaps unlearn what has been learnt. In order to build up a new cadre of dedicated and committed teachers, the process should start at the Colleges of Education, with the student teachers. Today's student of education is tomorrow's classroom teacher. Encouraging results could be expected if the students of education are trained and equipped for the new responsibilities. The prospective teachers should be given proper orientation to have positive perception of children, work, authority, and responsibility. They should also be trained to have concern for the social responsibility, to be anticipatory, and have desire for the achievement of something excellent. When these traits are developed in the students of education; they, in turn, make the schools centres of learning where students are well taken care of.

I. 6 Statement of the problem

The precise statement of the problem under investigation is:
STUDY OF SELF-PERCEPTION, ACHIEVEMENT MOTIVATION AND ACADEMIC PERFORMANCE OF THE PROSPECTIVE SECONDARY SCHOOL TEACHERS.

This study primarily measures self-perception and n-Ach. Self-perception is a composite score yielding eight sub-scores. These eight scores are the quantified perceptions of an individual subject about self, others, children, parents, work, reality, authority, and hope. According to the operational definition of self-perception, these perceptions constitute the phenomenal self of the individual. The phenomenal self was variously defined:

1. that which a person considers part of or representing himself. There are many selves representing an individual, such as the material self, the social self, and the spiritual self.

2. that the portion of the personality which consists of perception of 'I' or 'me' and develops out of the organism's interaction with the environment. It strives for consistency, interjects the values of others which may be perceived in a distorted way, and changes as a result of maturation and learning (Rogers, 1951).
3. A subjective system which make experiences meaningful for the individual and seeks experiences which will fulfil the person's life style. It gives meaning to life, creating the goal as well as helping to fulfil it (Adler).

But the definition of phenomenal self as accepted in this study is the self of an individual, situations in which he is involved, significant others and his environment.

The score on 'self' scale of the instrument and the 'total score' give the index of the mental health of the individual subject. According to McClelland (1953) the wealth of the contemporary research on human behaviour in one way or the other relates to the problem of human motives. There are three areas which are directly relevant to the human motivation. They are: decision-making, individual differences in anxiety, and achievement motivation. He further believes that n-Ach is one of the many motives that are being generated in the human being. May be it can be regarded as the master motive of all the motives.

Academic performance of the subjects at the end of the education course (B. Ed.) is the third variable
considered in this study. It is not measured by any specially designed instrument but the scores of the students in the examination were taken as the degree of their performance. The academic performance score was in three parts - theory score, practical score, and the total score. In addition to the three variables namely self-perception, n-Ach, and academic performance, intelligence was also measured with a non-verbal instrument MPIT (1969). Socio-economic status score for each subject was computed on the basis of parent's education, occupation and income. IQ and SES scores were used as independent variables in this study.

I. 7 Rationale of the study

This is a study of phenomenal self, n-Ach, and academic performance of young men and women who are going to enter teaching profession. It has been undertaken with a view to measure and investigate certain entering characteristics of students of education. As has been stated that there is a huge waste of man-power and national resources in the field of education, a part of which can be attributed to the improper selection of personnel for education. Persons who do not possess
proper attitudes towards classroom work, children, authority etc., makes classroom instruction a farce. It is hoped that by undertaking systematic studies of this type, a beginning could be made to restrict certain ills in the secondary education.

It is a pity that in certain classrooms one hardly finds any interaction between the teacher and the taught. Even if there is some it is either unproductive or stale. This sad state of affairs could be checked and made into a meaningful dialogue between the student and the teacher if proper care is exercised in the beginning itself, while selecting candidates for education course. In this context what Maslow (1954) has observed has got some relevance: He maintains that teaching coupled with humanness would make the classroom interaction more creative. He stated:

"Let people realize clearly that any time they threaten some one or humiliate or hurt unnecessarily or dominate or reject another human being, they become forces for the creation of psychopathology, even if these be small forces. Let them recognize that every man who is kind, helpful, decent, psychologically democratic, affectionate, and warm is a psychotherapeutic force even though a small one. Even though teacher is essentially a dispensor of knowledge he can never properly do it to any degree of satisfaction if the
methods are void of human touch. He should dis­
pense knowledge in such a way and fashion that
the receiver would get fullest satisfaction. This
human touch is an important as the knowledge itself
though not more". Some studies were reported
where warmth and friendliness of the teacher paid
off plentifully.

Taking the students of education as the sample of
the present study is justified on the ground that it is
an exploratory study designed to measure certain entering
characteristics of future teachers. Studies of this
sort help make selection of students for colleges of
education more objective. Since n-Ach and perceptions
of an individual play a prominent part in his behaviour
and actions, the variables investigated are appropriate.