CHAPTER III

PROBLEM AND PROCEDURE

III.1 Introduction

The present study has been undertaken to measure need achievement and self-perception of the students of education and to investigate the relationships with the variables bearing with the academic performance. The academic performance of the students of education was considered to be the degree of their teacher effectiveness.

There are studies in the field of teacher education which investigated teacher effectiveness, personality correlates of teachers and student teachers, and teacher
The topic of teacher effectiveness has long been a subject of popular and academic interest. During the last few years researchers have undertaken studies to identify: (a) what constituted effective teaching, (b) appropriate methods of measuring teaching effectiveness. In this connection, studies conducted by Anderson (1970), Deshpande, et al. (1970), Hale (1970), Harvey, et al. (1968), and Isaacson, et al. (1963) serve to know to some degree what research has been conducted in this field. Studies in teacher effectiveness in relation to the scales of self-report inventory are: McClain (1962), Veldman (1964, 1965), IsLandon (1965), and Bohn, et al. (1968), Barr (1955), Castetter, et al. (1954), Domars and Tiedeman (1950).

Studies in teacher behaviour are: Jangira (1972), Santhanam (1972), Quraishi (1972), Miss Lulla (1973), Singh (1973), and Sudesh Sharma (1972) and Ryaı̇s (1959).

Studies in personality correlates of student teachers in relation to the scales of the SRI are: Veldman (1961, 1964), Veldman, Peck and Richel (1968),
This study has attempted to investigate the important personality dispositions which determine to a greater extent the thinking, feeling, and actions of an individual. The sample of the study is the teachers in preparation but not the teachers themselves. The need achievement (n Ach.) of the student teachers was not studied so far in India and was not investigated its relationship with his role as a teacher. The classroom teacher has already formed his attitudes towards work, children, authority, self, etc. It is unbecoming of us to ask him to unlearn what has been acquired, and start with a clean slate if such acquisitions are not in line with the philosophy of education of the present and future society. Through interaction with individuals, and society one learns many things and they remain part of his 'self' to the rest of his life unless there is a determined effort on his part to unlearn some of them. So, the point here is if education wants to deliver the goods in the present space and technological age when the young boys and girls are exposed to a variety of experiences which are aiding them to acquire knowledge and skills,
the schools should not lag behind in supplying what is required to the student. If the classroom experience is something which do not aid to students' knowledge and understanding the schools fail in their responsibility. In order to make classroom experiences more invigorating and interesting a dedicated cadre of young men and women should shoulder the classroom responsibility in the schools. This study, therefore, conceptualized to investigate the two variables namely n Ach. and self-perception of the students of education in order to know what type of young people are trained to teach in the present day social set up. This study also helps to suggest certain modifications for the selection of the personnel for the teaching career. It has been stated by Aschner Mary Jones (1961) that the most important variables in the classroom is the teacher. It is, therefore, ignoring teacher means ignoring education itself.

It is a common experience that large percentage of students fail every year in the examinations. Many students drop out in the middle and some find the classroom experience lifeless and others find it unchallenging. The causes for such situations may be many but teacher
is certainly not above blame. The present study may focus its attention on this situation and suggest some workable solutions. The review of related literature and the investigator's own experience have given the conceptual form for the study.

III.2 The problem

The present investigation is not all inclusive. It is a modest attempt to examine a few factors such as n Ach. and self-perception, socio-economic status, sex, residence, intelligence (IQ) and academic performance of the students of education. This study has been planned in view of the significance attached to many factors which have been labeled as predictors of n Ach. and academic performance.

The precise statement of the problem is:

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

III. 2.1 Explanation of the terms

The word 'study' has different connotations, they are as follows:
According to the Dictionary of Education the word 'study' means:

(i) Application of mind to a problem or subject,
    and
(ii) An investigation of a particular subject.

(Good, 1945, p. 307)

According to American Everyday Dictionary the word 'study' means:

(i) Application of mind to the acquisition of knowledge,

(ii) deep thought, and

(iii) to examine or investigate carefully.

(Stein, 1953, p. 467)

According to Webster New Illustrated Dictionary it means:

(i) to investigate closely, and
(ii) to scrutinize or earnestly contemplate.

(Tealh, 1960, p. 313)

The investigator has tried to synthesise most of the definitions cited to acquire the knowledge of n Ach., self-perception, and academic performance of students of education.
Out of the four methods suggested by Sukhia and Mehrotra (1963, p. 178) as to how one should take up and study a research problem, the investigator has chosen the normative survey method for this study. The normative survey method chiefly aims at the collection of three types of information:

(i) Of what exists by studying and analysing important aspects of present situation,

(ii) Of what is wanted, by clarifying goals and objectives, possibly through a study of the conditions existing elsewhere or what experts consider to be desirable, and

(iii) Of how to get these, through discovering the possible means of achieving the goals on the basis of the experiences of others or the opinions of experts.

(1) Achievement Motive

From Murray's (1938) conception of needs the term achievement motive refers to the need for achievement (n Ach.) according to McClelland, et al. (1953). McClelland and Atkinson (1966) conceived motives as latent dispositions to strive for a particular goal - state or aim, and proved that these dispositions can be inferred from the thought processes of individuals. As motives are different patterns of thought associated with
different goals, they can be classified. Achievement thoughts are those associated with striving for some kind of excellence, as opposed to the thoughts associated with gaining prestige and influence (power motive) or the thoughts associated with establishing friendly relations (affiliation motive). Achievement thoughts when analysed would reflect the following three basic characteristics as suggested by McClelland and Atkinson (1966):

(1) Competition with a standard of excellence.
(2) Unique accomplishment.
(3) Long term involvement.

Thus, it can be said that any person with need for achievement (n Ach.) would show a concern for standard of excellence, or unique accomplishment or long term involvement in his thought processes, and such individuals may be regarded as achievement oriented individuals.

There are many definitions of n Ach. offered by several authors. The definitions given by Murray (1938), McClelland, et al. (1953), Heckhausen (1967), and Méhta (1970) were considered in the present study.

(2) Self-Perception

Self-perception has been variously defined. The definition given by Bown (1958) has been accepted in the
present study. Before the operational definition of self-perception is given, it is good to look at the terms 'perception' and 'self' and 'self-concept'.

**Perception**

Perception is to see and internalizing what an individual sees. It is a mental state of readiness which is determined by experience and which motivates and directs ones responses to all objects and situations with which that attitude is related.

Perception is a process that can be understood only in relation to the overall psychological organisation of the person concern. It has been rightly suggested that the individual himself determines his own perceptual behaviour, that is the personality of the individual to a large extent affects and dictates his perceptual reaction.

Perception of others is due to the information one possesses about them, experience and interaction with them, personality appearance and other person's likings and dislikings of the perceiver. All these acts simultaneously and separately at times give rise to the perception of the person. It is gradually internalizing what
you see, hear, experience, and believe. Once the process of internalizing takes place the perception about others forms in the individual. Explaining further about perception, Hilgard (1951) speaks of the goals of perception – one, to attain stability in the world about us, and two, to achieve clarity in what we perceive.

Self:

The self may be thought of as all the things the person consciously thinks he is. The term self, therefore, is not synonymous with organism, but is used to denote the awareness of being, of functioning. The structure of self is formed as a result of the interaction with the environment, particularly as a result of evaluating interaction with others, it is an organized, fluid, but consistent conceptual pattern of perceptions of characteristics, and relationships of the 'I' or the 'me' together with values attached to these concepts (Rogers, 1951, p. 498).

Some people have high 'self' and other low. Feelings of adequacy and inadequacy make an individual to thinking of having high self or low self. In this connection Silverman (1964) observed that persons with high self-esteem recall few facts relating to incomplete
tasks after failure than the persons with low self-esteem. People of low self-esteem brood over the things of past and worry. They simply cannot get over the matter and switch over to the future things. A negative self is always a hindrance.

**Self-concept**

A generally held definition of self-concept is that it is a composite of thoughts and feelings a person has about his individual existence. It constitutes who he is, and what he is, it is an image or picture that the individual holds of himself. As such, it includes physical as well as psychological self-images. Although a person may have separate images of himself as an athlete, as a scholar, or as a hunter, there is a degree of continuity, in memories, and experiences which binds self and maintains self-identity. This overriding concept, this gestalt of self is reflected in the degree to which a person regards himself as an object of importance and worth (Fred Guggenheim, 1969).

Self-perception may be thought of as an individual's awareness of himself and significant others. Seeing things in the light of one's own experiences. The
central construct is that human behaviour is determined by an individual's perceptions of the self and of the situation in which the individual is involved, his relations to significant others and to his environment. These form a configuration known as the phenomenal self. (Rogers, 1951).

The phenomenal self which is defined as self-perception in the present study consists of eight factorially distinct areas - self, others, children, authority, work, reality, parents, and hope.

(3) **Academic performance**

Academic performance is the degree of attainment of the student after a period of learning exercise and is measured by examinations in different subjects. The academic performance in the present study was marks secured by the student teachers in the university examination held at the end of the B. Ed. course. This examination is of two parts - theory and practicals. Theory total marks, and practical total marks were separately computed. The total academic performance is got by adding the two totals in theory and practicals.
Prospective teacher

The student who is undergoing teacher preparation course with the intent of becoming a teacher after the course is completed is defined as prospective teacher. In this study prospective teacher is he who is undergoing one year B. Ed. course and who will become a teacher in the secondary school.

Secondary school:

Secondary school means a school which offer instruction to the students in the classes 8th to 10th only. The teacher who is eligible to teach for these classes must be a graduate in any discipline with a bachelor degree in education.

III.3 The scope of the study

The students of education are in the focus. The future of secondary school education ultimately depends on them. These are the people prepared to develop the intellectual faculties of the boys and girls such that they can fit in and feel at home in the twenty first century. Toffler (1970) has rightly warned all the concerned regarding the future repercussions if children are not provided the right type of education. He showed 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 in.

Who should be charged with the responsibility to educate the present generation of students to fit into the super-industrial society? It is the prospective teacher, the teacher in the making! It is therefore the prospective teacher's preparation is more urgent and essential. The misdirected emphasis, uninspiring personality of the classroom teacher and the like will ruin the student. On the other hand at the preparation level, if the teacher is made to realize his future role, the child can safely pass into the super-industrial society as coined by Toffler.

"Teachers are born not made" goes the saying. But McClelland (1964) holds a different view. He observed "if there is one thing that all this research has taught me, it is that men can shape their destiny, that external difficulties and pressures are not nearly so important in shaping history as some people have argued. It is how people respond to the challenges that matters, and how they respond depends on how strong their concern for achievement is, so, the question of what happens to one's business, or to one's civilization, depends quite literally on how much times tens of thousands or even millions of us spend thinking about achievement."
Teacher with high self-perception knows what he is, what is expected of him, and he will be dutified, and respects authority. One of the scales 'Work' of the self-report inventory, the instrument used for measuring self-perception in this study is very sensitive in discriminating an effective teacher from an ineffective one in the classroom. Higher the score of an individual on 'Work' scale, greater his effectiveness as teacher. McClain and Bown (1961) and Veldman and Kelly (1965) found very significant results with prospective secondary school teachers.

The scope of the present study is limited to the measurement of n Ach. and self-perception of the prospective secondary school teachers and to investigate how far these two variables are contributing to make them effective teachers. Intelligence was measured by using MPIT (1970), a non-verbal intelligence test, socioeconomic status score was computed on the basis of parents education, occupation and income. These two variables were used as independent variables for the purpose of analysis of the data.
This study suffers from the following limitations. No attempt has been made to control other contributing correlates for teacher effectiveness. The teacher effectiveness of the prospective secondary school teachers was not measured by using any specially constructed instrument. But their performance as measured by the university examinations at the end of the course was taken as teacher effectiveness index. This may perhaps makes the conclusions to be drawn on the basis of the data, a bit unrealistic. Another limitation was the measurement of 'n Ach.' through projective technique. The subjects of the sample had their education in English medium at school and college level. But English is the foreign language and they studied it as such. It is but natural for any individual to think, feel, imagine, and dream in his language. When an attempt is made to measure the thought process of an individual, the stream of his thoughts and ideas are more clear and vivid in his own language than in the foreign language he has learned. It is more so because the foreign language he has learnt was for academic purpose but socially and culturally he is more at home in his own language. The thought processes which they write in English in response to the stimulus...
that was presented, perhaps were less vivid because the individual has to translate his thoughts into English and write. Hence the spontaneity is lost. This obvious limitations the investigator could not help as he does not know Tamil which is the native language of the subjects of this study. This limitation may have some negative effect on the n Ach. score of the subjects. So the n Ach. score of these Ss may not be comparable with other available figures because of this limitations. At the same time since this limitation was uniform for the entire sample, it need not be counted as a serious lapse.

The criterion variables are n Ach., self-perception and academic performance. But self-perception yields nine scores - self, others, children, work, authority, reality, parents, hope and total. The academic performance yields three scores - theory, practicals and total performance. In all the criterion variables are thirteen in number. The controlled variables are - sex, age, faculty, degree held, class secured in the qualifying degree, prior teaching experience, residence, stay during the present course (hostel/home), IQ level, SES levels, parents' educational level, parents' occupation and family income.
The intercorrelations of the variables with all possible combinations were computed. Multiple regression analyses was also run in order to find out which factors are significantly contributing to the teacher effectiveness. Of course, 't' ratios were also run.

III. 4 The objectives of the study

The study has been undertaken with the following objectives:

1. To measure n Ach. and self-perception and to determine the levels of the n Ach. and self-perception in the students of education.

2. To find the scatter of the n Ach. and self-perception among the sample.

3. To compare the n Ach. level of the sample with available figures of n Ach. both Indian and abroad.

4. To examine the relationship between n Ach. and academic performance.

5. Taking SES as independent variable to examine the contribution of SES to n Ach. and self-perception.

6. Using IQ as an independent variable to examine the contribution to the n Ach.

7. To examine whether parents' education, occupation, and income have any effect separately on the n Ach. level and self-perception.
8. To examine whether prior teaching experience has any effect on achievement level and self-perception.

9. To examine whether faculty, sex, age, etc., have got any effect on achievement level and self-perception.

10. To examine how the achievement and self-perception of the sample influence the academic performance.

III.5 The hypotheses

Madras city is one of the biggest cities in India. It is the capital of Tamil Nadu State and the Centre of South Indian culture. Ever since Britishers established their rule in the South, Madras has been the Provincial capital to them. This city is on the seashore in the South. It is connected with outside world by sea-routes, as well as by air. This factor has contributed for its cosmopolitan character and social adaptability.

Right from the beginning, Tamil Nadu and more specially the city of Madras, have provided leadership to the country - political, intellectual and educational. Madras is not the monopoly of Hindu culture alone. Christians and Muslims live there in viable numbers and they have contributed their share to its cultural heritage.

The people of Madras are proud of their culture and language. They are enterprising, outgoing and work con-
sistently to achieve what they want. Many have migrated to Sri Lanka, South Africa, Burma, Thailand, Singapore and to many other countries in search of fortune, career and business.

The people of Madras take pride in their proficiency in English language. This made them resist any move from Central Government at any time to replace English by Hindi as official language. Leadership in industry and business and other vital economic fields is not lacking from these people. Education (teacher education) is the terminal course. It is seemingly the end of the road for further education. It naturally causes a psychological turmoil in the young and intellectual youth who have a desire to climb high on the ladder of education. The restlessness is more marked in the young men rather than in young women.

Young women especially those coming from middle class and low class families have a special cause to be happy, satisfied and expectant. As has been said, since it is the terminal course they get the feelings of early marriage, after the course is over. The burden of giving dowry in the marriage is less -if the bride is a
qualified woman. It is believed that a woman could lead relatively happy married life playing the role of a wife and a mother on one hand and a teacher on the other, this is never so with other professions.

But the case of young men is different. Young men with good class in their undergraduation or graduation reluctantly join education. They sincerely feel that they are misfits in it. They do not perceive any promising promotions or career ahead. They further feel that they can't fully utilize their academic knowledge as teacher. But at the same time some feel that it is a good opportunity to improve their qualification by private appearance. The University of Madras has made provision in their regulations that working teachers can improve their qualifications by private appearance. Still some other young men will have the satisfaction that they are reducing the financial pressure on the parents by opting to the terminal course like B. Ed. as they could enter into teaching profession after the course is over.

Anyway, the investigator is of the opinion that enterprising young men or women would never think that they are barred from other promising careers by accepting teachers' position. The self-perception, desire for
excellence and concern for work will make them feel contented in the vocation chosen.

Quite a number of studies, Indian as well as foreign, have investigated the relation of n Ach. with sex, age, faculty, parents' education, parents' occupation, SES of parents, academic performance, cultural grouping, etc. The results were erratic because of the sample, region and other factors.

On the basis of the observations made, facts enumerated, and experience felt, the following hypotheses were set up for the study of n Ach., self-perception and academic performance.

The major emphasis of the present study is to examine the predictors of n Ach. and academic performance and also to examine the predictive ability of n Ach. and self-perception to overt performance as measured by the university examinations. The hypotheses were presented according to the expectation of the results. Unless otherwise stated all hypotheses were tested at the .05 level of confidence.
1. Urban versus rural

Urbanization is rapidly taking place in India. More and more people are migrating to towns and cities for education, employment, business and industries. More and more opportunities for all such people are available in cities. Individuals are also slowly and steadily internalizing certain values and attitudes which are akin to urban culture. It is, therefore, conceptually hypothesised that the urban subjects will have higher n Ach. than the rural subjects.

2. Males versus females

The tradition bound society of India is strongly polarised in its treat of two sexes. In the training of male child considerable emphases is placed on orientation to achievement producing behaviour.

In the study of Sinha (1967) boys scored high in n Ach. This was supported by Desai (1970) and Namdeo (1972). But Gupta (1970) found that n Ach. level of girls was higher than that of boys. This finding was supported by Gokulnathan and Mehta (1972)and Ghoudhry (1971). Still other studies, viz., Mukherjee (1965), Pathak (1973), and Choksi (1973) found no significant
difference in n Ach. levels between the two sexes.
Looking at the present sample and their cultural background as well as course they are undergoing, it may be seen that women students would have edge over the men students. Some of the facts mentioned earlier seem to be favourable for women students than to men students. 
After the terminal course like B. Ed. women students may be having better prospects of settlement than men students. 
It is, therefore, expected that women students would have higher n Ach. than the men students. And also women students would score higher in self-perception than men students.

3. Age

Age in this study was defined as number of years one lives after birth. Intelligence is a function of age upto certain level. Similarly, one's weight, height, etc., are also functions of age not beyond certain stage.
In the present study, all the subjects were beyond 21 years old. Environmental press has greater impact on the development of n Ach. in the individual. When a person lives in an achievement-oriented industrial culture his n Ach. grows and on the other hand if an individual lives in a pleasure loving and take-it-easy culture it
will have no positive effect on the n Ach. of that individual. Need achievement is educable. Training can be given to an individual to sustain and develop his n Ach. level. Therefore, age as such may not have any relationship with the n Ach. of the individual. It is, therefore, hypothesised that age has no relationship with n Ach.

4. Parents' educational level

Need achievement is the function of environment. Home climate or environment will bear the impact of the parents' education. Highly educated parents emphasise certain values and certain aspects of life than the low educated parents. Parents' education raises the level of aspiration of the children. Though parents' education does not directly exert influence on the n Ach. level of children it indirectly helps children develop their n Ach.

Mehta (1969), Gokulnathan and Mehta (1972) found highly educated parents' children have high n Ach. Vidhu Mohan and Vinodkumar (1972) found significant difference in n Ach. levels because of education. The study of Moss and Kogan (1961) has supported this finding. But McClelland, et al. (1958) found no significant relationship between parents' education level and subjects' n Ach.
In the present study, it is conceptually hypothesised that n Ach. of Ss whose parents were highly educated would be higher in n Ach. than Ss whose parents were low educated.

5. Parents' Occupation

Like education of the parents, their occupation also contributes to the culture of the family. Subjects whose parents were lecturers and professors, doctors, engineers, and lawyers were indirectly exert influence in the home towards better scholastic achievement, good manners, social values, achievement in other aspects of life, etc. The parent, who is a labourer, semi-skilled worker or a clerk, may not be able to influence the children as the above group does. Mehta (1969) found significant relationship between the parents' occupation and the n Ach. level of the child. In the present sample, it may be predicted that the influence of parents' occupation may be strong enough to develop higher n Ach. in the subjects. Therefore, it is hypothesised that (a) the n Ach. of the Ss is related to the parents' occupation, and (b) the self-perception of the Ss is related to the parents' occupation.
6. **Family income**

More income means less trouble in the family financially. Consequently, more freedom for the family members to devote their time for education and development of certain faculties. The need achievement and perceptions of the members of family may develop in proportion to the family income. It is also true that an individual loses initiative if he receives ready-made things from the parents without realization whatsoever how he got them etc. The family income at times become a hindrance for the growth of certain personality traits. In the present sample, it is conceptualized, taking into consideration all the pros and cons, that the family income does have a positive relationship with the n Ach. and the self-perception of the subjects.

7. **Socio-economic status**

The social class is the degree of social status. Higher SES individuals enjoy higher status in the society. Social press, no doubt, influences individual's achievements, perceptions, attitude and other characteristics. Society expects better performance from the high SES subjects. Socially advantaged individuals emphasise development of individual capacity to perform better,
emphasise individual responsibility and decision-making. On the other hand, society expects less from the low SES individuals. Social expectation is a factor which helps the advantaged individuals to develop high n Ach. and positive perceptions of certain aspects of life and the same social press becomes an unhelpful attitude towards the disadvantaged individuals and consequently makes them to take less initiative and to be more dependent. But in the extreme conditions when an individual takes a crucial decision which affects his very life perhaps the n Ach. and perceptions of disadvantaged individual go to his rescue and makes him display higher n Ach. and crystallised perceptions of certain aspects of the phenomenal world.

Research literature is available which examined the n Ach. in relation to SES. Desai (1970), Gokulnathan (1970), Choudhry (1971), Srivastava and Tiwari (1967) found positive relationship between SES and the n Ach. (Choksi, 1973). But Mehta (1967) did not support this result and on the other hand he found low SES group have higher n Ach. than the high SES subjects. Rakha Kapoor (1974) found no significant difference in the n Ach. levels of high and low SES subjects.
Considering the facts available and the research results it is conceptualized that higher SES group in the present study would have higher n Ach. Similarly, higher SES subjects would have higher self-perception.

8. Faculty

The subjects that took admission into B. Ed. course were having a degree either in Arts or Science. Unlike Arts students Science graduates generally seem to have clear employment goals. This may be true because of the nature of the subjects they have studied such as Mathematics, Physics, Chemistry, Botany, Zoology, etc. because and also the science graduates appear to be more work-minded and develop certain attitudes and thought process in relation to the courses of their study. To a certain extent these qualities may be absent in the students of Arts. The n Ach. and perceptions of the subjects, therefore, it is believed will likewise develop in the individuals. De and Shambhoopriya (1972) studied n Ach. in relation to the faculty and found that Science students were having higher n Ach. than the Arts students.

Taking the nature of the B. Ed. course into consideration and also the subjects and their age it is hypothesised that significant difference would exist in the
n Ach. levels of Arts and Science subjects. Also, it is expected that difference would be found in the self-perception of the two groups.

9. **Degree held**

Post-graduates and graduates are admitted to B.Ed. course. It was believed that post-graduates would score high in n Ach. than the graduates. Because of the specialization in the courses at post-graduates level, it was felt that post-graduates would have higher self-perception than the graduates.

10. **Class secured**

Class is the degree of proficiency achieved. Class in graduation helps the individual student to aim at several things such as employment, admission to professional courses, etc. An individual who secures First Class faces no problem for settlement in life. The attitudes and perceptions of the individual who secured First Class may be different from that of the individual who secured less than First Class. It is, therefore, hypothesised that the class and n Ach. are significantly related. It is also believed that individuals with higher class would score significantly higher on self-perception.
11. Stay

Kysar (1964) has pointed out that enough literature is available on the students emotional problem. Leaving home to attend college is seen by an individual as a 'normal development task' which commuter students have not accomplished. Staying at home in the late adolescence stage of life is a hindrance for the normal mental development. His freedom is restricted, he cannot be socially and psychologically at his best. This helped the investigator to hypothesize that students who stay away from home to attend B. Ed. course would have higher n Ach. and positive self-perception than the students who stayed at home.

12. Intelligence

Intelligence is a function of age in the early life. Studies are available which investigated the relationship of IQ with n Ach. McClelland, Atkinson et al. (1953), McClelland (1956), Mohn (1960) and Hayashi, Okamoto and Habu (1962) did not find any relationship between IQ and n Ach. Mehta (1969), Desai (1970), Meyer and Heckhausen (1965), Pathak (1973) found significant relationship between the two variables. In the present study also, taking into consideration all the
available facts, it is hypothesised that IQ would significantly relate to the n Ach. and self-perception of the Ss.

McClelland (1969) while discussing about the motives and how they would develop into stable dispositions into an individual's 'self' proved certain propositions: For example, he started with the proposition that: (1) the more thoroughly an individual develops and clearly conceptualizes the associative net work, defining a motive the more likely he is to develop the motive, and (2) the more an individual can link the newly developed associative net work to related actions, the more the change in both thought and action is likely to occur, and the interest endures. He concluded on the basis of his propositions that a man is in real sense, what he values and a man's maximization of interest over a time is always with respect to the situation as he perceives or possesses it. One cannot anticipate his action until one understands the (individual's) perception. It is, therefore, clear that actions are clearly guided by perceptions - perception of self and significant others. In support of his thesis, McClelland (1969) arrived at some behaviour manifestations of individuals with high n Ach.
and low n Ach. to cite a few:

(i) individuals with low n Ach. do not perceive opportunities when available to them;

(ii) an individual with high n Ach. energetically strives to prove his lot, while individual with low n Ach. does not;

(iii) an individual with high n Ach. in general, behaves like a successful, rationalizing business entrepreneur;

(iv) an individual with high n Ach. is immediately concerned with direct quantitative measures of how well he is doing;

(v) an individual with high n Ach. always tries harder at a particular task, no matter how difficult. He will actually give up sooner than man with low n Ach. if he is failing at something which is very difficult.

In view of the behaviour manifestations McClelland has proved and because of the nature of the self-perception defined in the study the investigator wanted to test the following hypothesis:

1. It was expected that high n Ach. group would secure high academic achievement than the low n Ach. group.

2. It was expected that n Ach. score would positively and significantly correlate with self-perception.
Individuals with high n Ach. are generally more hard working and their actions guided by their perceptions of the situation. This leads one to believe that n Ach. and self-perception will have certain relation with the academic performance of the subjects. To test this hunch the following hypotheses are set up.

3. It was expected that high self-perception group would secure high academic achievement than low perception group.

4. It was expected that women would score higher in self-perception than men.

Since, the academic performance is taken as teacher effectiveness in the present study, the two behaviour correlates namely n Ach., and self-perception would explain certain percentage of academic performance variance.

15. It was expected that n Ach. and self-perception would explain at least 20 to 25 per cent of teacher effectiveness variance in this study.

III.6 Procedure

The following procedure has been adopted in the present study. The entire procedure has been divided into four steps. They are:
1. Selection and description of tools. 2. Sample. 3. Data collection. 4. Analysis of the data.

III. 6.1 Selection and description of tools

Tools play a significant part in research. They are instruments for collecting information which can be qualified into mere figures. After careful consideration the following standardized tools were selected:

1. TAT pictures for measurement of n Ach.
2. Self-Report Inventory (SRI) for measurement of self-perception.
3. Intelligence Test - for fixing the levels of IQ of the subjects.
4. Personal Data Sheet - for collecting bibliographical information.

(1) TAT Pictures

The term "achievement motive" refers to the need for achievement. Motives are considered as latent dispositions to strive for a particular goal, state or aim, e.g. achievement, affiliation or power. As motives are latent dispositions, they can be inferred from the thought sample. Thus, it can be said that motives are different patterns of thought associated with different goals. Achievement motive can be inferred from the
achievement thoughts. Achievement thoughts are those which are associated with striving for some kind of excellence as opposed to the thoughts associated with gaining prestige or with establishing friendly relationship.

McClelland, et al. (1953) have arrived at a behavioural sequences, after classifying many aspects of the behaviour and experiences reflected by the individuals in the imaginative stories. Summarizing their observations, McClelland, Atkinson and others suggested that the thoughts of individuals, having n Ach. are associated with the following pattern:

(i) Individual experiences a state of need or motive (N);

(ii) Individual may also be anticipating successful attainment of his goal (Ga+) or anticipating frustration (Ga-) and failure;

(iii) He may engage in activity instrumental (I) to the attainment of his goal, which may lead to the attainment of the goal (I+) or not (I-);

(iv) Sometimes his goals directed activity will be blocked. The obstacle or block (B) to his progress may be located in the world at large (Bw) or it may be located in himself (Bp);
(v) he may experience strong positive and negative affective states, while engaged in solving his problem (i.e.) in attempting to gratify his motive. He is likely to experience a state of positive effect (G+) in goal attainment or a state of negative affect (G-) when his goal directed activity is thwarted or he fails;

(vi) often someone will help or sympathise with the individual (Nup), aiding him in his goal directed behaviour. (P. 147).

Accepting these as general ideas regarding the nature of n Ach., it was tried to get the measure of n Ach.

The first major work on measuring human motives, particularly the need for achievement (n Ach.) was done by McClelland (1948) and his coworkers. McClelland and Friedman (1952) established that the Thematic Apperception Test (TAT) was the most reliable single instrument for the measurement of n Ach. This method of measurement has been used by many researchers as emphasized by the works of McClelland (1955, 1961, 1965), McClelland, Atkinson, et al. (1953), McClelland, Rindlishbacher and DeCharms (1955), and others. Before TAT, for measuring n Ach., was accepted for research as a useful instrument, several researchers commented its usefulness. Holt (1961)
commenting on TAT measures observed that while TAT stores are not precise equivalents of fantasy a better method for eliciting fantasy has yet to be devised.

In this connection, Atkinson (1958) observed that there seems to be general agreement among researchers that states of deprivation and experimentally aroused motives are reflected in TAT stories although not under all conditions.

Atkinson (1958, 1964), Lesser (1957, 1958), Sanford (1943) argue that the relationship between fantasy and behaviour is generally direct, that is, that a motive will appear in both behaviour and fantasy, unless some force such as social disapproval blocks its expression.


Besides TAT techniques Fresh (1965) Test of Insight (FTI), Edwards (1954) Personal Preferences Schedule (EPFS), Questionnaire Schedule, Alport and Haber (1960), such as Achievement Anxiety Test (AAT), Carney's (1964, 1965) Questionnaire Index (Achievement Orientation),
California Psychological Inventory (GPI), by Gough (1957) etc., have been used by the researchers to determine some components of n Ach. level or global n Ach. score.

After reviewing and comparing results of a number of researchers, pertaining to the methods of measuring n Ach., Atkinson has reached the conclusion that:

the three main methods of measuring human motive yield essentially uncorrelated results, and it, therefore, seems wise for research workers to employ terminology which will communicate immediately which method of measurement they are using (Atkinson, 1966, p. 41).

Edwards have also commented on this point as, "more failure of communication occurs if the authors call their variables n Achievement when they are using uncorrelated methods of measurement" (Edwards, 1954, pp. 22-25).

Moreover, it has been shown by McClelland, Atkinson and others (1953) that the discriminative power of the TAT method is best under neutral test conditions and with pictures of moderate achievement cue value. This shows that different pictures may have different achievement cue value, some may be weak and some may be strong.
Following these recommendations it was decided to obtain the n Ach. score through TAT technique only. After deciding this the investigator consulted the report of Mehta (1969) wherein he has used TAT pictures. Pictures developed by Mehta (1969) suited to the Indian culture, the investigator has decided to use the same for the measurement of n Ach. score.

The tool (TAT) selected for the study consists of six pictures each in 53 cms. x 46 cms. size. The picture cues are as follows:

<table>
<thead>
<tr>
<th>Picture No.</th>
<th>Description of the Cue.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A doctor and a patient.</td>
</tr>
<tr>
<td>2</td>
<td>A boy learning tabla (a musical instrument) from the teacher.</td>
</tr>
<tr>
<td>3</td>
<td>A boy reading a book, sitting on a cot.</td>
</tr>
<tr>
<td>4</td>
<td>A boy with a note book, an inkpot and a pen.</td>
</tr>
<tr>
<td>5</td>
<td>A group of boys playing cricket.</td>
</tr>
<tr>
<td>6</td>
<td>A boy painting.</td>
</tr>
</tbody>
</table>

The TAT is a group test, and it has been standardized by Mehta (1968). The subjects were required to observe the picture for 20 seconds and then write a story based on it in four minutes. In the same manner each
subject has to write six stories based on the six pictures presented in the order shown.

(2) **Self-Report Inventory (SRI)**

This instrument, originally developed in 1958, has undergone three revisions following factor analysis. The instrument is frankly in the phenomenological tradition (Wylie, 1961) and may also be subsumed under that psychometric approach described by Allport (1961) as 'direct'. The SRI was made up of forty eight items representing eight factorially distinct areas of the phenomenal world. Although, originally intended for use with college students and teachers, the instrument has been found to be discriminating with other population - e.g., mental retarders, monolingual, and emotionally disturbed college students.

SRI is designed as a straightforward self-assessment instrument in which subjects can record their own perceptions and feelings toward themselves and significant areas of their phenomenal world.

SRI is different from other existing instruments in several respects. They were either too long and time-consuming, too complicated to be essentially self-
administered, or constructed in such a way that an index of self-perception or, at most, indices of acceptance of self and others were the only scores obtainable. In the circumstances, SRI was planned which would be short, self-administered, and capable of yielding multiple scores representing positiveness of attitude toward self and various segments of the phenomenal world.

The theoretical background of the instrument is Rogerian (1951). The central construct is that human behaviour is determined by an individual's perceptions of the self and of the situations in which the individual is involved, his relations to significant others and to his environment.

Items of the instrument were either to express one of the different kinds of aspects: (1) positive, approaching or valuing, (2) negative, avoiding or rejecting, (3) neutral or indifferent. Also the items were worded in such a way that it was most feasible to provide for responses on the Likert type five-point scale, ranging from 'exactly what I like or feel' to 'the opposite of what I like or feel'.
The description of the eight areas which the instrument measures are given below:

1. Self: Items express acceptance, liking or valuing of oneself or the opposite.

2. Others: Items express acceptance, liking or valuing of peers or the importance of satisfactory relationships with peers to one's own sense of well-being or the opposite.

3. Children: Items express acceptance, liking or valuing of children or the satisfaction derived by the subject in relationships with children or the opposite.

4. Authority: Items express acceptance, liking or valuing of older persons outside the family who are in position of authority with respect to the subject or the opposite.

5. Work: Items express valuing of work or accomplishment in terms of its intrinsic or self-enhancing satisfaction to the subject or the opposite.

6. Reality: Items express acceptance or valuing of life as a process (including death) and feeling at home in, and relatively comfortable with, a not always predictable world - or the opposite.

7. Parents: Items express acceptance, liking or valuing of one's own parents or the importance of one's relationship with parents to his own sense of well-being or the opposite.
8. Hope: Items express an optimistic anticipation of the future or a sense of confidence that one will play a significant and satisfying role in future relationships and undertakings or the opposite.

9. Total: The sum of all sub-scores that may be construed as the positiveness of respondent's perceptions of his phenomenal world.

Subjects respond to each item by indicating on a five-point scale (labelled from very much like me to very much unlike me) the extent to which the item expresses their own feelings and attitudes. The inventory yields eight sub-scores representing positiveness of attitude in each area and a total score (the sum of all sub-scores). The instrument is so simple and straightforward that the subject would complete it in 15 or 20 minutes.

(3) Intelligence test

To measure Intelligence Quotient, Madhookar Patel's Intelligence Test (MPIT) (1970) was selected. It is a non-verbal group test and has been standardized over a large population. It is a culture-free and suitable to the subjects of the present study. The test consists of 80 items, grouped under four parts. The test is similar to Raven's Progressive Matrices. The test
retest reliability was 0.938; and split-half reliability by Rular formula was 0.979.

(b) Personal Data Sheet

This sheet was given to each subject to collect their biographical information such as family background, sex, age, basic degree held etc.

Definitions of the terms used in personal data sheet:

1. Age: Age of the subject in years.

2. Degree held: Subjects were degree holders. They were either graduates or post-graduates in any one of the disciplines. Degree held means the highest general educational qualification the subject was possessing.

3. Rank: Class the subject was awarded on his graduation or post-graduation. Classes were given according to the aggregate of marks secured. If a student gets 60 per cent or more he will be awarded first class. If the aggregate mark is between 50 and 59 per cent he will be awarded second class and between 35 and 49 third class.
4. **Residence**: Residence is defined as rural or urban. Subjects from rural area were bracketed as rural and those that come from towns and cities urban.

5. **Experience**: Experience is defined as the number of years of service as teacher put in by the subject before joining the B. Ed. course.

6. **Parents' Education Level**: Education level of the father was defined as the general education he possessed. This variable was divided into four levels - illiterate or primary, high school, college and university.

7. **Parents' Occupation**: Occupation of the father is defined as the actual work in which parent is engaged in. The jobs mentioned are labour, skilled worker, clerk, teacher, headmaster, lecturer, officer, business executive, business man, farmer with land or house property. These occupations are divided into five levels.

8. **Economic Status**: The economic status of the family is defined in terms of money income.
III. 6.2 Sample

At the time of this study there were three universities in the State of Tamil Nadu - Madras, Madurai and Annamalai Universities offering B. Ed. training course. Since the regulations governing each course programme differ from university to university it was thought expedient to confine the present study to one single university area namely Madras University. There are 14 Colleges of Education offering B. Ed. course in Madras University. The table 1 below gives the details of the colleges and six of these colleges are located in Madras city itself. All the Colleges of Education in Madras city except one for obvious reasons were included in this study.

TABLE 1

The names of the Colleges of Education and other details of the eight colleges that were not included in the present study but are situated in Tamil Nadu state are given in table 2.
TABLE 1 - Names of the Colleges from which the sample was drawn.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the college</th>
<th>Type</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lady Willingdon College of Education</td>
<td>Women</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>Meston Training College</td>
<td>Men</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>National Training College</td>
<td>Women</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Stella Matutina College of Education</td>
<td>Women</td>
<td>106</td>
</tr>
<tr>
<td>5</td>
<td>Teachers' College, Saidapet</td>
<td>Men</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>410</strong></td>
</tr>
</tbody>
</table>
### Table 2 - Names of the Colleges of Education in Madras University but outside the City Area.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the College</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government Training College, Coimbatore</td>
<td>Women</td>
</tr>
<tr>
<td>2</td>
<td>Sri Ramakrishna Mission Vidyalaya Teachers' College, Perianaickenpalayam, Coimbatore</td>
<td>Men</td>
</tr>
<tr>
<td>3</td>
<td>Sri Aavinashilingam Teachers' College, Coimbatore</td>
<td>Women</td>
</tr>
<tr>
<td>4</td>
<td>Government Training College, Komarapalayam, Salem District</td>
<td>Men</td>
</tr>
<tr>
<td>5</td>
<td>Government Postgraduate Training College, Orathanad, Tanjavar District</td>
<td>Men</td>
</tr>
<tr>
<td>6</td>
<td>Government Training College, Pudukkothai &amp; District</td>
<td>Men</td>
</tr>
<tr>
<td>7</td>
<td>Sree Sarada Training College, Algapuram, Salem District</td>
<td>Women</td>
</tr>
<tr>
<td>8</td>
<td>Government Training College, Katpadi Extension, Vellore-6, North Arcot</td>
<td>Men</td>
</tr>
</tbody>
</table>
The University of Madras permits a maximum strength of 100 in each College of Education with the exception of Teachers' College, Saidapet where inservice teachers are trained along with preservice teachers. The total sample of the study was 410. Of the total sample, 217 were women and the rest were men. These prospective teachers were drawn both from urban as well as rural family background. Hostel provision is available at each college for the needy students. Ss were by and large from middle and low class economic background. The majority of the sample was in the age group of 21 - 25 years. The duration of the course is for one academic year.

III. 6.3 System of data collection

Administration of the tools: Prior permission was secured from all the five principals of colleges of education for the administration of the research tools. Subjects were not given any cue regarding the tests they were about to take. Since there were nearly 100 students in each college they were divided into two equal groups for easy administration of the tests. The investigator took the help of a colleague who was conversant with the tools for the purpose of administration
of the tests. When the subjects were assembled in two separate groups as planned earlier, the investigator and his helper went into the two halls where the students were seated. The researchers explained to their respective groups the tests they were going to take. First TAT was administered. The booklets containing the set of pictures and the answer booklets were supplied to the subjects. They were instructed not to open picture-booklet until they were asked to do so. After giving some oral instructions they were asked to read out for themselves the instructions on the cover page of the answer booklet. After they were through with their reading, their queries if any were answered. The subjects were asked to write their name and other information in the space provided on the cover page of the answer booklet. When everybody was ready, the time was marked and the subjects were asked to open the first picture in the booklet. They were allowed to see it for 20 seconds only then they closed the picture and began to write a story based on the picture. For each minute the time warning was given to enable the subjects to complete the story in four minutes as required. At the end of the fourth minute the subjects were asked
to stop writing and to see the next picture for 20 seconds. In this way, all the six stories were written by subjects. The entire TAT took 40 minutes including the instructions.

The second test that was administered following TAT was the SRI. The printed sheets of SRI were distributed to all the subjects. Instructions were given and they were also asked to go through the written instructions. After the name and other information were given on the sheets the subjects were asked to go through the statements of the SRI and rate each one on the five-point rating scale provided at the end of each statement. The subjects took 25 minutes to complete the inventory. After completing the SRI, the sheets were collected and the students were dismissed. In the afternoon of the same day the two groups assembled separately. MPIT was administered. Personal data sheet was also completed by each student. At the end of the work the investigator thanked the students and the staff for their cooperation in getting the research tools administered. Data collection from each College of Education was completed in a single day. All the five Colleges were thus covered.
(1) Scoring procedure

(a) SRI: The SRI has 48 items. Half of the items were positively structured and the other half were in negative direction. The item responses were quantified as one, two, three, four and five according to the Ss marking as A, B, C, D and E respectively. This numerical scaling of the 24 items which were positively structured would be in the reverse direction as A indicates 'exactly like me' and E indicates 'exactly unlike me'. For the 24 items structured positively the scores for marking A, B, C, D and E are respectively 5, 4, 3, 2 and 1. A constant six was subtracted from each scale score, effectively converting the maximum scale score to 24. In addition to the eight scale scores the total score over the eight scales was computed. The SRI, therefore, yielded nine scores in all.

(b) TAT: All the TAT answer scripts were scored by the investigator himself. Each S wrote six stories. In computing the n Ach. score, plus one score point was given for A1, zero score point for TI, and minus one score point for UI stories. The sub-categories N, I, Ga+, Ga-, Bp, Bw, H, G+, G-, and Th were scored
each plus one score point. Since each sub-category was scored once on each story the maximal score possible for a single story would be +11. The n Ach. score for a particular individual S would be the sum of the scores obtained on all the six stories written by that individual.

(2) The description of the n Ach. components

Need: Need is identified in the story by the presence of the phrases like - he is determined to get good marks, he wants to be a doctor etc. "N" is not inferred but it is scored when definite statement of motive was expressed.

Instrumental Activity (I): Overt or mental activity by one or more characters in the story indicating that something is being done about attaining an achievement goal is considered as instrumental activity and is scored for I. There must be an actual statement of activity within the story independent of the original statement of situation and final outcome of the story. Ex. Two men are working on a new invention. They have worked diligently day in and day out only to meet with failure. This should be scored I.
Goal Anticipatory States (Ca+, Ca-): These categories are identified when some one in the story anticipates goal attainment or frustration and failure. Anticipatory goal state is scored when some one in the story is thinking about the success he will achieve, expects that the invention will work, dreams of himself as a great surgeon. The anticipatory goal state (Ca-) is scored when some one is worried about failure is concerned over the possibility that the invention won't work etc. Both Ca+, Ca- may be scored in the same story but each should be scored only once.

Blocks (Bp, Bw): Stories were stored for blocks when the progress of goal directed activity was blocked or hindered in some way. Things do not run smoothly, there are obstacles to overcome before the goal is achieved. When there is some doubt whether it be located in the individual (Bp) or in the world outside (Bw) was scored. Both Bp and Bw may occur and be scored in the same story, but each is scored only once per story.

Nurturant Press (H): Forces in the story, personal in source, which aid the character in the story who is engaged in on-going achievement-related activity
is scored H. Some one aids, sympathises with, or encourages the person striving for achievement. The aid must be in the direction of the achievement goal and not merely incidental to it. Press must always be considered from the point of view of the character in the story who strives for achievement. Ex. The experienced mechanist strives to straighten things out for the apprentice and is encouraging him.

Affective States (G+, G-): Affective (emotional) states associated with goal attainment, activity mastery or frustration of the achievement directed activity are scored G. When some one in the story experiences a positive affective state associated with an active mastery or definite accomplishment, it must be scored G+. When some one in the story experiences negative affective state associated with failure to attain achievement goal, when he is discouraged about past failures, when he is disgusted with himself etc., are scored G-.

Achievement Thema (Ach. Th.): Achievement thema is scored when the achievement imagery is elaborated in such a way that it becomes the central theme of the story. Striving for achievement goal and eventual
attainment of the goal may be the central plot of the story which should be scored Th.

Intelligence Quotient (IQ): Each item in MPIT was scored one score point. The total score of each S was converted into IQ according to the conversion table given in the test manual.

SES: The determinants for socio-economic status score were evaluated as suggested by Kuppuswamy (1962) with slight modifications to suit the present day conditions. Educational level, occupation, and income of the parent of each S were quantified and added to compute SES score. The following table gives the details of quantification of SES information.

III. 6.4 System of analysis of the data

Need achievement, self-perception and intelligence were measured by standardised tools. These three variables yielded one, nine, one scores respectively. Academic performance of Ss has three scores (theory, practicals and total) which were obtained from the
university records. There were 14 scores in total. The SES score was computed on the basis of the three determinants.

<table>
<thead>
<tr>
<th>Information Category</th>
<th>Score Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational level of the parents</td>
<td></td>
</tr>
<tr>
<td>- Illiterate or primary education</td>
<td>1</td>
</tr>
<tr>
<td>- High school education</td>
<td>2</td>
</tr>
<tr>
<td>- College education</td>
<td>3</td>
</tr>
<tr>
<td>- University education including professional education</td>
<td>5</td>
</tr>
<tr>
<td>Occupation of the parents</td>
<td></td>
</tr>
<tr>
<td>- Labour etc.</td>
<td>1</td>
</tr>
<tr>
<td>- Clerk etc.</td>
<td>2</td>
</tr>
<tr>
<td>- Teacher and Teacher</td>
<td>2½</td>
</tr>
<tr>
<td>- Gazetted Officer</td>
<td>6</td>
</tr>
<tr>
<td>- Doctor or lawyer or business man</td>
<td>6½</td>
</tr>
<tr>
<td>Economic Status</td>
<td></td>
</tr>
<tr>
<td>- Low class (below Rs.2,500/-)</td>
<td>1</td>
</tr>
<tr>
<td>- Middle class (Rs. 2,500/- to Rs. 6,000/-)</td>
<td>3</td>
</tr>
<tr>
<td>- Upper middle class (Rs. 6,000/- to Rs. 12,000/-)</td>
<td>7</td>
</tr>
<tr>
<td>- Upper class (above Rs. 12,000/-)</td>
<td>10</td>
</tr>
</tbody>
</table>
For the 14 scores means standard deviations, and variances were calculated. For these same scores Pearson Product moment correlations were computed for each possible combinations between any two of the scale scores so as to form a fourteen by fourteen correlation matrix.

Additionally, t tests were calculated for difference between scores of males and females, urban and rural subject scores, Arts and Science subjects scores, high and low SP subjects scores, high and low IQ subjects scores, and finally high and low SES subjects scores.

Multiple regression analysis technique was utilized with n Ach., SP, IQ, SES, sex, faculty, and degree held to determine which of these variables would best predict the criterion of academic performance in interaction with each other and which unique group of predictor variables would optimally explain the maximal amount of criterion variance. All statistics were examined for significance at the .05 level of confidence.

III.7 Scheme of chapters

This study was divided into five chapters. Each chapter was devoted to a separate aspects of
investigation and all the five aspects, the investigator believes will make a unified whole which throw some light on the problem studied.

The first chapter was devoted to the significance of the study. Some issues were raised and discussed, focussing attention on teacher, school and other things. The second chapter consists of the summary of the review of related literature. The research literature significantly connected with the variable of the study were only highlighted.

The third chapter dealt with the procedure of the work that has been completed in collecting data and computarisation of the data.

The fourth chapter presented the analysis and results of data along with interpretation and discussions.

The final and fifth chapter records the review of the work, summary of the findings and suggestions for education as well as for future studies.
III.8 Conclusion

All aspects of the present investigation were discussed in the above few sections of this chapter. The details of the statistical techniques employed and other information connected with them were presented in the following chapter. The next chapter contains the analysis of the data, results and interpretation of the results with findings.