CHAPTER-I

CONCEPTUAL FRAMEWORK

1. INTRODUCTION

One of the purposes of education is to develop all round personality of the child. It is a systematic, efficient and deliberate influence exerted by the teacher upon the pupils. It also unfolds and expands the inherent powers, capacities, capabilities, interest, aptitude and attitude of the learners. Education is universally accepted as the most important factor responsible for the development of the nation.

The secondary education commission (1952) rightly points out, “we are convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well in the community.”

The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of mankind and the architect of the society. It is on the quality of the teacher that a country depends for excellence in every walk of life. The teacher holds a key position in the whole infrastructure of the education. Great responsibility lies on the shoulders of the teacher in helping the students to adjust themselves in the complex world. The role of the teacher is like that of the pole-star. The teacher guides students to overcome all obstacles in their way and to achieve their goal. He saves students from going astray. Thus the job of the teacher is not only restricted to imparting knowledge to students, but to prepare his students to become good human beings also. The teacher is expected to become a role model for his students.

The teacher shapes the destiny of the nation by acting as a promoter of change, manager of learning sources and donor of
knowledge. The importance of the teacher is emphasized in the National Policy of Education (1986) which stipulates, "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines."

Education is a powerful instrument for social, political and economic development of a country. Success of educational process to a great extent depends on the commitment, attitude, character, ability and personality of the teacher. A teacher has to have exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility. A Teacher is the model in the classroom, whose attitude and personality are imitated by the students consciously and unconsciously. Role commitment has been identified as one of the most crucial factors for the success of the education.

Teacher is expected to be committed to his profession, learner, society, nation and to high human values. If quality education is a goal, it cannot be achieved without the sincere efforts of dedicated and committed teachers.

The teacher’s entire personality is reflected on the minds of students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as ‘Ideal Conduct’ unconsciously. Teacher’s personality leaves an indelible mark in the young mind of the child. So, the teacher must be competent and able to steer the ships of destinies of those who are entrusted to him. The teacher is not only an instructor, but a model for his students at all levels of education. The role of the teacher has assumed greater significance with universalization of education.

People’s attitude towards their professions has an effect on their performance. This case is also valid for the profession of teaching. In teaching how a teacher performs his duty as a teacher depends to a
great extent on his attitude. Attitude of a teacher towards teaching becomes influential so far as children can perceive the nature of feelings the teacher has towards them and there are evidences to show the presence of such a perception. If a teacher has dominant and autocratic attitude, the children are likely to be aggressive or over submissive. They show little pride in their work and do not cooperate well with one another. In a class where a teacher has democratic and socially integrative attitude, the children feel relaxed and friendly. They work together and they are interested in what they are doing. A warm, sympathetic, friendly and understanding teacher is more likely to have a positive influence on student as compared to the one who is cold, unfriendly and autocratic.

It is teacher’s task to create and foster the spirit of open mindedness enquiry, sympathetic attitude and critical interest in all the matters of human concern, which is the finest fruit of education. Science is one of the important subjects at high school level. The aim of teaching science is to develop spirit of inquiry, creativity, problem solving, scientific mindedness, ability to interpret, expanding environmental critical ability etc. in a child.

A high school science teacher who is committed to his teaching profession, leads a balance personality and positive attitude would produce better stuff for the college level education and it will be a valuable asset of the nation.

To have insight into the different concepts of the study in hand this chapter is addressed to the following aspects:

1.1 Role Commitment

1.1.1 Characteristics of Commitment

1.1.2 Types of Commitment

1.1.3 Components of Commitment
1.2 Personality

1.2.1 Different Approaches to Personality

1.3 Attitude

1.4 Attitude towards Teaching

1.1 ROLE COMMITMENT

Role commitment consists of two words, namely, ‘role’ and ‘commitment’. The role is the expectations of the society from an individual occupying a particular position in the social system. This depends upon the behaviour pattern of an individual in doing his duty and the way of behaving in accordance with the actual status. Thus, role is a set of socially expected behaviour consisting of both duties and privileges associated with a particular position in a group.

Every person occupies a whole set of social roles. A teacher has the roles of worker, husband or wife, parent, and a good citizen. In describing the roles of teachers, however, we shall deal not with the various roles occupied by teachers as persons, but instead with the various roles occupied by persons when they are teachers. In this sense, we refer to the person as a teacher, and not to the teacher as a person. So here researchers have discussed only the role of teacher related with school, pupil, society, parents and nation.

The teacher’s role is the behaviour pattern of teachers according to certain rules and norms, concerning with imparting knowledge, values, balanced emotions, competencies, skills, discipline and guidance etc. for betterment of pupil and also for attaining of goals of education.

The teacher’s role is a dynamic aspect of his status. It has been also defined as pattern/sequence of teaching actions performed by a person in an interactive school situation, and the commitment is the proper customary function to pledge or promise or obligation for work.
In education the commitment is one of the most important aspects of the performance and quality of teacher. Role commitment has assumed a great importance in education throughout the world. It is recognized as a natural ingredient of teaching profession.

National council for Teacher Education (1998) also stressed that commitment should be the major component of teacher’s training for qualitative education.

Commitment is defined as the degree of positive, affective bond between the teacher and the institution. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the institution or their work rather it reflects the degree of internal motivation, enthusiasm and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs (National Center for education Statistics, 1997).

The most important single factor in individual success is commitment. Commitment ignites action. To commit is to pledge yourself to a certain purpose or line of conduct. It also means practicing your beliefs consistently. There are two fundamental conditions for commitment. The first is having a sound set of beliefs and the second is faithful adherence to those beliefs with their behaviour.

There is an old saying that goes “stand for something or you will fall for anything. The best description of commitment is persistence with a purpose.”

The first and most basic of these is a commitment to a set of values, principles or beliefs. These underlying principles define both the organizations uniqueness and the fundamental direction in which it wants to head. This first commitment leads to a common vision and purpose within the organization.

The second commitment is to yourself to how one acts as a leader. An effective leader possesses a strong sense of personal
integrity and self confidence. This leads to a willingness to share the credit for success.

Commitment means mobilizing to the best of one’s ability, knowledge and to know how the individual calls for training to keep both up-to-date. It requires personal commitment and a willingness to take on these tasks effective contribution of each person in caring particularly for the environment and for worker’s health and safety. Commitment is the act of binding yourself to a course of action.

According to Cambridge Dictionary (2008) “commitment means to promise or to give your loyalty to a particular principle, person or a plan of action.” A committed person is loyal and involved, he has a sense of belongingness, feeling that the professional group is an extension of himself and he is an extension of the professional group.

Salanick (1977) has conceived commitment as binding in the individual to behavioural acts; he conceived commitment as a psychological bond of an individual with his organization which is manifested in his loyalty, identification and involvement.

According to President Kalam (2002) “total commitment is a crucial quality for those who want to reach the very top of their profession. Total commitment is the common denominator among all successful men and women, total commitment is total involvement, much more than mere working hard.”

Singh and Das (1978) said that commitment is a degree of individual and organizational goal integration.

Rusbult and Farrel (1983) referred commitment to the likelihood that an individual will stick to a job and feel psychologically attached to it whether it is satisfying or not.

Mottaz (1988) “Persons committed to work hold a strong sense of duty towards their work and place intrinsic value on work as a central life interest.”
O’ Reilly (1991) has typically conceived commitment as an individual’s psychological bond to the organizations; including a sense of job involvement, loyalty and belief in the values of the organization.

Herscovitch and Meyer (2002) “The degree to which an employee identifies with the goals and values of the organization and is willing to exert effort to help it succeed.”

Mowdey et al. (1982) agreed that commitment has three factors:

i) Identification with organization’s goal and value.

ii) Willingness to exert considerable effort for achieving those goals and values.

iii) A strong desire to stay in the organization.

1.1.1 CHARACTERISTICS OF COMMITMENT

Many Scholars have reflected upon the nature of the phenomenon of commitment.

Rubenstein and Herberstho (1975) stated that commitments to others are indispensable in action; at the same time, the process of commitment results in tensions, which have always to be overcome.

Salancik (1977) pointed out that the concept of commitment is attitudinal in nature. It reflects that how much closeness an individual feels with his organization or relationship.

Wiener and Vardi (1980) have pointed out that commitment is value based, normative in nature. It involved evaluations of alternative organization related behaviours. The specific beliefs from which these evaluations were derived consisted of values of loyalty and duty towards organization. It is evident from Wiener and Vardi’s contention that commitment has close relationship with one’s beliefs and values.

Meyer and Allen (1991) found that commitment was multidimensional in nature. In fact commitment is a composite
concept. It can be viewed in terms of constituencies to which an individual feels committed.

Goss (1996) has found that commitment was a complex phenomenon that operated in different directions and at different levels, and that it could not easily be generated or sustained.

Thus, it can be seen that Commitment is a component of human behaviour. It has an explanatory strength for behavioural acts of a person. It can be viewed and observed at the level of individual as well as at the level of the group.

1.1.2 TYPES OF COMMITMENT

The social scientists have identified certain dimensions of commitment.

Kanter (1968) identify three analytically identifiable but interdependent dimensions of commitment –

i) Continuance Commitment

ii) Cohesive Commitment

iii) Control Commitment

i) Continuance Commitment: It refers to participating in a system and remaining as its member which is a cognitive judgement that it is worthwhile to remain in a group rather than bear the cost of leaving the group.

ii) Cohesive Commitment: It refers to cathectic orientation, to the extent to which one feels affective ties to one’s group and to its members. Identification, solidarity and gratification from interpersonal interaction are part of this dimension.

iii) Control Commitment: It is an evaluation along the lines of good – bad of the legitimacy of the group, the moral rightness
of group norms, its way of doing things, the authority structure, its goals and means for their achievement.

From all the above definitions it can be concluded that commitment is a subjective aspect of an individual. It refers to a socio psychological bending of an individual to this group or organization, its goals and values or to his occupation and profession.

Commitment is one of the important factors determining people’s work behaviour. It is the relative strength of identification with an involvement in a profession. Commitment towards profession entails:-

i) The belief and acceptance of the goals and values of the profession.

ii) A willingnes to exert effort on its behalf.

iii) A desire to maintain membership in the profession.

According to Meyer and Allen (1999) there are three component models of commitment. There are following three “mind sets”, which can characterize an employee’s commitment to the profession:

i) Affective commitment

ii) Continuance commitment

iii) Normative commitment

i) Affective Commitment: It is defined as the employee’s positive emotional attachment to the profession. An employee who is affectively committed strongly identifies with the goals of the profession and desires to remain a part of profession. This employee commits to the profession because he/she “Wants to.”

ii) Continuance Commitment: The individual commits to and remains with the profession because of feelings of obligation.
These feelings may derive from man sources e.g. the
profession may have invested resources in training of an
employee who then feels a moral obligation to put forth effort
on the job and stay with the profession to ‘repay the
department.’ It may also reflect an internalized norm,
developed before the person joins the profession through
family or other socialization processes, that one should be
loyal to one’s profession. The employee stays with the
profession because he/she “Ought to.”

iii) Normative Commitment: It is the strength of a person’s
desire to continue working for a profession because he or she
feels obligation from others to remain there. Finally,
normative commitment refers to employees’ perception of
their conscience to their profession. For instance, if a
profession is loyal to the employee, has supported his/ her
educational efforts. The employee may report high degree of
normative commitment social changes to great extent, are
brought about through the process of education.

Koch and Steers (1978) however defined occupational
commitment as congruence between one’s real and ideal job,
identification, with one’s chosen occupation and reluctance to seek
alternative employment.

According to N.C.T.E. (1998) defined the different areas of
professional commitment which are listed as below:

i) Commitment to learner

ii) Commitment to society

iii) Commitment to the profession

iv) Commitment to basic values

v) Commitment to achieve excellence
A Committed Teacher:

The one single factor that enables a teacher to fulfill his responsibilities to nation is his commitment to the cause of education. The commitment is multidimensional.

i) Commitment to students: The teacher has to have abiding love for children under his care. The children have vastly different capabilities, their intelligence and emotional quotients and capacity to respond to emerging academic situations are very different. A good teacher has to be aware of the individual differences and has to tune his teaching to meet the varied requirement of his subjects.

ii) Commitment to Society: The teacher’s commitment to society manifests itself in many ways. The most importantly being that the children should come to school regularly and punctually. This is more so at the present time, when education is been declared as a fundamental right. Such an awareness and concern about the impact of teacher’s work on the degree of advancement of families, community and nation.

iii) Commitment to the profession: There is no dearth of selfless, devoted teacher, who do not always look for material gains, who have a commitment to their profession, and a strong desire to inspire the blooming children who happen to be placed under their care.

iv) Commitment to the basic values: The world is in a state of chaos because of conflicts arising out growing economic and social disparities, ethnic conflicts, religious fanaticism, aggressive competitiveness and the tension between the spiritual and the material.

v) Commitment to achieve excellence: That is care and concern for doing everything in the classroom, in the school and the
community in the best possible manner and in the spirit of “Whatever you do, do it well”.

APIED documents (1992) recommended that greater efforts need to be made to professionalize teachers as an occupational group. Such type of professionalization requires on the part of teachers: a collective responsibility towards students; to undertake applied action research to improve their performance; a commitment to self-evaluation and regulation within the professional group.

According to Azad (2003) in his article, “THE TEACHER OF THE NEW MILLENNIUM”, opinioned that one single factor that enables a teacher to fulfill his responsibilities to nation is his commitment to the cause of education.

According to Rathod and Varma (2003) there are many aspects of teacher commitment and these can be put in six broad areas which are listed as below:

i) Commitment to the Student

ii) Commitment to the Parents

iii) Committed to the School

iv) Committed to the Society

v) Commitment to nation

vi) Commitment to the Profession

In America, National Board for Professional Teaching Standards (2006) identified committed teachers as ones who are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on knowledge of their student’s interests,
abilities, skills, Knowledge, family circumstances and peer relationships. Their decisions are not only grounded in the literature but also in their experience. They seek the advice of others and draw on educational research and scholarship to improve their practice.

Simpson and Hood (2000) have however defined commitment in context of the teaching profession, According to them; a committed teacher reflects certain behavioural characteristics. He shows that professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive about student motives, strengths, need and situation.

According to Dave (1998) there are five commitment areas of a teacher. These are:

i) Commitment to the Learner- including love for the learner, readiness to help learners, concern for their all round development, to tuning his teaching to meet the varied requirements of his students.

ii) Commitment to the Society- such as awareness and concern about impact of teacher’s work on the degree of advancement of families, community and the nation.

iii) Commitment to Achieve Excellence- that is care and concern for doing everything in the classrooms, in the school and in the community in the best possible manner and in the spirit of “whatever you do, do it well.”

iv) Commitment to Basic Human Values- including the role aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. Teacher must live the values he wants to inspire in his wards.
v) Commitment to the profession— that is, internal acceptance of the role and responsibility of the teaching profession, no matter under what circumstances one entered it.

1.1.3 COMPONENTS OF COMMITMENT

Scholars have tried to identify the components of commitment:

Salancik (1977) wrote that there were four components of commitment through which the individual expressed psychological bond with his organization: loyalty, identification and involvement. He further declared that there were other characteristics which reflect the above ingredients of commitment. They were described as the following:

i) Explicitness relates to the deniability of an act: put simply with that level of certainly can we say that a specific act has taken place and with what level of conscious determination was the act undertaken.

ii) Revocability concerns the reversibility of an act: many actions are reversible to the extent that if we do not like them we can change our minds or do something else. Others however are irrevocable, once committed they cannot be taken back.

iii) Volition refers to a complex relationship between freedom and constraints in making of choices: very crudely to what extent an individual cause a given action to happen. This will depend upon a variety of factors (both psychological and social) including the choices available, the nature and intensity of external demands and the presence or absence of co-actors.

iv) Publicity is the factor, which links action to its social context. Thus publicity refers to the extent to which others known of an action and its importance to the actor: “one of
the simplest way to commit yourself to a course of actions is to go around telling all your friends that you are definitely going to do something. You will find yourself bound by your own statements. The same commitment will not develop from proclamations to strangers you meet on trains.”

1.2 PERSONALITY

The personality of an individual plays a very important role in the process of decision making and adjustment in this high complex modern world. Success in the life depends more often on qualities of character, personality and temperamental traits of an individual than on intellectual attainments, general intelligence or even specific abilities. It is, therefore, very essential to get an idea of personality of individual in general and of a teacher in particular. A teacher is considered to have a more mature, balanced and adjusted personality and his characteristics definitely have a formative and imperative influence on the growth, development and success of his pupils.

Personality is concerned about a person’s nature, qualities, inner aspects as well as outer appearances. Personality is something unique and specific. Everyone of us is a unique person in oneself. If we see the world as a whole, we shall be strengthened in our belief that no two things are similar and identical. One individual is never like another in each and every aspect. Each individual has its own peculiarities, abilities and capabilities which present him as a separate individual from the other. Personality is known by the conduct, behaviour, activities, movements and everything else concerning the individual.

The term ‘personality’ is derived from the Latin word ‘Persona’ which has the name given to the masks that actors wore and the characters they portrayed. According to the concept of mask, personality was thought to be the effect and influence which the individual wearing a mask left on the audience. Precisely, we can say
that the mask or persona of the actor implied a cover for the real person behind it. But it is a narrow concept of personality because ‘persona’ is something external in nature and it does not reflects inner traits.

Personality is a broad and comprehensive concept covering the organization of an individual’s predisposition to behaviour and his unique adjustment to environment. Personality is the mirror of one’s total behaviour. Personality has its existence like that of a sound. We can hear a sound, but can neither see nor touch it. Similarly, personality has no independent entity. This feature applies to personality also. We cannot touch, see and hear personality. We can only understand it.

The aim of education is the wholesome and harmonious development of personality. The personality is the apex and crux of psychology and education. It is regarded as one of the most significant fields of concern of psychologists and educationists and is viewed as product of interaction of heredity and environment. As human beings are biological organisms, the ultimate cause of individual difference in personality are assumed to be in the constitutional endowment of the person, that is, in certain physiological, neurological, biological and endocrinological properties of his body. But Eysenck (1968) believed that the genotypic variations interact with the environmental influences to produce phenotypic behaviour pattern which can be observed and described.

Morton (1929) defined personality as “the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience.”

Warren’s Dictionary (1934) defines “Personality is the integrative organization of all cognitive, affective, conative and physical characteristics of an individual as it manifest itself in focal distinctive from others.”
According to Allport (1935) “Personality is the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment with his environment.”

According to Woodworth (1947) “Personality is the total quality of an individual’s behaviour as it is revealed in one’s characteristic habits of expression and thought, attitude and interest, manner of activity and philosophy of life.”

Murphy (1947) describes “Personality is structured organism environmental field, each aspect of which stands in dynamic relation to each other aspect. There is organization of the two that is investigated in personality research.”

Stagner (1948) is more concerned about the person’s inner system and defined personality as an inner system of beliefs, expectancies, desires and values.

Cattell (1956) equated personality with individual aspects of behaviour. He directs his orientation to the behaviour of the individual and maintains that it should be predictive power. He defines “personality ... is that which permits to a prediction of what a person will do in a given situation..... personality is concerned with all the behaviour of the individual both overt and under the skin.”

Guilford (1959) regarded an individual’s personality as a unique structure of traits.

Eysenck (1960) accepted this definition in his work, ‘the structure of human personality’. Eysenck’s own definition of personality is an analysis of behaviour, as he believes in the according to continuity of behaviour.

Eysenck (1960) defines personality “as more or less stable and enduring organization of a person’s character temperament, intellect
and physique which determines his unique adjustment to the environment.” He distinguished four sectors of personality:

i) Cognitive sector (intelligence)

ii) Cognitive sector (character)

iii) Affective sector (temperament)

iv) Somatic sector (constitution)

According to Hall and Lindzey (1964) “Personality consists concretely of a set of values or descriptive terms which are used to describe the individual being studied according to the variable or dimensions which occupy a central position within the particular theory described.”

In the words of Thorpe and Schmuller (1965) “An adequate definition of personality needs to emphasize the point that the individual is a human being enmeshed in a social order and symbolic culture which influences his every action.”

According to Allport (1966) “Personality is the dynamic organization within individual of those psycho-physical systems that determine his unique adjustment to the environment”.

“Dynamic organization” emphasizes the fact that personality is constantly developing and changing; although at the same time there is an organization or system that binds together and relates various components of personality. The term “Psycho-physical” reminds that personality is neither exclusively mental nor exclusively physical. The ‘organization’ entails the operation of both body and mind, inextricably fused into a personal unity. The word ‘determine’ makes clear that personality is made up of determining tendencies that play an active role in individual’s behaviour. “Personality is something and does something. It is what lies behind specific acts and within the individual”. This definition reflects that man’s personality is organized which is constantly evolving and changing. Man is both brain and
body with the help of which he does something which makes him different from others. Therefore, every human is unique in time, place, person, adjustment and quality. Personality is the mode of survival.

There are three main approaches to the study of personality:

i) Confliction approach given by Freud (1949)

ii) Fulfillment approach given by Rogers (1962)

iii) Behavioural approach given by Adler (1924)

i) Conflict Approach: This approach assumes that personality is shaped by a constant conflict between internal forces. According to this approach, life is a compromise between these forces.

ii) Fulfillment Approach: This approach to personality assumes that a single force impels people to strive constantly for fulfillment and an understanding of their environment. Life is not a compromise but a continual struggle for fulfillment and/or perfection.

iii) Behavioural Approach: This approach in general suggests that behaviour and therefore, personality is the result of external influences such as reinforcement and punishment.

Freud’s (1949) approach to personality is called psycho-analytic theory. The method of therapy based on Freud’s theory is called psycho-analysis. Freud stated that there are three levels of consciousness. The first is conscious behaviour, the thoughts, feelings and actions of which people are aware; the second preconscious behaviour is mental activity that people can become aware of only if they attend to it closely; the third level, the unconscious, is mental activity that people are unaware of and cannot become aware of except through certain techniques.
According to Freud’s theory, the primary structural elements of personality are the ‘id’, ‘ego’ and ‘super ego’ and these three forces reside in the unconscious. Each accounts for different aspect of functioning. The ‘id’ is the source of a person’s instinctual energy. It works on the pleasure principle which assumes that people try to maximize immediate gratification. Freud considered much of a person’s instinctual energy to be sexual and the rest as aggressive.

The second major component of functioning is the ego where the id seeks to maximize pleasure and to obtain gratification, the ego, (which grows out of id) seeks to satisfy the individual's instinctual needs in accordance with reality. It works on the reality principle, the ego is patient, reasonable, and works by the reality principle. Superego is the moral self. When id, ego, and superego are not in harmonious relationship or are out of balance, anxiety develops.

Rogers (1962) believes that fulfillment is the motivating force of personality development. According to Rogers, people try to express their capabilities, potential and talents to fullest extent possible. Rogers suggests that an inborn tendency in people directs them towards actualizing their inherited nature, and, thus fulfilling potential. Rogers makes to basics assumptions about behaviour. He assumes that behaviour is goal directed and worthwhile. He also assumes that because people are innately good they will always choose adaptive, self actualizing behaviors.

Roger’s theory of personality is structured around the concept of self. SELF is the main structural component of theory of personality. Roger’s theory assumes that individuals are constantly engaged in the process of fulfilling their potential, of actualizing the true self. Rogers suggests that each person has a concept not only of self but also of an ideal self. Ideal self is that self a person would ideally like to be when correspondence exists between the real self and ideal self and such a person is generally happy. In contrast, a great discrepancy between
the real self and ideal self often results in feelings of unhappiness and
dissatisfaction. Roger’s basic principle is that people have a tendency
to maximize self concept through self actualization. Self-actualization
for Rogers is the continuous growth of the self towards the ideal self.
In this process the self grows, expands and becomes more social.

Roger’s concept of personality shows an abiding concern for
individual development. Rogers stresses that each person must
enhance his or her situation from a personal (internal) frame of
reference, not from the (external) frame work of others. Unhappiness
is the result of a great discrepancy between the real and ideal sense,
but the individual can reduce or eliminate that discrepancy. Thus,
each person’s happiness lies within his or her conception of self.

Roger’s and Freud’s theories of personality make fundamentally
different assumptions about human nature and how it is expressed
in behaviour or personality.

Adler (1924) was heavily influenced by Freud, and many
considered his theory and extension of Freud’s. Adler focused not
simply on the self, but on the self as a member of society. Adler
believed that people strive unceasingly to better themselves but,
unlike Rogers, also believed that people also strive constantly for
perfection and superiority.

Adler believed that people are basically good and that their core
tendency is to strive toward superiority or perfection. Whereas Rogers
stressed fulfillment through self-actualization, Adler stressed
fulfillment through striving through specific goals. Some goals are
fictional and unlikely to be reached.

According to Adler (1924) people are motivated or energized to
strive for superiority and ultimately perfection, by feeling of inferiority;
when people experience a sense of imperfection, they seek to improve
themselves. Thus feelings of inferiority are not a negative factor; they
compel people to strive for superiority and thereby express their core tendencies.

A critical aspect of Adler’s theory is the idea that people are inherently social beings. Adler recognized that from birth, people interact with parents, family and society. These innate social qualities temper people’s drives for superiority, feelings and goals for superiority in different areas of life. Some people may seek to be superior artists, whereas others may seek to be superior social advocates or homemakers. Each person develops a unique style of life in which attitudes and behaviours express a specific approach to achieving superiority. Because humans are social beings, they will seek goals and values that are basically social in nature.

Both Adler and Rogers assume that humans can, and will fulfill themselves wherever possible. Whereas Rogers stresses self-actualization, Adler emphasizes an innate social need motivated by feelings of inferiority to strive toward perfection and superiority. To a great extent, psychologists see Adler as stressing an interpersonal route to fulfillment. Adler’s ideas of an inferiority complex and of life style have made their way into other popular theories of personality.

Children react to the same kind of situation in different ways according to their personality differences. Some children are sluggish, taking what happens without being perturbed. Others are excitable, some are bold others are weak. So, the personality of an individual is the sum total of the different personality traits that he/she possesses.

Pervin (1984) regarded personality as representing those characteristics of the person or of people, generally that account for consistent pattern of response to situations.

Ferguson (2000) Personality refers to a general style of interacting with the world, especially with other people – whether one is withdrawn or outgoing, excitable or placid, conscientious or
careless, kind or stern. A basic assumption of the personality concept is that people do differ from one another in their style of behaviour, in ways that are at least relatively consistent across time and place.

So we consider personality to be specific behavioural patterns of an individual which reflects his thoughts, attitudes and emotions as he adapts to his life situations.

**1.2.1 DIFFERENT APPROACHES TO PERSONALITY**

The meaning and nature of personality leads to some approaches towards personality describing its structure and constructs involved in it. These are:

*Type Approach:* Psychologists are of the view that each person can be put in one or the other type according to his personality characteristics. The viewpoints of Hippocrates (Sanguine, Choleric, Phlegmatic, Melancholic), Kretschmer’s (Pyknic, Asthenic, Athletic, Dysplastic), Sheldon’s (Endomorphic, Mesomorphic, Ectomorphic), Spranger’s (Theoretical, Economic, Aesthetic, Social, Political, Religious), Ayurvedic’s (Vata, Kapha, Pitta), Jung’s (Introvert, Extrovert, Ambivert) and Freud’s (oral-erotic type, oral passive type, oral sadistic type, the anal type, the phallic type) belongs to this type approach.

*Trait Approach:* This approach believes in the mathematical analysis and quantification of the personality constituents. In trait approach, we call a person by a specific mode of behaviour which he shows in a wide variety of circumstances. Allport’s and Catell’s theory of personality comes under this approach.

*Psycho-analytical or Developmental Approach:* These theories explain the growth and development of personality of an individual. In this category the theory of individual psychology by Adler, psycho-analytic theory of Freud, analytical psychology of Jung and Erickson’s theory of psychological development fall. This approach emphasizes
the unconscious motives and considers the nature of human beings to be basically animal nature.

**Humanistic Approach:** Carl Roger’s self theory and Maslow’s self-actualisation theory belong to this category. The humanistic approach underlines the finer values of human beings and attaches much importance to the contents of consciousness.

**Learning Approach:** Dollard and Miller’s learning theory and Bandure and Walter’s theory of social learning are worth mentioning in this context. Social learning theories give no importance to the heredity and biological base of a person’s personality for determining his behaviour.

**Type as well as Trait Approach:** Eysenck’s theory of personality comes into this category. This approach tries to synthesize the type and trait approaches. Eysenck’s (1947) research aimed at the ultimate goal of identifying primary dimensions of personality. He was able to discover two fundamental variables named ‘Introversion’ and ‘Extraversion’. Later Eysenck and his co-workers extended these theoretical concepts to laboratory setting and real life-situations. With their dimensional approach to personality at descriptive and causative levels, they have ushered in a new era in the study of personality.

**Eysenck’s Theory of Personality:** The personality theory developed and modified by Eysenck over the years (1947, 1952, 1960a, 1963, 1967, 1970, 1981, 1985) after wading through various cross-currents of criticism (Fould, 1961, Hamilton, 1959a, 1959b, Sigal, Star and Frank, 1958a, 1958b) posits four independent major dimensions of personality, viz, Extraversion/Introversion (E/I) Neuroticism (N), Psychoticism (P), and Intelligence (cognitive ability). By using the term dimension, Eysenck (1947, 1952) tried to resolve the age old controversy of traits and types in personality nomenclature. Eysenck (1960) refers to dimension as a continuum for a type which in turn is defined, “as a group of correlated traits……. In
the greater inclusiveness of the concept.” These four dimensions were derived by using hypothetico-deductive techniques and elaborative factor analysis (Eysenck, 1956; Eysenck and Eysenck 1963). His approach to personality is two-fold: the individual difference point of view and general experimental psychology, the latter yields and insight into the dynamics of personality. Eysenckian personality theory tries to analyze each dimension at two levels i.e. descriptive and causative.

**Extraversion/Introversion:** Eysenck and Eysenck (1968, 1975) proposed that extraversion refers to the outgoing, inhibited, impulsive and social inclinations of the person. The typical extravert is sociable, likes parties, has many friends, need to have people to talk to and does not like reading or studying by himself. Such individual is not always a reliable person.

The typical introvert is a quite, retiring sort of person, introspective, fond of books rather than people, he is reserved and distant except to intimate friends. He is reliable, somewhat pessimistic and places great value on ethical standards.

Eysenck (1965) in his book entitled, ‘Facts and Fiction in Psychology’, differentiated extraverts and introverts on the basis of their attitudes in the social and political fields. He stated that extraverted people tend to have tough-minded attitudes, introverted people tend more towards tender-minded.

However, Eysenck (1967, 1970, 1980) put forward a more explicit physiology theory to explain the differences in the extraversion-introversion dimension.

Ascending reticular Activating system is the structure in the nervous system that forms the basis for individual differences in extraversion/introversion. This formation is responsible for maintaining the cerebral cortex in the state of arousal in response to external stimulation. Eysenck postulated that this state of arousal is
higher in introverts than extraverts. This state of arousal is mediated by low threshold for incoming sensory stimulation in introverts while in extraverts it is mediated by high thresholds for incoming sensory stimulation.

Another important feature of Eysenck’s new physiological theory is the linking of the physiological differences between introverts and extraverts to a distinction used by Russian researchers (Sokolov, 1963; Teplov, 1963) of the organisms with strong and weak nervous system (Grey, 1965).

Eysenck concluded that introverts typically have low alpha amplitude and high alphs- frequency while extraverts typically have high alpha amplitude and low alpha frequency. These are EEG characteristics of high and low arousal group, respectively (Eysenck 1970).

**Neuroticism:** The second major personality dimension deduced by Eysenck (1947) was neuroticism/stability. Neuroticism refers to the general emotional liability of a person, his emotional over-responsiveness and his liability to neurotic breakdown under stress. Neuroticism is closely related to the inherited degree of liability of the automatic nervous system (Eysenck 1964, 1967). Neuroticism as contrasted to emotional stability is very much similar to anxiety.

A high scoring individual on neuroticism tends to be anxious, worrying, over responsive and depressive. His strong emotional reactions interfere with his proper adjustment, making him react in irritational ways (Eysenck and Eysenck 1975). Such individuals are predisposed to develop neurotic disorder under stress, but such predispositions should not be confused with actual neurotic breakdown. A person may have high scores on neuroticism and yet function adequately in work, sex, family and social sphere (Eysenck and Eysenck 1968, 1978).
Franks (1956) found a very high correlation of .92 between neuroticism of Eysenck Personality Inventory and anxiety as measured by Taylor Manifest Anxiety Scale. So the two terms neuroticism and anxiety are often used interchangeable. Child (1964) and Eysenck (1964) also reported a high positive correlation (r=.75 to .77) between neuroticism and anxiety.

Psychoticism: The word Psychoticism refers to an underlying personality trait present in varying degree in all persons; if present in a marked degree, it predisposes a person to the development of psychiatric abnormalities.

Psychoticism is used by Eysenck for differentiating normal from abnormal. A high scorer on Psychoticism may be described as being solitary, not caring for people, he is often troublesome, not fitting anywhere. He may be cruel and inhumane, lacking in feeling and empathy, altogether insensitive and aggressive. He has a liking for odd and unusual things and a desire for danger, he likes to make fool of the other people and to upset them.

On the causative side, Eysenck and Eysenck (1978) have asserted that there is a close relationship between Psychoticism and masculinity. They found men scoring higher on Psychoticism and masculinity. They found men scoring higher on Psychoticism than women. Aggressiveness and hostility which are two main contributors to Psychoticism are traditionally male characteristics and consequently, men would be expected to have scored higher on Psychoticism than women.

1.3 ATTITUDE

Attitude is a general word with no precise meaning. Literally it means a way of thinking or feeling about someone or something. It is informal set of confident or hostile behaviour. It denotes inner feelings or beliefs of a person towards particular phenomenon. Attitude guides
our behaviour and affects action more than knowledge. Attitude may be favourable or unfavourable. Favourable attitudes make work easy, interesting and satisfying whereas unfavourable attitudes make life dull, boring and unsatisfying. Attitudes offer great possibility for successful achievement as well as failure in life. They are important motivators of behaviour and affect all human values. Efficiency results when a person is impelled by his attitudes to start, continue and complete a project rather than to avoid for fear of facing unpleasant outcomes. His attitude towards his work affects his work and efficiency in the activity.

Attitudes are not inborn traits. We acquire them through social interaction. Family plays a paramount role. Parents mould our attitudes. Freedom of thought ought to liberate us from the strange hold of dogmas and superstitions and urges everyone to develop a robust free will and usher in an era of peace, prosperity and plenty.

According to Freeman (1926) “Attitude is a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned, has become one’s typical mode of response.”

Broadly viewed attitudes are reflected in behaviour. Behaviour has three components, the cognitive component or element consisting of knowledge and belief is the first one. One’s attitude depends upon knowledge. Knowledge is logical and rational. It takes us to the second component of attitude namely feeling element. Attitude always arouses one’s feelings and emotions. Both knowledge and feeling urge an individual to act. This action tendency (Third component) in an attitude enables others to infer the feelings and understanding. It is rather difficult for an individual to act in a manner contrary to his feelings and understanding. Some believe that the action component of an attitude affects the feeling component. It is difficult to say which the cause is and which the effect is.
Technically an attitude is a tendency or predisposition towards a certain type of reaction. It has been used as catchall term for the whole body of one’s opinion, beliefs, sentiments and predispositions. An attitude may be defined as a relatively enduring but modifiable tendency or readiness on the part of a person to behave in a particular way towards some object, person or issue. These are characterized directionally and often by feelings and emotions. These involve some knowledge of emotions. Attitude results from personal desires and group stimulation. Attitude is a degree of positive and negative effect associated with some psychological object i.e. any symbol, phrase, slogan, person, ideal, idea or institute. From this it can be said that an attitude has two basic characteristics.

1. **Valence**: Valence can be positive or negative representing favourable or unfavourable.

2. **Intensity**: it is the strength and weakness depending upon variance from high to low degree.

Attitude is such a complex term that no single definition is sufficient to describe it completely. The various approaches to define the concept of attitude however differ in degree of emphasis rather than in kind or essence. According to Encyclopedia Britannica the word ‘Attitude’ does not have any precise technical meaning when used to describe human beings psychologically.

According to Thurstone (1931) “It is the effect for or against a psychological object.”

In Dictionary of Psychology, Warren (1934) calls attitude ‘the specific mental disposition toward an incoming (for arising) experience, whereby that experience is modified, or a condition of readiness for a certain type of activity.

According to Woodworth (1947) remarks, “An attitude is a set of disposition (readiness, inclination, and tendency) to act toward an
object according to its characteristics so far as we are acquainted with them.”

Sherif and Cantril (1945) have said that, “Attitudes are among those components of psychological make up of the individual which determine that he will react in a positive or negative way, but in a selective and characteristic way especially in relation to certain specific structured situations.”

Thurston (1946) defines attitude as the degree of positive or negative affect associated with some psychological object means any symbol, slogan, person, institution, ideal or idea toward which people can differ with respect to positive or negative affect.

In the literature of psychology the terms affect and feeling are used interchangeably. An individual who has associated positive affect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object. An individual who has associated negative affect with the same psychological object would be said to dislike that object or to have an unfavourable attitude towards the object.

Munro (1952) in his encyclopedia of educational research remarks about the historical studies of attitudes, “Historically the concept of attitude included mental set, task set and intention as well as the relatively permanent housed of politics, economics and religion-By customs, however, the concept has become restricted to social.”

According to Osgood, Suci and Tannenbanm (1957) Attitudes are predispositions to respond, but are distinguished from other such states of readiness in that the predispose towards and evaluate response.

According to Carter V. Good (1959) “An attitude is a readiness to react towards or against some situation, person or a thing in a particular manner e.g. with love or hate; fear or resentment, to a particular degree of intensity.”
According to Sarnoff (1960) it is disposition to react favourably or unfavourably to a class of objects.

Attitude refers in a general way, to inclinations presumed to be enduring, to react in a certain way in response to certain kind of situations, to see and interpret events according to some predisposition and to organize opinions into coherent interrelated clusters.

An “Attitude” may be defined as a relatively enduring but modifiable tendency or readiness on the part of a person to behave in a particular way towards some object, person or issue. While attitudes are usually identified by the specific objects to which they refer as attitudes towards church, nation, life or humanity, a person may react in a relatively consistent way to broad class of objects or issues i.e. be “liberal”, “tolerant”, “conservative”, “nationalistic” etc.

Katz and Scotland (1960) defines attitude as a pre-disposition of the individual to evaluate some symbol or object to aspect of his world in a favourable or unfavourable manner.

Carter v. Good (1973) in the Dictionary of Education calls attitude a “state of mental and emotional readiness to reach to situations, persons or thoughts in a manner in harmony with a habitual pattern previously conditional to or associated with these stimuli.”

Allport (1935) after shifting so many statements gave a new statement regarding attitude. Attitude is a mental and neural state of readiness organized through experience exerting a direct or dynamic influence upon the individual’s responses to all objects and situations with which it is related.
This definition shows the following facts concerning attitude:-

- Attitude is the mental or neural state of readiness.
- Attitude influences the reaction of the individual.
- Attitudes change the reactions of an individual.

Hence attitude may be defined as learned more or less generalized and affective tendency, a predisposition to respond in a either persistent and characteristic manner usually positively or negatively (for or against) in reference to some situation, idea, value, material, object or class of such objects or person or group of persons.

This definition of attitude improves upon the definition by Allport in this respect that it has the following two elements omitted by Allport:

- Attitude is generally negative or positive.
- Attitude is a learned or acquired affective tendency.

According to Kresh and Crutchfield (1948) - An attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive process with respect to some aspect of the individual’s world. This definition is a specific attempt at the analysis of attitudes and an exposure of the various elements present in it.

Besides these definitions, various other psychologists have defined attitude in their own way. Some identify it completely with the opinion that an individual holds whereas others define attitude as a complex mental set up.

From the above it is evident that attitude is a mental or neural state of readiness, system or disposition in which the motivational, affective, perceptual and thought process are included due to which the individual’s positive or negative activity is directed to the object, individual and groups.
If we analyze it further, we can say that attitude have four dimensions.

i) Direction

ii) Intensity

iii) Extension

iv) Duration

According to Walter B. Kolesnik (1923) the direction of an attitude is either positive or negative i.e. for or against some object or value. This is the aspect of the attitude which is usually measured.

The intensity of a positive or negative attitude is the degree to which it motivates the person’s behaviour towards the activity component. People who are strongly in favour or strongly opposed to a certain object naturally have more intense attitude than those closer to the centre of the continuum.

The extension of an attitude is the degree to which it is generalized or the number of cases it covers. A person might have a favourable or unfavourable attitude of high or low intensity towards an individual, a group of classes or to the whole mankind.

The duration of an attitude is length of time it endures. Some attitudes are so deeply ingrained as to appear permanent, while others are merely transitory and may change overnight. Attitudes have emerging directional properties which prompt an individual to take a certain specific stimulus. These are the great driving force in achieving the goals that an individual has set for himself in his life. The positive and proper attitude towards any task produces better results and satisfaction than a negative and improper attitude.

It is clear from the above definitions that attitude is a learnt predisposition, evoked by a variety of stimulus patterns, a cue and drive producing, and significant in the individual’s society as it describes, evaluates, directs and advocates actions.
1.4 ATTITUDE TOWARDS TEACHING

Attitude is the broad covering almost all the educational, sociological and psychological fields. The importance of attitude in the life of a teacher is universally very well recognized. His success in teaching profession and in any walk of life depends on two things—his aptitude and attitude. Without an attitude, he tends to remain in active, dormant and sluggish, despite all his capacities he achieves little. It is held in general by different psychologists that attitude of teacher towards teaching affects the teacher to a great extent. The positive attitude may evoke brilliant and effective results while negative may evince diametrically the opposite. Many of the twisted and perverted minds crippled minds and house bound characters in the world were made by careless teacher having no scholarship and attitude for teaching. Knowledge of the subject and the methodology of teaching may be of no avail if the teacher cannot put his heart and soul together in his job.

Attitude towards teaching is an enduring perceptual organization of teacher’s belief and learned tendency to react favourably or unfavourably in different degrees which determines his response towards teaching.

Teaching is a performance activity to provide the pupil with opportunities to learn. The aim of the teacher is to make the students learn and achieve their educational goals. He plays different roles when he works with the pupils, sometimes he is a friend and the other time he is an instructor, guide and director. So, teaching may be summed up as decision making, direction, guidance and instruction.

In order to understand teacher’s attitude towards teaching in its correct prospective, it seems pertinent here to certain various definitions on teaching.

Thurston and Chave (1929) first used the term ‘attitude’ to denote “the sum-total of a man’s inclination and feelings, prejudice or
bias, preconceived notions, ideas, fears, threats, convictions about any specific topic.” Later when motivational affective characters of attitude were emphasized.

Thurston (1931) defines attitude as, “the affect for or against a psychological object.”

Quality of attitude was also emphasized by Kresh and Crutchfield (1948). Teacher’s attitude towards teaching may be positive or negative but are of great significance for efficient and profitable functioning of any institution. Teachers who have great satisfaction with their job and teaching inspire of many economic or social abuses. On the other hand, a teacher who has a negative attitude will not enjoy teaching rather feel like a fish out of water.

Hight (1950) opinions that teaching is an act which in turn is dependent on certain variables such as liking for and understanding of pupils, knowledge of the subject matter along with planning and preparation for its presentation, the environment in which teaching and learning are taking place and certain attributes of the teacher.

Freud (1953) described the internal conflict which ranges within the individual, particularly between the id, ego and the super ego. Psychoanalysis seemed to the primarily concerned with generating some sort of balance between the aggressiveness and sexuality of the id and the guilt of the superego. But neither Freudian psychological theory nor psychoanalysis as therapy explains very well the many cases in which patients become fairly well reconciled to what has happened to them as children and change their interpersonal styles but still find themselves in considerable conflict with infantilisms which survive as social norms.

The Congruent model was developed by Osgood, Suci and Tennenbaum in 1957. It is used to explain the nature and degree of attitude change. We undergo it when we experience attitude which are
inconsistent with our own. We try to reduce the dissociation by making the inconsistent attitude more congruent. The congruency model predicts that the size of change is inversely proportional to the degree of polarization.

Attitude was defined by Allport (1954) as, “a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations, with which it is related.”

The dissonance model was developed by Festinger (1957). Cognitive dissonance is Festinger’s term describing the individual’s state of tension- obviously a state of disharmony, disequilibrium and inconsistency. To find inner peace, the individual must transform dissonance or inconsistency to consistency or consonance.

So it is clear that attitude can be changed and acquired. Favourable attitudes are beneficial in teaching. Teacher’s attitude towards teaching directly affects the pupils. Hence there is great need to form favourable attitude among the prospective teachers. Pre-service teachers as the term suggests are those individuals who are getting training to the teachers. They may also be called future teachers or the pupil teachers. It is a matter of great concern that the teachers teach well if they have interest and inclination in this field. In other words, a teacher could teach if and only if he is willing to. Hence it is not necessary but compulsory for the prospective teachers to be having great attitude towards his profession. The attitude is product of heredity as well as environment. The environment contributes a lot to the development of attitudes which in turn directs one’s behaviour. What holds true to the general environment is equally true to the educational environment especially in teaching. The Congruent model was developed by Osgood, Suci and Tennenbaum in 1957. It is used to explain the nature and degree of attitude change. We undergo it when we experience attitude which are inconsistent with our own. We
try to reduce the dissociation by making the inconsistent attitude more congruent. The congruency model predicts that the size of change is inversely proportional to the degree of polarization.

Rosenberg (1960) suggested an additional alternative which does not really restore balance but at least dissociates belief and friendship so that both can survive. The technique is called compartmentalization—you stop thinking about the attitudinal imbalance you have fallen into.

Smith and Ennis (1961) explained that the model of teaching employs three variables, namely teacher as the independent variable, the pupil as the intervening variable and pupils’/environment, as the dependent variables which make up the teaching/learning. Thus, teaching encompasses the teacher’s perception of pupil behaviour; the teacher’s diagnosis of the pupil’s state of interest, aptitude, readiness and knowledge.

Ahluwalia (1971) emphasized that the study of attitudes held by the teachers is very important. He observed how a teacher performs his duty as a teacher is dependent to a great extent on his attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding.

In addition to this, a teacher’s attitude not only affects his behaviour in the class-room but also influences his behaviour of his students. Moreover, effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction.