ACKNOWLEDGEMENTS

I am extremely grateful to Dr. Mrs. Malathi Rajagopalan, Retd. Reader in Psychology, Stella Matutina College of Education, Chennai, for her able guidance in conducting and accomplishing successfully this research work. But for her firm moral support and constant encouragement I would have become a dropout in the face of many hurdles that cropped up during the course of this project. My thanks are also due to Dr. Sri. Marsiana, Principal, Stella Matutina College of Education, for having permitted me to register for the Ph.D. programme and for all that she did after the registration. I thank Dr. D. Raja Ganesan, Retd., Professor and Head of the Department of Education, University of Madras for his valuable suggestions during the doctoral study in his capacity as a member of Doctoral Committee.

I would like to acknowledge the contribution and help of Mrs. M.D. Gayathri Devi Dutt by way of granting permission to use the scores of the teacher-trainees for the purpose of this study.

Thanks also are due to the librarians of Stella Matutina College of Education, District Institute of Education and Training, Vadalur and Regional Institute of English South India, Bangalore for their willing cooperation whenever I approached them for books and journals.

The participants of the various in-service training programmes deserve thanks for their willing participation and cooperation in the study. I should, particularly, thank the heads and teachers of the schools in the four states who allowed me into their schools and classrooms for administering the achievement test for pupils.

My thanks are due to my friends and colleagues for their help during the course of this project. I am indebted to K. Chandra, my wife and my sons Ilamathi Selvan and Vetrivelvan for their words and deeds throughout the period of research.

V. ILANGOVAN