

CHAPTER

THE PROBLEM AND PROCEDURE

III

In order to make the present study yield fruitful results, the investigator consulted all the available literature, given in the chapter second, on the area, to prove the problem systematically and thoroughly. After having studied the related literature, it was felt confident that the present study was feasible and appropriate for finding out solution to the problems of selection and training of students of education so that the qualitative improvement in education system may be brought forth. Therefore, the present study has been undertaken to measure n-Ach, personal preference, self-perception, anxiety and the other correlates of the students of education and to investigate their relationships with the variables bearing intelligence, SES, and the Academic performance. The academic performance of the students^{of} education was considered to be the degree of their teacher effectiveness.

Many studies have been conducted in the field of teacher education which investigated teacher effectiveness,

personality correlates of teachers, student teachers and teacher behaviour. Therefore, the area of teacher effectiveness has been of good importance since beginning because qualitative improvement in educational standards was one of the essential requirements for general improvement in education at all levels. 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), Despande, 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), McLandon (1965), and Bohn, et. al. (1968), Barr (1955), Castetles, 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 Ryans (1959).

Studies in personality correlates of student teacher in relation to the scales of the SRI are: Veldman (1961, 1964), Veldman, Peck and Richek (1968), Brown and Rechek (1968, 1969), David (1969), Bown (1969), Austard, et. al. (1970) and Bohn (1968).

This study has attempted to investigate the important personality traits and dispositions which determine

to a great extent the thinking, feelings and actions of individuals. 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 at the time of registration of this problem for investigation and the researchers did not investigate its relationship with the role of a teacher. The classroom teacher has already formed certain behavioural traits, personality variables and some of his attitudes, anxieties and some background effects towards children, parents, the staff in general and towards his 'self' in particular. 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 processes, the self of the individual is undermaking which is largely surrounded by the phenomenal self and the social self and therefore, whatever one learns that remains a 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 appropriate goods in the present scientific and technological age when the youth-boys and girls of the country 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 students. If the classroom experiences are not tempting and stimulating to students to acquire knowledge and necessary skills, the schools fail in their legitimate duties and responsibilities. In order to make classroom experience more invigorating and interesting, a dedicated cadre of young teachers - men and women should shoulder the classroom responsibility in the schools. This study, therefore, was conceptualised to investigate the five measure variables such as ~~mainly~~ - n-Ach., personal preference, self-perception, risk-taking behaviour, anxiety, and some of the correlates in relation to SES, intelligence, and performance of prospective secondary school teachers of Orissa state in order to know what type of young people are trained to teach in the present day social set up. This study envisages to suggest certain measures for the selection of teacher trainees for teaching as a career on the basis of the result arrived at. These results would be connected with the personality variables such as achievement, deference, order, autonomy, affiliation, nurturance, change, aggression, endurance etc., on one hand and self perceptions related to work, authority, peer group members, parents, hope and reality of life and their relationships with anxiety and risk-taking behaviour in particular, which affect largely and are related with the SES, performance in actual classroom situation. A thorough study of the related literature and the personal experiences of the present investigator as a teacher and

teacher educator have given the conceptual frame work for taking this study on scientific lines for fruitful results. The present investigation is based on the following problem:

3.1

The Problem

The present investigation is not all-inclusive. It is a modest attempt to examine a few factors such as n-Ach, personal preferences, self-perception, anxiety and other correlates in relation to intelligence, SES and academic performance of the prospective secondary school teachers of Orissa state. The study has been planned in view of the significance attached to many factors which have been labelled as predictors of n-Ach. and academic performance. The precise statement of the problem is: "A Study of Achievement Motivation, Personal Preferences, Perception, Anxiety, Risk Taking Behaviour, and other correlates in Relation to Intelligence, Socio-economic Status and Performance of the Perspective Secondary School Teachers of Orissa State."

3.2

The 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 synthesize most of the definitions cited to acquire the knowledge of n-Ach, Achievement motivation, personal preferences, perception, anxiety, risk-taking behaviour, and other correlates intelligence, socio-economic status and performance of the prospective secondary school teachers. The present study is investigating into the relationship between n-Ach and the above different variables. It becomes, therefore, essential to provide operational definitions of these variables so that suitable tools could be selected to quantify responses on them and establish meaningful relationship between them and the achievement motive/n-Ach. In the present study the different variables have been affected for gathering data on students of education,

therefore, these variables have been interpreted in a fashion appropriate to the nature of the study. These variables have been defined as under:

3.3

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 issue) 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 definitions of n-Ach. offered by several authors. The definitions given by Murray (1938), McClelland et. al. (1953), Heckhausen (1967), and Mehta (1970) were considered in the present study. However, the different aspects such as need or motive, need for achievement (as defined by Murray - 1938) are being defined so that the terms used at various aspects of report may be seen in right perspectives.

3.3.1

Need or Motive

A need in broader terms, is a state of unsatisfied motive. Murray (1938) regards need as a directional force within an organism. A characteristic trend of behaviour is usually followed, when it become active. In the present study, the need has nothing to do with the biological needs. The need here means the goal-seeking pattern. It implies that an individual exerts on behalf of the kind of the goal enumerated by Murray like need achievement, need affiliation, need-aggression, etc.

3.3.2

Need for Achievement or Achievement Motivation

It is a learned motive to complete and strive for success. Murray (1938) considers it as "the desire or tendency to do things as rapidly as possible". Further he explains this need as follows:

- a) Desire and Effects: To accomplish something difficult; to master, manipulate or organise physical objects, human beings or ideas; to excel one's self; to rival and surpass others.
- b) Actions: to make intense persistent efforts to do everything well or to accomplish something very difficult, i.e., to have determination to win.
- c) Fusions and Subsidations: Need achievement fuses rapidly and naturally with every other need indeed; by some it is considered as dominant psychogenic need. It is also called will to power.
- d) Social Forms: Every recognized profession or occupation can be regarded as a channel of this need.

In brief, it is a tendency to be successful in everything at all places. In the present study achievement motivation or need achievement is, what is measured by thematic apereception test developed by McClelland, et. al. (1958). They considered achievement motivation as "competition with some standard of excellence." The term competition embraces competition with self, with others, long term involvement with the goal and unique accomplishment.

3.3.3. Academic Achievement Motivation

It refers to achievement motivation in academic situations.

Most of the research studies indicate the multi-dimensional nature of n-Ach. (3.1, 3.2, 3.3, 3.10, 3.16) but they are not unanimous on the nature and number of dimensions. Whatever may be the nature of this motive, it is non-controversial that individuals possessed of this motive, involved themselves in a lot of thinking and action related to competition with certain standard of excellence. Or ~~the~~ at least readier to do them when occasion arises. Hence, following the lines of McClelland and Rosen the investigator decided to accept this extract from Rosen as his guideline.

"By achievement motivation we mean an anticipation of an increase in affect aroused by cues in situations involving standards of excellence. The behaviour of the people highly motivated for achievement is persistent striving activity, aimed at attaining a high goal in some area involving competition with a standard of excellence. In relation to this standard of excellence the achievement-oriented person directs his efforts towards obtaining the pleasure of success and avoiding the pain of failure."

Engagement in some competitive activity (other than pure cases of aggression) were winning or doing as well or better than other is actually stated or implied will

therefore, be taken as an indication of the presence of this motive in the study.

3.4 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' 'concept' of perception.

3.4.1 Perception

Before men act they usually perceive, they sense, they note what things and events are about them. Perception is the first event in the chain which leads from the stimulus to action. Therefore, perception is the experience of objects and events which are here now. It excludes those things which are some where else, things about which we may think clearly but do not sense directly. Further more, it is convenient to use the term perception for the more general aspects of this activity, reserving the term 'sensation' for those facts in our experience which depend upon how the sense organs act or we may say perception is to see an internalizing what an individual sees. It is a mental state of readiness which is determined by experience and which motivates and directs one's responses to all objects and situations with which that attitude is related. It may be admitted that perception is always a response to some change or difference in the

environment. Let some condition change suddenly or one receptor be stimulated and other not and we sense the fact at once. Perception is a process that can be understood only in relation to the over all psychological organization of the person concerned. It has been rightly suggested that the individual himself determines his own perceptual behaviour, i.e., 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.

3.4.2

Self

The self may be thought as all the things the person consciously thinks he is. The term 'self', therefore, is not synonymous with organism, but it 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,

TABLE 5.46

Showing Ms. S.Ds. and significant difference of means of E.P.P.S. dimensions in relation to academic performance levels of teacher trainees N = 608
(Independent variable Performance (PERF) with dependent variable EPPS)

	Ach.	Aff.	Nur.	Def.	Int.	Chg.	Ard.	Suc.	Rad	Exh.	Dom	Hct	Ant	aba	Agg.
High PERF															
Mean	12.889	13.917	16.861	15.500	15.833	15.194	15.583	11.750	15.000	12.472	13.944	9.611	12.056	14.989	11.944
S.D.	3.962	3.157	8.288	3.452	3.645	3.479	4.279	3.894	4.498	3.139	2.521	6.690	3.447	3.631	3.070
Average PERF															
Mean	14.462	13.874	16.273	14.945	15.101	15.422	14.518	12.623	15.1116	13.030	14.276	10.804	12.739	14.952	12.869
S.D.	3.319	3.246	3.582	8.271	3.191	3.896	3.861	3.847	3.571	3.366	4.638	6.253	3.521	5.120	3.202
Low PERF															
Mean	13.769	12.577	15.846	14.500	15.908	16.000	14.846	12.077	14.808	12.923	14.462	10.692	13.308	14.615	14.577
S.D.	2.889	3.580	3.630	2.888	3.653	2.843	3.541	4.344	3.213	3.087	3.361	5.089	3.368	3.226	2.610
H PERF / A PERF															
D.F. 233	0.948	0.072	0.923	0.929	1.240	0.328	1.499	1.251	0.171	0.924	0.403	1.043	1.075	0.489	1.604
A PERF/ L PERF															
D.F. 223	1.015	1.894	0.582		0.306	0.731	0.412	0.671	0.418	0.151	0.197	0.087	0.719	0.158	
L PERF/ H PERF															
D.F. 60	0.144	1.559	1.148	1.203	0.560	0.969	0.718	0.311	0.186	0.519	0.531	0.692	1.425	0.306	2.542**

* Significant at .05 level

** Significant at .01 level

particularly, as a result of evaluating interactions 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 the other low. Feelings of adequacy and inadequacy make an individual to think of having high self or low self. In this context 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. A negative self is always a hindrance.

3.4.3

Self-concept

The individual's self-concept is his picture or image of himself-his view of himself as distinct from other persons and things. This self image incorporates his perception of what he is really like (self identity) and of his worth as a person (self-evaluation) as well as his aspirations for growth and accomplishment (self-ideal) as such the accuracy of our view, of ourselves and others has a great deal to do with the type of interpersonal relationships which we are able to establish.

Every life style reflects the individual's basic motivation and the level of security he has achieved.

Speaking on an adequate self-concept W.C. Morse and

G.Maxwingo say, "As a child grows in years, he should be

growing also in self-understanding and self-respect, for the way he feels about himself will have much to do with the kind of learning he can achieve." The child's concept to himself as such is an emergent of the process of experience and involves both physical and environmental factors. The way in which an individual conceives of himself, is a highly complicated thing.

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.

On the whole, for many psychologists, the notion of self-concept is central to the understanding of personality. In the same way that the child acquires concepts regarding various aspects of his environment, he acquires a concept of himself. An extremely important aspect or dimension of the self-concept is self-esteem; the degree to which one conceives of himself as worthy or unworthy, good or bad. Clearly, society then, is a system of 'selves', each with its own unique individuality, reflecting the reactions of others from its own point of view. Therefore, a perceptual view of the adequate personality involves four characteristics, they are: a) a positive view of self, b) identification with others, c) openness to experience and acceptance, and d) a rich and available perceptual field.

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). Or in nut-shell, we may say that, the self-concept is the persons' total appraisal of his app^aerance relating to his back-ground, origin, abilities, resources, attitudes and feelings which culminate as a directing force in the behaviour.

Having reviewed the definition of self concept, it is observed that there is no single definition available which may speak the whole of self-concept: Therefore, the instruments constructed to measure self-concept are varied in nature.

The phenomenal-self which is defined as self-perception-describing the attitudes of the individual towards the various aspects of his phenomenological world, in the present study, consists of eight factorially distinct areas - self, others, children, authority, work, reality, parents and hope. Oliver H. Bown (1961) standardized the self-report inventory for measuring self perceptions of the college-going youths and constituted of 48 items for which instructions for administration and scoring of inventory are given on the following pages.

For the present study only this inventory has been used and results would be strictly interpreted according to the procedures given in the SRI manual.

3.5

Personal Preferences

The most dominating issue in education in all countries has been "how best can we predict future scholastic success?" Various methods for predicting academic success have been used in the past. Since the development of psychological tests, the problem of scholastic prediction has been subjected to very comprehensive investigation. Several factors have emerged as potential predictors of achievement. Of all these intelligence is the only variable which appears to be definitely related to scholastic success. Therefore, intelligence and aptitude tests have been used widely at all levels of education for predicting academic success. The results of the number of studies have shown that intelligence is not the perfect predictor of academic achievement. To increase the efficiency of prediction, some researchers have added entrance examination results and marks of previous examinations to the battery of predictors. But the increase in prediction has not been very significant. McClelland's (1942) classic inquiry showed that a combination of intelligence, qualifying examination and teacher's estimate could predict success in senior secondary school to the extent of 0.804, which covers only about 64% of the total variance of academic success. The purpose here is only to emphasise that much of the variance of scholastic success yet remains unexplained, after the variance due to intellectual factors has been taken out. The problem, therefore, is how to account for the remaining variance of scholastic

success.

The fact that many students with intelligence sufficient to achieve success either fail or achieve at a level below their ability, has led the educationists, to think that certain non-intellectual factors also contribute to the determination of the level of the academic performance of students. The interest of the investigator has centered on a large number of non-intellectual factors, ranging from the family background of the students to basic characteristics or personality. Recently, more and more attention has been directed towards the effects of selected personality variables on academic performance of students. Therefore, the personality characteristics do play an important role in the academic performance of students. Two questions need to be answered; first, do personality factors predict success or failure? second, if so, which personality factors do so and to what extent? To answer these questions it is observed that the past studies in these areas give conflicting results, i.e., it is not possible to draw a general conclusion about the way personality characteristics may be related to academic achievement. Therefore, this situation calls for further research in this area. Academic achievement may be considered a complex situational variable. Cultural influences also play an important role, in determining the extent of one's academic success.

The present study has this kind of thinking behind it which seems to be significant from both the theoretical as well as the practical points of view. Personality has a cultural basis and hence, different personality factors may operate in different ways in different cultures as determinants of academic achievement. Achievement motivation may be considered as a complex configuration largely determined by the cultural influences. The personality factors selected for this purpose are fifteen manifest personality needs as defined by Murray in his explorations in personality. These needs have been regarded in this study as forces that operate behind academic motivation and have been measured through the use of Edward's Personal Preference Schedule. An attempt has been made to explain the academic achievement as high, average and low in terms of manifest needs of personality. It may be logically thought that dominance of certain needs may urge upon the pupil to achieve more than what is expected in terms of his ability, while dominance of certain other needs may force him to underachieve in examination. So attempt has been made to investigate which needs are associated with academic achievement of students. The purpose is to relate fifteen personality needs measured by the EPPS to the academic achievement of B.Ed. students and with other factors such as intelligence, SES, family background, anxiety and performance level. Therefore, it is

intended that the results would reveal what contribution is needed by each of these personality needs to academic achievement at the level of B.Ed. training programme. It may be possible that some of these needs may be positively related while others negatively with students' achievement at B.Ed. level in academic subjects. Therefore, study would reveal a general pattern of relationship between personality and academic achievement, intelligence and personality needs and family backgrounds and personality needs. Therefore, the study is concerned with contribution of Edwards Personal Preference Schedule (EPPS) for predicting academic success and other variables for the students of education. A number of researches have shown that one important factor of achievement is motivation. One of the assumptions underlying the study is that the academic achievement which is determined by psychological needs of the individual, which may be dominant at the time. It is formulated that certain personality needs motivate the pupils to achieve more and certain others to withdraw from achievement activity. Therefore, the personality factors defined in terms of personality needs do influence the academic achievements of the students.

3.6

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 examinations held at the end of the B.Ed. course. This examination is of two parts - theory and practicals. The theory total marks and practical total marks were separately computed. The total academic performance is got by adding the totals in theory and practicals.

3.7

Anxiety

An 'anxiety' is an intensely unpleasant state of tension rising from experiencing disapproval in interpersonal relations. It is experienced for the first time when the infant becomes capable of differentiating people and his own bodily limitations. Anxiety is ultimately based on waxing and waning of physiological tension but it develops as an inevitable consequence of child's relationship with his mother (or other significant adults). Anxiety is a product of education and living among significant people is social and human. It is also a warning signal.

It implies danger from within. It is a warning that one has to do something to make sure that his security does not sink suddenly as a result of the actions of the significant people. Therefore, various attempts have been made by the psychologists to define the anxiety on the scientific lines. A few definitions are given below:

'Anxiety' is defined by Drever as "A chronic complex emotional state with apprehension or dread as its most prominent component characteristic of various nervous or mental disorders." According to May, Anxiety is, "the apprehension cued off by a threat to some value which the individual holds essential to his existence as a personality." In very general terms it can be defined as a persistent, distressing psychological state arising from an inner conflict. However, the concept is by no means agreed-upon not easy to grasp. Even the psychologists who have delved deeply into the subject of Anxiety have not agreed-upon any single or precise definition. Anxiety is a complex of many emotions as distinguished from a passing experience of anger, fear or grief.

From the genetic point of view, Freud, considered anxiety as the complex of sensory motor and physiological experience which suddenly flood the immature nervous system of the fetus at birth to be the prototype of all later anxiety reactions. Thus the first anxiety reaction is an ungoverned 'automatic reaction to what can be thought of as the most helpless state of affairs in which the human organism will ever find himself. Anxiety is an acknowledgment of the weakness of the ego in the face of demands placed upon it." There are three types of anxiety:

- i) Objective anxiety - when the demands on the ego come from reality;
- ii) Neurotic anxiety - when the demands come from Id., and
- iii) Moral anxiety - when the demands come from the super ego.

The latter two can be reduced to the former in so far as neurotic anxiety is essentially the fear of consequences of one's acts and moral anxiety is due to the super-ego which takes the place of parental authority.

Objective anxiety involves a traumatic factor. In primary objective anxiety it is occurrence of a traumatic factor as the birth trauma is chronologically the first instance of primary objective anxiety. In the secondary objective anxiety the eliciting condition is not the occurrence of a traumatic factor, but the likelihood of its occurrence.

The three attributes of anxiety as discussed by Freud are "1) a specific unpleasurable quality, 2) efferent or discharge phenomenon and 3) perception of these. "Since the organism strives to avoid such unpleasantness, drive characteristics have been attributed to anxiety. One of the criteria of the anxious reaction being that it is a conscious affective experience Freud's use of the expression

"unconscious effects" seems contradictory. However, an explanation is given by Fenichel - when Freud uses the term 'anxiety' in this connection, he is not referring to anxiety itself but rather to an 'unconscious readiness' to develop the effect of anxiety.

Sullivan's definition of anxiety, more or less, conforms to that of Freud. But the emphasis in his concept of anxiety is on the need for security. The key concepts in Sullivan's theory are euphoria, tension and dependence.

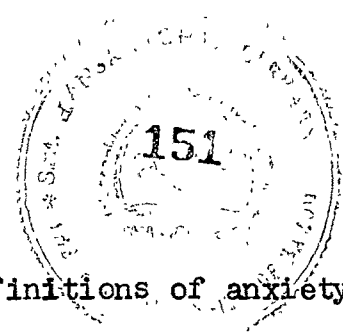
In an account of predicament facing some children, Horney advances a concept of basic anxiety. She calls the feelings of basic anxiety "an insidiously increasing, all pervading feeling of being lonely and helplessness towards a potentially hostile world." It, Horney holds, "arises in the child who has to face an environment that is unreliable and harsh."

In "The Neurotic Personality of Our Time", she makes basic anxiety the primary concept. The arousal and fate of this anxiety which stems from various causes such as being dominated by parents or being inconsistently treated plays a central role in the development of neurotic personality. Horney is of the view that unconscious hostile impulses are the main source of neurotic anxiety. Hostile impulses themselves arise from conflict.

A comprehensive and all inclusive concept of anxiety has been put forward by Fromm Reichmann. He asserts that anxiety is connected with anticipated fear of punishment and disapproval, withdrawal of love, disruption of interpersonal relationship and isolation or separation. In this context any situation or behaviour which is likely to bring punishment on himself is anticipated by arousal of anxiety.

Nearly all the above mentioned views about anxiety have in common one basic conception that anxiety is tied-up with the inner danger of unacceptable thoughts, feelings, wishes and drives which elicit the expectation of loss of love and approval or of punishment.

Sarason, Mandler and their co-workers, working at Yale, have conceived of and dealt with anxiety that is normally aroused in an individual in an achievement situation. They call it test anxiety working within the frame work of psychoanalysis primarily their theoretical interpretations of anxiety studies are closer to that of Miller and Dollard. Miller and Dollard had asserted that "a drive is a strong stimulus which impels action. Any stimulus can become a drive if it is made strong enough. The stronger the stimulus, the more drive function it possesses." Sarason and his colleagues, therefore, emphasize anxiety as a drive stimulus (SD). They conceive anxiety as a response to situational cues, which produces a strong internal stimulus and term drive is used with relation to that strong stimulus." ...A learnt anxiety drive which is function of anxiety reactions previously learnt as responses to stimuli present in the testing situation. Anxiety is here considered as a response - produced strong stimulus with the functional characteristics of drives as discussed by Miller and Dollard (1941). Anxiety reactions are generalized from previous experiences to testing situations."



Having examined the different definitions of anxiety, it is imperative that the definitions of other variables such as intelligence and SES may also be studied. Intelligence has been defined variously.

3.8 Intelligence

Correlations between personality variables and academic achievement may be distorted by intelligence also. Academic achievement is, to a large extent, a function of intelligence. To what extent personality factors contribute to the academic achievement can be determined only when the contribution of intelligence is partialled out. Personality need and intelligence both make their respective contributions to academic achievement. A part of achievement may be due to intelligence and another due to personality factors. Therefore, intelligence has got its own role to play. Therefore, intelligence is such a complex subject that there is a little agreement even among psychologists regarding its definitions. Freeman has, however, classified these definitions under four categories:

- i) Definitions emphasizing the learning ability of an individual. One sample of such definition is given by Buckingham (4.4) who defines intelligence as "The ability to learn."
- ii) Definition stressing the ability to do abstract thinking. For example definitions by Terman(4.14)

"An individual is intelligent in proportion as he is able to carry an abstract thinking."

- iii) Definitions which put emphasis on the adjustment or the adaptation of the person to his total environment or aspects of it. As a sample definition offered by William Stern (4.17) is, "Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements."
- iv) Definitions which combine and enlarged on the above three types of definitions. For a sample, definition in this category Wechslet (4.15) may be quoted - "Intelligence is the aggregate or global capacity of the individual to act purposefully to think rationally and to deal effectively with his environment." To quote Sorenson (4,13) in this respect - "A still more comprehensive definition of intelligence holds that a person is intelligent according to the effectiveness with which he relates to all the elements in his environment, a person's intelligence he evaluated according to how he deals generally with people, things and ideas. Thus the element of social more properly social - emotional intelligence is added."

For the present study it was felt essential that intelligence should be considered as a capacity of abstract

thinking. It is also true that even if we accept the most comprehensive definition of intelligence including mental social and other elements of behaviour, we can hardly get a single test to assess these principle elements of behaviour. Therefore, a man is said to be intelligent if he is able to carry on abstract thinking. For the present study Raven's Progressive Matrices (Adult Form) was used which constitutes of five sets of figures marked as A, B, C, D and E. Through these sets of tests, the total score achieved by the student is considered as the index of his mental level. The test has been used widely in Indian conditions and gives a fair accuracy as regards to classification of students on the basis of intelligence level.

3.9

Socio-Economic Status

It has been universally held that personality and SES are correlated factors. A low positive correlation between various measures of SES and of personality adjustments has been found in the studies made by Sewell and Sewell and Haller. Intelligence has also been found to be related to SES as demonstrated in a study made by Burchinal. Therefore, it can be safely interpreted that SES is correlated with intelligence and the achievement. It is thought that the high SES families place a high value on education and have strong interest in being educated. According to B.Kuppuswamy the variables like Education, Income and Occupation are identified in relation

to social prestige hold by the individual. Therefore, the term socio-economic status is defined to include the level of educational-cum-occupational and economic status of parents. Environmental facilities available in the social contexts are thus taken into account.

The increasing importance of the knowledge of the social work background of the individual shows the need for measuring this variable in the last decade or two. The attempts have been made to estimate the SES of the individual. These attempts are based on three assumptions:

- i) That there is class structure in society,
- ii) that status positions are determined mainly by few commonly accepted and symbolic characteristics,
- iii) that these characteristics can be scaled and combined using statistical procedures.

Therefore, on the basis of these assumptions the importance of SES has been considered for academic level attained by them. A few lines from Harris in this regard may be quoted to clarify the point of view, i.e., attitude towards education differs from one level of SES to another.

"....the middle class gives their children a valued concept of educating than would members of the lower-class(They) place a premium on educationThis is not true, however, of the lower-class parentsThe middle class boy, then, would be likely to win the approval of

Showing Ms. S.Ds. and significance of means of E.P.P.E. Dimensions in relation to sex- Male and female

(Independent variable Sex with dependent) EPPS

Category	1	6	11	2	7	12	3	8	13	4	9	14	5	10	15
	Ach.	Aff.	Nur.	Def.	Int.	Chr.	Ord	Suc.	End	Exh.	Dom.	Het	Aut	Aba	Agg.
Sex 1	Mean	14.079	14.054	15.800	14.462	14.590	14.809	14.718	12.960	14.382	13.128	14.172	12.925	13.196	13.914
N = 429	S.D.	3.135	3.195	3.294	3.110	3.159	3.396	3.688	3.379	3.489	3.182	3.954	4.515	3.237	4.178
Sex 2	Mean	14.145	14.073	16.307	15.385	15.022	16.140	15.147	13.391	15.017	13.050	13.654	8.536	12.682	14.804
N = 179	S.D.	3.395	3.919	3.955	3.201	3.479	3.591	3.425	3.537	3.465	3.168	3.207	5.921	3.685	3.22
1 Sex/ 2 Sex	t-value	0.231	0.062	3.353**	3.310**	1.496	4.329**	1.242	1.315	2.048*	0.276	1.555	9.926**	1.712	2.553*
D.F.															2.708**

* Significant at .05 level

** Significant at .01 level

his parents by doing well in school; where a lower-class boy might lose approval in so doing ... (The lower class boy has low motivation to learn). When the school forces them to learn they become frustrated and discouraged with school and are likely to develop problems in learning."

"In the upper-middle class family intellectual atmosphere is hightended, education is valued. This creates a differential in the motivation to achieve success in the school subject. Another factor, in addition to lack of motivation which was founded by Harris correlated with SES and which influenced academic achievement was lack of intellectual stimulation. It was found that in the low SES families the intellectual powers of the children are not "adequately stimulated." The reasons being that the parents failed to communicate with them on high level." In the high SES families there is enough of intellectual stimulation. It may be concluded from this account that the SES has a important bearing on the achievement status of the students.

3.10 Prospective Teacher

The student who is undergoing teacher preparation course, B.Ed. training programme, with the intention of becoming a teacher after the course is completed, is defined as prospective teacher. In this study prospective teacher

is a trainee who is undergoing one year B.Ed. course at any of the Government Teachers' Training Colleges at Bhubneshwar, Cuttack, Angul, Sambalpur and Bolangir and affiliated to Utkal University, Sambalpur University and Berhampur University, and who will become a teacher in the Secondary school, i.e., the prospective teachers belonging to these colleges affiliated to the above universities, alone, have been considered for gathering the sample for the study.

3.11 Secondary School

Secondary school means a school which offers instruction to the students from the classes VIII to X only. The teacher who is eligible to teach these classes must be a graduate in any discipline/B.A./B.Sc./B.Com. with a bachelor's degree in education. However, they can be post-graduates in different disciplines for having an extra efficiency in their respective areas.

3.12 Scope of the study

The students of education are the backbone of this study on whom the various types of psychological tests have been administered so that necessary recommendations may be given for finding out a criteria for their selections at the college level and for giving some prediction for different measures of success. It is an admitted fact that the future of secondary school education, ultimately, depends on them. They are the only personnels who go back to secondary schools, teach and

prepare the young students for the requirements of higher academic tasks, so that they may develop and grow as healthy citizens engaged in fruitful tasks which may be productive ~~and~~ as well as developmental in character. 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 the people will be caught unaware, 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 responsibility to educate the present generation of students to fit into the super-industrial society? It is the prospective teacher/teacher trainees or the teacher in the making. Therefore, it is imperative on the part of the countrymen, educationists and the academicians or the educators to help the prospective teacher to gain a better preparation aspect so that they may be successful later on, in the world of work. The misdirected emphasis, uninspiring personality of the classroom teacher and the like will ruin the student community. Therefore, there is every possibility that a generation under his control may get lost due to some misgivings at his disposal. Therefore, the urgency of the problem can not be minimized. The quality is to be sought in an ideal teacher would include the following:

The teacher should deeply love his own subject in particular and leaning in general with a love that ensures continuing scholarship through out his career. He should be

interested in young people and respect them. He should constantly assess and understand the moral as well as the intellectual ends for which he teaches. As a person he should have integrity, vitality, stability and courage. Tagore's concept of an ideal teacher is a synthesis of what is best in the East and the West, of the past and of the future. He describes this teacher as:

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lessons to his students can only load their minds. He can not quicken them. Truth not only must inform, but also must inspire. If the inspiration dies out; ~~and~~ the information only accumulates. Here, truth loses its infinity. The greater part of our learning in schools has been a waste, because for most of our teachers, their subjects are like dead specimens of one's living things, with which they have a learned acquaintance, but no communication of life and love."

The above paragraph rightly places the responsibility of producing an ideal teacher on the shoulders of teacher educators and the college of education, so that the prospective

teacher are trained in such a fashion that they may realize their future roles in such a way, that their finished product-educated youth may fit well in the evergrowing industrial society. Toffler has taken such a view for the education system for the future. It is a common saying that teachers are born not made but McClelland (1964) holds a different view. He observed, "If there is onething that all this research taught me, it is that men can shape their destiny, that external difficulties and pressures are not merely so important in making and shaping the 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, how to one's civilization depends quite literally on how much times tens of thousands or even millions of us spend thinking about achievement. Teachers with effective personality traits, high intellectual levels, and with high self perception know what they are, what is expected of them and they would be dutiful and would respect authority. So they would be having better personality effects such as achievement, autonomy, affiliation change, and dominance characteristics etc. with better work habits and authority structure. Therefore, one of the scales - 'Work scale' 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, ^agreater is 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 of good importance to the educationists and the educational planners as it takes into account a wider sample scattered almost through out the state of Orissa has brought forth a maiden attempt by the researcher, particularly, for this state and gives very glaring results for the selection and training of students of education, specifically highlighting their n-Ach. academic motivation, personality variable which act as predictors for academic attainment in different training college subjects, anxiety and risk-taking behaviour which either accelerates or impedes their academic performance and mental stimulation in relation to their family backgrounds. The present researcher has bank upon to verify and establish such notions so that the prospective secondary school teachers may be studied on scientific lines for their effectiveness, later on, as they enter the teaching careers. However, the present study has been delimited only to the factors mentioned in the title of the study. However, the interpretations have been strengthened on the basis of the experiences had from the studies made by reviewing the results and findings of the researcher's working in similar areas.

3.13 Delimitations of the study

Due to limited time at the disposal of the investigator and due to lack of suitable means, the study has been delimited in terms of sample drawn from six teacher training colleges of Orissa. Only the teacher trainees have been included in the present study and teachers employed in different schools have been left out. No special consideration has been given to the inclusion of equal number of teacher trainees comprising male and female population. (It was also felt that equal number of males and females cannot be drawn randomly for the present study due to a fewer number of females opting for teacher training course). Therefore, to avoid the bias in drawing the study sample for the present study the equality in number was ignored, so that sample on random basis may be taken up. No special consideration was given to the teacher trainees coming from rural and urban settings and therefore, it provided a good blend of personality needs, self-perceptions, anxiety and academic motivation related with the nature of the family, SES, performance etc. for the final results as regards to their similarity, differentiation and heterogeneity, for example, family back ground and his nature, SES, age, experience and their relationship with intelligence, anxiety, personality needs, self perception etc. The specified effects delimited in the study are in brief as under:

- (i) The study is limited to the students of colleges

of education from Oriya speaking area where Hindi is also understood and spoken by the educated youth. The sample is drawn from state of Orissa and was scattered on six teachers training colleges affiliated to the University at Cuttack, Berhampur and Sambalpur. All these universities are having more or less similar courses of studies and they have similar criteria for admission to B.Ed. class.

(ii) The study is limited to the five major factors- achievement motivation, personal preferences, perception, anxiety, risk-taking behaviour and other correlates in relation to intelligence, SES and performance of the prospective secondary school teachers.

(iii) The study is limited to two levels of ^{sex} (boys and girls), three levels of intelligence (high, average, low), three levels of performance (high, average, low), and SES in the form of educational level, occupational level and income level (high, average, low, all three dimensions) and similarly teaching experience and economic status have been controlled. The nature of the family has been correlated with dimensions as urban/rural, traditional/modern, religious/liberal. Similarly, achievement motivation score has been controlled to three levels as high, average, low.

(iv) One of the training colleges started in a private sector has not been included in the study sample and

therefore, the study is confined to the government teachers training colleges of Orissa, which have got a good standing for a decade or so.

3.14

Aims and Objectives of the Study

To have aim is to act with some meaning and purpose toward attaining the objectives. Therefore, the investigator has embarked upon the study with the following objectives:

- A. To compare the n Ach. level of the sample with available figures of n Ach. both Indian and Foreign.
- B.
 - 1. To study the level of achievement motivation, personel preferences perceptions, anxiety, intelligence, SES (three components) and academic performance, of teacher trainees of B.Ed. course of Government Teacher Training Colleges of Orissa.
 - 2. To find out the significance of difference in means of achievement motivation levels and
 - a) intelligence scores.
 - b) anxiety scores
 - c) fifteen personality needs as measured by E.P.P.S.
 - d) eight dimensions of SRI and the total self perception scores.
 - e) performance scores
 - f) motivation scores and,
 - g) sex, age, rural/urban residence, entering qualification, economic status, teaching experience and outlook of trainees towards religion.

3. To find out the significance of difference in means of SES levels (three components) in relation to

- a) intelligence scores
- b) anxiety scores
- c) fifteen personality needs as measured by E.P.P.S.
- d) eight dimensions of SRI and total self perception scores
- e) performance scores
- f) motivation scores
- g) sex, age, rural/urban residence, entering qualifications, economic status of parents as perceived by the trainees, teaching experience and outlook of trainees toward religion.

4. To find out the significance of difference in means of Performance levels in relation to:

- a) intelligence scores
- b) anxiety scores
- c) fifteen personality needs as measured by E.P.P.S.
- d) eight dimensions of SRI and total self perception scores,
- e) Performance scores
- f) n Ach. scores and

g) sex, age, rural/urban residence, entering qualifications, economic status as perceived by the trainees, teaching experience and out look of trainees toward religion.

5. To find out the significance of difference in means of sex, teaching experience, economic status, urban/rural residence, traditional/modern, religious/liberal out look and motivation - all levels in relation to:

- a) intelligence scores
- b) anxiety scores
- c) fifteen personality needs as measured by E.P.P.S.
- d) eight dimensions of SRI and total perception scores of teacher trainees.
- e) performance scores
- f) motivation scores and
- g) sex, age, rural/urban residence, entering qualifications, economic status of parents as perceived by the trainees, teaching experience, religious and liberal out look toward religion.

C. 1. To study the inter relationship among the various variables: 35 x 35 such as INS, ANX, Ach, Aff., Nur., Def., Int., Chg., Ord., Suc., End., Exh., Dom., Het., Aut., Aba, Agg., Self, others, children, Authority, Work, Reality, Parents, Hope and Total self perception scores, Performance, Motivation, Sex, Age, Urban/Rural residence, Qualifications, Economic status, Teaching

Experience, Out look of trainees towards religion and to find out significance of correlational values^{ob} 595 combination at .05 and .01 levels of confidence.

2. To find out the intercorrelational matrix (15x15) of E.P.P.S. and (9x9) of SRI and to interpret the results for personality needs and self perception scales and total perception scores of teacher trainees.

- D. 1. To find out the predictive nature of 35 variables such as intelligence, anxiety, n ach., n aff., n nur., n def., n int., n chg., n ord., n sue., n end., n exh., n dom., n het., n aut., n aba., n agg., self, others, children, authority, work, reality, parents, hope, total perception, performance, motivation, sex, age, urban/rural residence, qualifications, economic status, experience and outlook of trainees towards religion (35 dependent variables) in relation to 12 independent variables: Intelligence, SES, Performance, Sex, teaching experience, Economic status, Urban/rural residence, Traditional and modern, Religious and Liberal outlook and Motivation through 35 regression equations and to interpret the results for significant/insignificant predictive aspect, i.e., multiple regression equations between 35 criterion variables regressed and the 12 predictive variables (regressors)

would establish significant/nonsignificant predictive aspects or to work out multi-variate regression analysis and the multiple correlation 'R' and to develop multiple regression equations for the purpose of prediction.

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 the parents, academic performance, culture, grouping etc. The results were found to be 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. personal preferences, perception anxiety and risk-taking behaviour and other correlates in relation to intelligence, SES and academic performance of the prospective secondary school teachers of Orissa.

The major emphasis of the present study is to examine the predictors of n-Ach and academic performance, n-Ach and intelligence, n-Ach and SES, similarly, the personality needs and intelligence, personality need, SES and personality need, performance etc., to examine the predictive ability of self-perception anxiety and risk-taking behaviour in relation to intelligence, SES and academic performance as measured by the university examinations. The hypotheses were presented according to the expectations of the results. Unless, otherwise stated all hypotheses were tested at the .05 level of confidence.

3.15. HYPOTHESES:

Keeping in view the preceding discussion regarding the need, justification and objectives of the study in view, the investigator has framed the following working hypotheses which are mentioned as under:-

1. The general back ground of the teacher trainees (teaching experience, economic status, urban/rural, traditional/modern, religious/liberal) have got a positive relationship with n-Ach. personal preferences, anxiety, self-perception, academic achievement, motivation, sex, age, qualifications, rural/urban, economic status, experience, and religious and liberal attitude towards religion.
2. Those with high and low intelligence have got a positive relationship with personal preferences, anxiety, self-perception, motivation and some of the factors related to the family.
3. Achievement motivation, intelligence and other variables are positively related with occupation, qualification and monthly income, sex, age, marital status and the different dimensions of the nature of the family.
4. The boys have significantly higher n-Ach, personal preferences, self-perception, risk-taking behaviour and lower than the girls anxiety.
5. Teacher trainees belonging to traditional/modern and with religious/liberal out look,

TABLE 5.60

Showing Ms. S.D.s. and significant difference of means on E.P.P.S. variables
in relation to three levels of teaching experience.
(Independent variable teaching experience (Exp) with dependent (E.P.P.S.)

	Ach.	Aff.	Nur.	Def.	Int.	Chg.	Ord.	Suc.	End.	Exh.	Dom.	Hct	Aut.	Aba.	Agg.
1 EXP	Mean	14.123	15.438	14.000	16.259	15.750	15.063	11.875	13.813	13.188	15.063	11.375	14.663	13.938	12.063
S.D.	2.658	3.074	2.966	3.406	2.769	3.256	2.886	3.704	4.767	2.713	3.660	4.731	3.255	3.316	1.914
2 EXP	Mean	14.033	15.238	14.492	14.340	14.736	14.623	13.189	14.299	13.287	14.328	12.570	13.373	13.947	13.717
S.D.	3.115	3.339	3.467	3.109	3.168	3.246	3.794	3.672	3.560	3.054	4.316	4.637	3.236	3.115	3.014
3 EXP	Mean	14.075	15.733	14.937	14.911	15.506	14.974	13.072	14.816	12.974	13.756	10.989	12.737	14.342	12.940
S.D.	3.301	3.501	3.600	3.182	3.302	2.653	3.516	3.689	3.959	3.279	3.294	5.752	3.463	4.150	3.496
1/2 EXP	t-values	0.107	0.225	0.609	2.352*	1.218	0.455	1.385	1.050	0.127	0.665	0.997	0.825	0.011	2.165*
D.F. 258															
2 / EXP	t-values	0.146	1.672	1.691	2.105*	2.660**	1.153	0.379	1.798	1.175	1.828	3.559**	2.152*	1.214.	2.817**
D.F. 590															
3 / 1 EXP	t-values	0.056	0.323	1.148	1.596	0.262	0.099	1.259	1.716	0.256	1.544	0.265	1.466	0.364	0.996
D.F. 362															

* Significant at .05 level

** Significant at .01 level

have significant difference as regards to self perception, personal preferences, anxiety when compared to their SES and the nature of the family.

6. High academic achievement has significantly higher need achievement, higher personal preferences, higher self perception and lower anxiety than average and low academic achievers.
7. High performance is significantly related with high intelligence, better personality needs, high self perceptions, high motivation and other family variables and vice-versa;
8. Average academic achievers have significantly higher need achievement, lower anxiety, higher perceptions and higher personal preferences and average intelligence as compared to the low academic achievers;
9. Urban subjects will have higher n-Ach., anxiety, self-perceptions, performance, intelligence and better family correlate than the rural subjects;
10. The male teacher trainees will score higher in intelligence, anxiety, personal preferences, performance, motivation and family correlates than women teacher trainees.

11. Teaching experience has got a significant relationship with motivation, personality needs, self-perception, sex, age, etc. rural/urban residence, economic status etc.
12. Parents educational level is directly related with n-Ach. level, anxiety, intelligence, performance and personal preferences of the teacher trainees.
13. Parents occupational level is positively related with n-Ach, personal preferences, anxiety, self-perception, intelligence and the performance of the subjects.
14. The economic status is positively related with n-Ach. personal preferences, perception, intelligence and performance of the teacher trainees;
15. Anxiety is significantly correlated with performance, intelligence, personality needs, sex, age, rural/urban residence and experience etc.
16. High n-Ach is related with high perception, intelligence, risk-taking behaviour and performance of the teacher trainees and vice-versa.

From the above hypotheses, it can be safely observed that the study would reveal some of the positive effects related with the study while others seem to be non-tenable. All this would depend on the interpretations of the findings and many more relationships coming up due to

correlational matrix of the independent and dependent variables, i.e., 12 independent variables and 35 dependent variables. The analysis of interpretation part would reflect the truth of variables under various permutations and combinations.

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