

## CONTENTS

PREFACE

CONTENTS

LIST OF TABLES

LIST OF FIGURES

### CHAPTER I INTRODUCTION

|  |        |
|--|--------|
| I THE SIGNIFICANCE OF THE STUDY  | 1 - 38 |
| 1.1 Professional education of teachers and qualitative improvement programme | 1      |
| 1.2 Modernization and educational progress                                   | 8      |
| 1.3 Some factors of consideration  | 12     |
| 1.4 Entrepreneurial role of teacher  | 19     |
| 1.5 Classroom instructions and the effect of teachers' personality           | 22     |
| 1.6 Need for the change and where to begin                                   | 23     |
| 1.7 Statement of the problem   | 26     |
| 1.8 Achievement motivation   | 28     |
| 1.9 Socio-economic status and the general background of the teachers         | 30     |
| 1.10 Performance   | 31     |
| 1.11 Rationale of the study  | 32     |
| 1.12 Scheme of the chapters  | 36     |

|  |          |
|--|----------|
| CHAPTER II REVIEW OF THE RELATED LITERATURE      | 39 - 126 |
| 2.1 Introduction                                 | 39       |
| 2.2 Other studies in related areas               | 42       |
| 2.3 Section A: Studies in achievement motivation | 43       |

|         |   |    |
|---------|---|----|
| 2.3.1   | Studies in achievement motivation:<br>Methods of measurement of n-Ach.<br>and validation of tools | 44 |
| 2.3.2   | Achievement motive research   | 48 |
| 2.3.3   | Measurement of motivation   | 49 |
| 2.3.4   | Levels of achievements  | 53 |
| 2.3.5   | n Achievement and performance   | 55 |
| 2.3.6   | n Achievement and social and<br>cultural stratification   | 57 |
| 2.3.7   | Some other important results:<br>Achievement motivation and INT                                   | 60 |
| 2.3.8   | Achievement motivation and some<br>personality variables  | 62 |
| 2.3.9   | Motive acquisition  | 63 |
| 2.4     | Academic performance  | 67 |
| 2.4.1   | Interest in school work   | 68 |
| 2.4.2   | The administrators' role  | 69 |
| 2.4.3   | The tapering effect   | 70 |
| 2.5     | Risk-taking behaviour and achievement<br>motivation   | 72 |
| 2.5.1   | Risk preference, performance and<br>persistence   | 76 |
| 2.6     | Empirical studies in achievement  | 81 |
| 2.6.1   | Effect of environmental factors<br>on n-Ach.  | 81 |
| 2.6.1.1 | Social Class  | 86 |
| 2.6.2   | Effects of organic factors and n-Ach.   | 89 |
| 2.6.2.1 | Personality correlates and n-Ach.   | 94 |

|             |  |           |
|-------------|--|-----------|
| 2.7         | Other factors and n-Ach.   | 96        |
| 2.8         | Socio-economic status and academic performance   | 102       |
| 2.9         | Intelligence and academic performance  | 103       |
| 2.10        | Section B: Studies in self perception  | 105       |
| 2.10.1      | Commitment to teaching   | 109       |
| 2.10.2      | Teacher effectiveness  | 110       |
| 2.10.3      | Personality dimensions of student teachers   | 113       |
| 2.10.4      | Attitudes and aptitudes of student teachers  | 118       |
| 2.10.5      | Sex differences  | 122       |
| 2.11        | Significance of the present research and its contribution to the n-Ach. and its related researches | 125       |
| CHAPTER III | THE PROBLEM AND PROCEDURE  | 127 - 171 |
| 3.1         | The problem  | 131       |
| 3.2         | The explanation of the terms   | 131       |
| 3.3         | Achievement motivation   | 133       |
| 3.3.1       | Need or motive   | 134       |
| 3.3.2       | Need for achievement or achievement motivation   | 134       |
| 3.3.3       | Academic achievement motivation  | 136       |
| 3.4         | Self perception  | 137       |
| 3.4.1       | Perception   | 137       |
| 3.4.2       | Self   | 138       |
| 3.4.3       | Self concept   | 139       |
| 3.5.0       | Personal preferences   | 142       |
| 3.6         | Academic performance   | 145       |
| 3.7         | Anxiety  | 146       |

|            |  |           |
|------------|--|-----------|
| 3.8        | Intelligence   | 151       |
| 3.9        | Socio economic status  | 153       |
| 3.10       | Prospective teacher  | 155       |
| 3.11       | Secondary school   | 156       |
| 3.12       | Scope of study   | 156       |
| 3.13       | Delimitations of the study   | 161       |
| 3.14       | Aims and objectives of study   | 163       |
| 3.15       | Hypotheses   | 168       |
| CHAPTER IV | Method AND PROCEDURE   | 172 - 235 |
| 4.00       | Introduction   | 172       |
| 4.1        | Selection of the institution,<br>population sample and collection<br>of the data | 172       |
| 4.2        | The procedure  | 173       |
| 4.3        | Population   | 175       |
| 4.3.1      | The sample   | 177       |
| 4.3.2      | Data gathering tool  | 179       |
| 4.4.0      | Description of the tools used  | 182       |
| 1.1        | TAT pictures   | 182       |
| 1.2        | Administration of the test   | 187       |
| 1.3        | The scoring of the stories   | 188       |
| 1.4        | Reliability of the test  | 190       |
| 1.5        | Validity of the test   | 190       |
| 4.4.2.0    | Edwards personal preference<br>schedule-personality test                         | 191       |
| 4.4.2.1    | E.P.P.S., psychological<br>corporation (1954)                                    | 193       |
| 2.2        | Formate of the tool  | 193       |
| 2.3        | Time   | 194       |

|           |  |     |
|-----------|--|-----|
| 2.4       | Scoring procedure                                | 194 |
| 2.5       | Standardized procedure followed                  | 195 |
| 2.6       | Salient features of E.P.P.S.                     | 195 |
| 2.7       | Reliability                                      | 196 |
| 2.8       | Validity   | 198 |
| 4.4.3.0   | Self report inventory                            | 203 |
| 3.1       | Reliability of the test                          | 207 |
| 3.2       | Scoring of the test                              | 207 |
| 4.4.4.0   | Anxiety scale-Sinha, W.A.;<br>Self analysis form | 208 |
| 4.1       | Development of the test                          | 209 |
| 4.2       | Reliability of the test                          | 210 |
| 4.3       | Validity   | 211 |
| 4.4       | Norms  | 211 |
| 4.5       | Uses of the test                                 | 211 |
| 4.6       | Instruction for administration<br>of the test    | 212 |
| 4.4.5.0   | Risk taking behaviour                            | 213 |
| 4.4.6.0   | Intelligence test                                | 214 |
| 6.1       | Directions for administration                    | 217 |
| 6.2       | Scoring of the test                              | 217 |
| 4.4.7.0   | SES scale by Kuppuswamy, B.                      | 218 |
| 7.1       | The nature of the family                         | 218 |
| 4.4.8.00  | Self report card for teacher<br>trainees         | 219 |
| 4.4.9.00. | Section B: You and your family                   | 222 |
| 9.1       | Joint/nuclear family                             | 223 |
| 9.2       | Agriculturist/non-agriculturist                  | 224 |
| 9.3       | Traditional and illiterate                       | 225 |

|           |  |          |
|-----------|--|----------|
| 9.4       | Modern and literate  | 225      |
| 9.5       | Religious/liberal in religion                              | 225      |
| 4.5       | Data gathering procedure                                   | 226      |
| 5.1       | Administration of the tools                                | 226      |
| 5.2       | Scoring procedure  | 228      |
| 5.3       | Grouping of subjects in the sample in the different levels | 229      |
| 5.4       | Standard scores (Z-scores)                                 | 232      |
| 5.5       | Assigning the letter grades                                | 232      |
| 4.6.0     | System of the data analysis                                | 233      |
| 4.7       | Coverage   | 234      |
| 4.8.0     | Responsibility and directions                              | 235      |
| 4.9.0     | Analysis and interpretation of the data                    | 235      |
| CHAPTER V | ANALYSIS AND INTERPRETATION                                | 236 -579 |
| 5.0       | Part A: Nature and description of the sample               | 237      |
| 5.1       | Background of the students                                 | 238      |
| 5.2       | Teacher trainees and their general background              | 239      |
| 5.3       | Characteristics of the sample described                    | 242      |
| 5.4       | Nature of the family                                       | 247      |
| 5.5       | Study of n-Ach.  | 249      |
| 5.5.1     | Achievement motivation                                     | 251      |
| 5.5.2     | Need achievement measure                                   | 256      |
| 5.5.3     | Components of need achievement                             | 260      |
| 5.6.00    | Personal preferences measured by E.P.P.S.                  | 265      |
| 5.7.0     | Self perception measure                                    | 269      |

|            |   |                                 |
|------------|---|---------------------------------|
| 5.8.0      | Sex and INT   | 273                             |
| 5.8.1      | Sex and performance   | 275                             |
| 5.9.0      | 't' test technique and the analysis of the data for testing the significance difference between different independent and dependent variables | 278                             |
| 5.9.1      | Independent variables   | 279                             |
| 5.9.2      | Dependent variables   | 281                             |
| 5.9.3      | Significance of difference between means  | 283                             |
| 5.9.4      | The null hypothesis   | 284                             |
| 5.9.5      | INT levels and intelligence scores  | 285                             |
| 5.9.5.0    | INT levels and E.P.P.S. dimensions (High, average, low INT and 15 personality needs as measured by E.P.P.S.)                                  | 288 - 303                       |
| 5.9.5+1-15 | INT levels and n-Ach. (E.P.P.S.)  | <del>293</del> - <del>305</del> |
|            | " " " n-aff.  |                                 |
|            | " " " n-nur.  |                                 |
|            | " " " n-int.  |                                 |
|            | " " " n-ord.  |                                 |
|            | " " " n-suc.  |                                 |
|            | " " " n-end.  |                                 |
|            | " " " n-exh.  |                                 |
|            | " " " n-dom.  |                                 |
|            | " " " n-het.  |                                 |
|            | " " " n-aut.  |                                 |
|            | " " " n-aba.  |                                 |
|            | " " " n-agg.  |                                 |

|             |  |     |
|-------------|--|-----|
| 5.9.6.0     | INT levels and self perception   | 303 |
| 5.9.7       | INT levels and performance   | 307 |
| 5.9.8       | INT levels and achievement<br>motivation                                 | 310 |
| 5.9.9.0     | INT levels and the variable<br>hope self report card                     | 312 |
| 5.10.0      | SES components and 35 dependent<br>variables                             | 314 |
| 5.10.1      | Educational level of parents<br>(fathers qualification) and<br>INS       | 315 |
| 5.10.2      | SES scale and anxiety  | 317 |
| 5.10.3:1-15 | SES scale and the E.P.P.S.<br>dimensions                                 | 319 |
| 5.10.4:1-9  | SES scale and the self percep-<br>tion categories                        | 321 |
| 5.10.5      | SES scale and performance  | 325 |
| 5.10.6      | " " and n-ach. scores  | 326 |
| 5.10.7:1-7  | SESA and variables of self report<br>cards                               | 330 |
| 5.11.0      | SESB: occupations practised by<br>the parents of the teacher<br>trainees | 333 |
| 5.11.1      | SES-B and INT scores   | 334 |
| 5.11.2      | SES-B and anxiety  | 336 |
| 5.11.3:1-15 | SES-B and E.P.P.S. dimension   | 338 |
| 5.11.4:1-9  | SES-B and self perceptions   | 342 |
| 5.11.5      | " " and performance  | 345 |
| 5.11.6      | " " and economic status  | 347 |
| 5.11.7:1-7  | " " " SRG measures   | 351 |



|              |   |     |
|--------------|---|-----|
| 5.12.00      | SES-C-monthly income of parents<br>from all sources | 355 |
| 5.12.1       | SES-C and INS                                       | 356 |
| 5.12.2       | SES-C and anxiety                                   | 358 |
| 5.12.3:1-15" | " " " E.P.P.S. Dimensions                           | 359 |
| 5.12.4:1-9   | " " " self perception                               | 360 |
| 5.12.5       | " " " performance                                   | 362 |
| 5.12.6       | " " " n-Ach.  | 364 |
| 5.12.7:1-7   | " " " SRC majors measures                           | 366 |
| 5.13.1       | Performance levels and INS                          | 369 |
| 5.13.2       | Performance levels and anxiety                      | 371 |
| 5.13.3:1-15  | " " " " EPPS  | 373 |
| 5.13.4:1-9   | " " " " Self<br>Perception                          | 374 |
| 5.13.4       | " " " performance                                   | 377 |
| 5.13.6       | " " " and n-Ach.scores                              | 379 |
| 5.13.7:1-7   | " " " " SRC dimensions                              | 380 |
| 5.14.0       | Sex; male/female teacher trainees                   | 383 |
| 5.14.1       | Sex and INS   | 384 |
| 5.14.2       | " " " anxiety scores                                | 386 |
| 5.14.3:1-15" | " " " E.P.P.S. dimensions                           | 387 |
| 5.14.4:1-9   | " " " self perception                               | 388 |
| 5.14.5.0     | " " " performance                                   | 391 |
| 5.14.6.0     | " " " n-Ach. scores                                 | 392 |
| 5.14.7:1-7   | " " " SRC measures                                  | 394 |
| 5.15         | Teaching experience                                 | 396 |
| 5.15.1       | Teaching experience and INS                         | 397 |
| 5.15.2       | " " " and anxiety scores                            | 399 |
| 5.15.3:1-15" | " " " E.P.P.S.dimensions                            | 401 |
| 5.15.4:1-9   | " " " self perception                               | 402 |

|   |     |
|---|-----|
| 5.15..5 Teaching experience and performance scores  | 404 |
| 5.15.6 " " " " total experience                     | 406 |
| 5.15.7:1-7 " " " " SRC measures                     | 407 |
| 5.16.1 Economic status with INS                     | 409 |
| 5.16.2 " " " and anxiety scores                     | 412 |
| 5.16.3 " " " E.P.P.S. dimensions                    | 413 |
| 5.16.4:1-9 " " " Self perception                    | 414 |
| 5.16.5 <del>Performance=</del> " " " performance    | 417 |
| 5.16.6 " " " n-Ach. scores                          | 418 |
| 5.16.7:1-7 " " " SRC measures                       | 419 |
| 5.17.0.0 Urban/rural residence and teacher trainees | 422 |
| 5.17.1 Urban/rural residence and INS                | 423 |
| 5.17.2U/RResidence and anxiety scores               | 424 |
| 5.17.3:1-15 " " E?P.P.S. dimensions                 | 425 |
| 5.17.4:1-9 " " self perception                      | 426 |
| 5.17.5 " " " total performance                      | 428 |
| 5.17.6 " " " n-Ach. scores                          | 430 |
| 5.17.7:1-7 " " " SRC measures                       | 434 |
| 5.18.0 Traditional/modern family                    | 434 |
| 5.18.1 " " " with INS                               | 435 |
| 5.18.2 " " " anxiety scores                         | 437 |
| 5.18.3:1-15 " " " E.P.P.S.                          | 438 |
| 5.18.4:1-9 " " " Self perception                    | 440 |
| 5.18.5 " " " total performance                      | 443 |
| 5.18.6 " " " n-Ach.                                 | 444 |

|             |  |     |
|-------------|--|-----|
| 5.18.7:1-7  | Traditional/modern family and SRC measures             | 446 |
| 5.19.0      | Religious liberal outlook of trainees                  | 449 |
| 5.19.1      | Religious/liberal outlook and INS                      | 450 |
| 5.19.2      | Religious/liberal outlook and anxiety scores           | 452 |
| 5.19.3:1-15 | Religious/liberal outlook and E.P.P.S. Dimensions      | 453 |
| 5.19.4:1-9  | Religious/liberal outlook and self perception measures | 454 |
| 5.19.5      | Religious/liberal outlook and performance              | 457 |
| 5.19.6      | Religious/liberal outlook and n-Ach.                   | 458 |
| 5.19.7:1-7  | Religious/liberal outlook and SRC measures             | 459 |
| 5.20.0      | Achievement motivation with 35 dependent variables     | 461 |
| 5.20.1      | n-Ach. levels and INS                                  | 463 |
| 5.20.2      | n-Ach. levels and anxiety score                        | 465 |
| 5.20.3      | " " " INT, anxiety and risk-taking behaviour           | 468 |
| 5.20.4      | n-Ach. levels and E.P.P.S. dimensions                  | 470 |
| 5.20.5:1-9  | n-Ach. levels and self perception                      | 472 |
| 5.20.6      | " " and total performance                              | 475 |
| 5.20.7      | " " and motivation scores                              | 477 |
| 5.20.8:1-7  | " " and SRC measures                                   | 479 |
| 5.21.1.1    | Correlation between n-Ach. and INS                     | 486 |
| 2           | " " " " " and anxiety                                  | 486 |

|            |   |         |
|------------|---|---------|
| 3          | Correlation between n-Ach. and EPPS   | 497-498 |
| 4.0        | Correlation between n-Ach. and dimensions of self perceptions   | 498-507 |
| 5          | Correlation of n-Ach. and total performance   | 508     |
| 6.1        | Correlation of n-ach. with sex, age, urban/rural residence, qualifications, economic status, teaching experience, and religious liberal outlook                                     | 511-515 |
| 5.21.2     | Correlation of self perception with 34 possible combinations - with INS, anxiety, 15 dimensions of E.P.P.S., n- its 9 sub scales, performance, n-Ach. and 7 measures of SRC         | 516-530 |
| 5.21.3     | Correlation of anxiety with other 34 variables such as INS, 15 dimensions of E.P.P.S., 9 sub-scale of self perception, performance, n-Ach. scores 7 dimensions of self-report card. | 531-540 |
| 5.21.4     | Correlation of INS with other 34 variable such as INS, 15 dimensions of E.P.P.S., 9 sub scales of self perception, performance, n-Ach. 7 majors of measures of self report card.    | 540-551 |
| 5.21.5     | Correlation of performance score with other 34 variables such as INS, anxiety, 15 dimensions of E.P.P.S., 9 sub-scales of SRI, n-Ach. and 7 majors of SRC                           | 552-560 |
| 5.21.6     | Intercorrelational matrix E.P.P.S. dimensions. 553  | 563     |
| 5.21.7     | Intercorrelation matrix of SRI  | 566     |
| 5.22.0     | Multiple correlation 'R'  | 567     |
| CHAPTER VI | REVIEW, CONCLUSIONS AND SUGGESTIONS   | 568-    |
| 6.0.0      | Review of the findings conclusions and suggestions  | 580     |

|     |  |     |
|-----|--|-----|
| 6.1 | Analysis of the data and 't' test results      | 589 |
| 6.2 | results related with correlation               | 629 |
| 6.3 | results related with the predictions equations | 642 |
| 6.4 | suggestions                                    |     |

APPENDICES

1. Self report card for teachers,
2. TAT Test,
3. Answer sheet for TAT,
4. E.P.P.S. and answer sheet,
5. Dr. Sinha's Anxiety Test,
6. Oliver's H.Bown - Self Perception Inventory (SRI),
7. Bibliography.