# CHAPTER-1

THE THEORETICAL ORIENTATION OF THE STUDY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Education and its importance</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Teaching</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Teacher Education Scenario</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Personal Values</td>
<td>10</td>
</tr>
<tr>
<td>1.5 Types of Personal Values</td>
<td>12</td>
</tr>
<tr>
<td>1.6 Teaching Attitude</td>
<td>14</td>
</tr>
<tr>
<td>1.7 Socio-Economic Status</td>
<td>18</td>
</tr>
<tr>
<td>1.8 Dimensions of Socio-Economic Status</td>
<td>20</td>
</tr>
<tr>
<td>1.9 Significance of the Study</td>
<td>22</td>
</tr>
<tr>
<td>1.10 Statement of the Problem</td>
<td>24</td>
</tr>
<tr>
<td>1.11 Operational definitions of the key terms</td>
<td>24</td>
</tr>
<tr>
<td>1.12 Objectives of the Study</td>
<td>24</td>
</tr>
<tr>
<td>1.13 Hypotheses of the Study</td>
<td>27</td>
</tr>
<tr>
<td>1.14 Delimitations of the Study</td>
<td>33</td>
</tr>
<tr>
<td>References</td>
<td>35</td>
</tr>
</tbody>
</table>
CHAPTER-1

THE THEORETICAL ORIENTATION OF THE STUDY

1.1 Education and its importance

A glance over the present society makes it clear that there have been rapid changes of vast magnitude in all spheres of life in the past decades. In order to adjust with these changes, it becomes essential for our education system to change accordingly. If our educational system does not keep pace with the changes of the society, it will be very difficult for one to work properly.

Man is capable of making necessary adaptations to survive. Education helps him to alter his behaviour and acquire new skills according to the demands of the new situations. Education is an attempt on the part of adult members of the human society to shape the development of the coming generation in accordance with the ideals of the society. It is the key to national prosperity and welfare and plays a vital role in the development of a country.

Education is considered to be the most important component of human resources. Therefore, every society wants to utilize the individual talent effectively and efficiently for the development of the nation.

“Education is a powerful instrument for changes in society. The progress of the country can be measured with the quality and quantity of the schools. In India, attention has been directed towards the quantitative aspects of educational planning. Great expansion in the field of education is going on
throughout the length and breadth of the world. The wider sociological and technological changes make it imperative that there should be adequate qualitative improvement at all levels of education, along with the quantitative expansion which is desired and inevitable." (Adiseshiah 1965)

In a world based on science and technology, it is education that determines the level of well being, prosperity, safety and security of the people. A sound and effective system of education results in the enfoldment of learner’s potentialities. It enhances their competencies, interests, attitudes and values. A nation’s success in the great enterprise of national reconstruction depends largely on the quality and number of people coming out of the educational institutions. There is a moral obligation on part of the nation to provide ‘quality education’ to all children, who in turn, have a constitutional right to be educated.

Educationists generally agree that the “goodness” of an educational programme is determined to a large extent by the quality of learning process. When the learner fails to attain the goals, something is wrong with the teacher, either with the plans he made or with the way in which he carried them out. The success of the learner mainly depends on the ability of the teacher. Teacher is one who guides the destiny of the students committed to his care. A competent and conscious teacher is a vital spark in education and he is the one who guides the students to use the knowledge creatively. He enlarges and enriches the mind of the students and plays an important role in shaping and moulding the personality of the child. In fact, teachers perform multifarious roles. According to Burdin (1975), teachers act as value
developers, resource finders, learning diagnosticians and prescription specialists, human relation developers, career and leisure counsellors, community learning facilitators, profession builders and leaders, utilisers of futuristic processes and substance and as teaching – learning specialists.

Hence, the quality and caliber of teachers that serve the educational system of a country can serve as an index of development and progress for that country that believes “As is the school, so is society. And as is the teacher, so is the school” (Rama, 2005).

1.2 Teaching

When a person imparts information or skill to another, it is common to describe the action as teaching. Teaching is considered both as an art and science. As an art it emphasizes the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it focuses on the logical, mechanical and procedural steps to be followed to attain an effective accomplishment of the set goals.

Teaching has been defined in different contexts from time to time.

“System of actions intended to induce learning” (Smith 1961).

“An interactive process primarily involving classroom talk which takes place between teacher and pupils and occurs during certain definable activities e.g. motivation, planning, informing etc.” (Amidon and Hunter 1966)

“Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person.” (Gage 1964)
Teaching is fundamentally a social process involving communication and interaction between at least two individuals- a teacher and a student. It is a kind of dialectic in which both serve as a teacher and student at different times and at different levels. Teacher acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual, but also so as to say, the destiny of the nation. Teachers have therefore to realize increasingly their special responsibility to the society. Thus a teacher deservedly attracts everybody's attention as an agency to bring in qualitative improvement in education. He has become an important cog in the process of helping children to grow. He is one who leads, directs and guides the children through all the experiences.

1.3 Teacher Education Scenario

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviour and skills required to perform tasks effectively in the school and classroom. Teacher education has come a long way to reach the present scenario. There are many important landmarks which need to be heeded to get a holistic view of the current position.

The revitalization and strengthening of the teacher education system is a powerful means for the improvement of educational standards in the country. Teacher education system is therefore an important vehicle to improve the quality of school education. It inculcates the necessary pedagogical skills and
competencies among the teachers and makes them professionally competent to meet the demands of the society.

The Government of India realized the importance of teacher education as a result of which many reforms were brought out particularly after independence. Over a period of time, some structural changes have also been visualized in this field. The phrase ‘training of teacher’ has rightly been replaced by the phrase “education of teachers” and nomenclature teacher training colleges have been replaced by colleges of education and similarly the department of education in universities.

Teacher education is deteriorating day by day and there is a need for drastic change in all spheres of teacher education so as to facilitate the teacher to face the challenges of the dynamic world. Hence, it is imperative to prepare quality teachers for local as well as global demands. Quality is contextual. It is very difficult to give a comprehensive definition of quality. Quality is not an act, it is a habit. It generally signifies the degree of excellence. The best teacher of a particular school may be a poor teacher but the quest for quality has been a major concern of the entire human civilization.

A few reasons for loss of quality in teacher education are:

- Shortage of teachers
- Lack of motivation
- Insecurity of job
- Use of teachers for 4-5 months in some institutions
- Inadequate remuneration
- Over burden
Teachers need to be competent in their subjects as well as in classroom instructional skills, i.e. teaching skills, capabilities of introspection and critical self-analysis. Enlightened, emancipated and empowered teachers can lead the societies in their march towards better and higher quality of life. They should reveal and elaborate the secrets of attaining higher values in life and nurture empathy for their fellow beings. They not only disseminate knowledge but also create and generate new knowledge. Hence, education of the teachers needs to be strengthened and stressed upon. The main attributes of a profession, such as, the systematic theory, rigorous training for a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specializations are areas to be looked at.

Colleges of education should provide formal professional training on a continuous basis, so as to update the knowledge of teachers. These colleges provide ground for the development of one’s personality, sharpening of communication skills and for commitment to the code of conduct. In the absence of such competencies, the primary education scenario has become dismal and it has resulted in the following:

- Lack of motivation and professional commitment
- Poor school attendance, and low retention rates
- Teacher absenteeism
- Poor pupil achievement

It hardly needs stating that quality of education depends on the quality of teachers. Unless we bring quality in teachers we cannot expect quality in education. Emphasizing the role and status of teachers, and teachers’
education, many committees and commissions were set up for strengthening the system of teacher education.

Recommendations for Improvement of Teacher Education

The University Education Commission (1948) recommended that theory and practice of pre-service teacher education must support each other. The theory courses must be flexible and adaptable to local circumstances. The teachers should also be kept alive and fresh through in-service education. To consider the recommendations of University Education Commission, the first conference of All India Association of Principals of Training Colleges was organized on teacher education at Baroda in 1950. In the light of the recommendations of this conference, many universities revised their courses. The Secondary Education Commission (1952-53) recommended the adoption of new techniques of evaluation and suggested that more capable and intelligent persons should be attracted to the teaching profession. One significant event during the sixties was the formation of National Council of Educational Research and Training (NCERT) by amalgamation of various central and national institutions. Soon after, the Department of Teacher Education was set up within NCERT. Four Regional Colleges of Education of NCERT were established at Ajmer, Bhopal, Bhuvaneshwar and Mysore which aimed at preparing teachers for the multipurpose schools with a focus on science, technology, arts, language and commerce on improving the quality of secondary teachers by adopting the pattern of four years integrated courses of general and professional education after higher secondary education.
Another important landmark was the setting up of State Institute of Education (SIE) for providing greater coverage and regional specificity in the programmes of in-service education and training of teachers and other personnel concerned with primary education. In the year 1973, the Government of India constituted the National Council of Teacher Education (NCTE) to act as a National Advisory Body on all matters relating to teacher education and also to review the progress plan schemes to ensure adequate standards in teacher education. The NCTE recommended four measures:

- University to give due recognition to carefully designed short term courses for in-service education of teachers
- Network of extension services to cover school teachers
- Correspondence-cum-contact programmes should be started for in-service education along with use of modern technological aids

The National Policy on Education (NPE) and Programme of Action (POA), 1986, 1992 (revised) called for overhauling the teacher education system. NPE (1986) made three recommendations i.e.

- Teacher education as a continuous process and its pre-service and in-service components are inseparable.
- The need for new programmes of teacher education to meet the thrusts envisaged in policy.
- The need for creating new structures and strengthening institutions to concretise the vision of NPE.
In the light of the recommendations of NPE (1986), 38 Institutes of Advanced Studies in Education (IASEs) and 88 Colleges of Teacher Education (CTEs) have been established so far. The Departments of Education in Universities were also strengthened under the scheme.

From this, it must prepare teacher for the roles of being an:

- Encouraging, supportive and human facilitator in teaching-learning situations to enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as responsible citizens; and

- Active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners.

From the above discussions, It is clear that the teacher at any stage is expected to bring out the best in the child and the youth and help them to realize their maximum potential, both intellectual and spiritual. The teacher education system should ensure adequate supply of such professional and trained teachers to teach and guide those who study in colleges and institutions of higher learning. As is the teacher, so is the nation. In fact, he is the top in the educational pyramid, being the most academically and professionally qualified person. He is the pivot around which all the educational programmes rotate, so far as their implementation is concerned.
He can bring constructive, productive and quality education in the society because it is under his charge that the destiny of our children is being placed.

1.4 Personal Values

One of the most celebrated thinkers on education, Mahatma Gandhi considers values as an inseparable component in the full flowering and development of the personality. For him, every value component is a typical way of life that distinguishes one human being from another. No one is born with values; values are acquired, learnt and developed. Individuals internalize values through the process of socialization. Values become the guiding force in one’s life and one’s endeavors. Preference and commitment for values determine the mission of an individual to achieve certain cherished goal in life. Values are enduring, and they facilitate standards that guide the conduct of human beings.

In recent years, there seems to be a crisis of values. Respect is a thing of past, honesty belongs to the ancient world. Therefore the growing need is felt to provide value education as it provides direction for personal, emotional, social, cultural, moral, and spiritual development.

The concept of values is not something which has suddenly emerged. Rather, its recognition has a long tradition. For centuries, a branch of philosophy known as axiology is concerned with personal values, primarily ethical, aesthetic and religious ones. It has been quite recent when organizational behaviour researchers have started taking interest in relating values to the organization because of their potential influence on behaviour and motivation. Values have been defined by different educationists, educators, sociologists,
writers, philosophers, and psychologists and others in their own ways. Some of these definitions are:

"The things in which people are interested, things they want to desire to be or become, feel as obligatory worship or enjoy", (The dictionary of Education 1959).

"An element of shared symbolic system, which serves a criterion or standard for selection among the alternatives of orientation, which are intrinsically open in a situation", (Parsons 1960)

"The ideas and beliefs which people cherish. These ideas contain or express the judgement, which people have, of the relative importance of things" (Cuber 1962)

"The ideals in the mind of men comparable to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships". (Zeleznik and David 1964)

"The integral part of personal philosophy of life, which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals and manner of thinking the principles by which we guide our behaviour and conduct our affairs". (Lehner and Kube 1967)

"Basic convictions that specific modes of conduct or end state of existence are personally or socially preferable to an opposite or converse mode of conduct or end state of existence". (Rokeach 1973)
"Fundamental beliefs that originate in and are maintained and changed by the individual learning experiences." (Albanese 1983)

"Values as basic beliefs about things that people think are important, and they are abstract ideals. These notions are however accurate but not quite adequate. They are accurate because their primary reference is to normative beliefs about importance, rightness, goodness and so on. They are inadequate because they are imprecise and do not differentiate values from several other terms." (Albanese and Fleet 1983)

It can be concluded from these definitions that values are socially acceptable behaviours or conceptions or standards by which things are approved or disapproved through the psychological processes of conditioning, learning, socialization and personal preferences.

1.5 Types of Personal Values

Sherry and Verma have classified personal values into ten categories. These have been described as under:

1) **Religious Value**: - To have faith in God, to make attempts to know God, to speak the truth, to worship God, to behave according to ethical code prescribed in religious books and so on.

2) **Social Value**: - To love all people, to have sympathy for them, to help them in times of need, to serve mankind, to sacrifice personal comforts for the good of others, to have faith in charity, to be kind to other and so on.
3) **Democratic Value**: - To respect individuality; to consider all equal; not to discriminate amongst people on the basis of sex, language, religion, caste, colour and family status; to strive for securing justice and so on.

4) **Aesthetic Value**: - To appreciate the beautiful objects in terms of proportion and harmony, to have a genuine liking for fine arts, such as arts, painting, drawing, sculpture, architecture, music; and so on; to have love for poetry; fine literature, decoration, neatness and system, so on.

5) **Economic Value**: - To have a liking for money, wealth and material gains; to desire to become rich; to like rich people and favour them; to consider rich people and nation and so on.

6) **Knowledge Value**: - To enjoy learning and principle of any activity; to pursue the sources of knowledge; to have a liking for truth and discovery of it; to work hard and gain more knowledge, to find out relationships and facts, to aspire to be known as a seeker of knowledge and virtue, and so on.

7) **Hedonistic Value**: - To like comforts, facilities and pleasure; to avoid, pain, troubles: to care much for the present. For a hedonist, the present is more important than the future. A man with hedonistic values indulges in pleasures of senses.

8) **Power Value**: - To have desire for more power, heights, and privilege, to try to gain the position of authority, rule and command; to gain and
maintain prestige; to expect respect, obedience, cooperation from others; and so on.

9) Family Prestige Value: - To believe in family position, to act to enhance the family status, to establish relations with the people of high prestige, to believe in the maintenance of the purity of family blood, to go by tradition, and so on.

10) Health Value: - To keep body fit, to carry out healthful activities, to perform normal duties elegantly, to carry forward self-preservation, to have faith in healthful living, to admire healthy people, to consider good physical health essential for the development and use of abilities and so on.

1.6 Teaching Attitude

Attitude is considered an important factor in teaching-learning process. So the study of attitude has been a very important area of research in social and educational psychology. The perception of objects and choice of friends, selection of information and such other behaviours of human beings are also determined by the attitude.

Attitude, like other such concepts can be defined in conceptual and operational terms. The conceptual definition of the attitude has been given in many ways by different authors. The term attitude was first used to denote, the sum total of a man’s inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic.
"Attitude is a generalized reaction for or against a specific psychological object. The object may be a person or a group, a kind of object, living thing, concept or values, events or situations, institutions." (Thurston 1929)

Allport (1958) defined attitudes as, "a mental and neutral state of readiness organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related."

Anastasi (1957) defines attitude as a tendency to react in a certain way towards designed class of stimuli. Generally when it is said that we have a certain attitude towards something or someone, is like a shorthand way of saying that we have feelings or thoughts of like or dislike (affect), trust or distrust (cognition), attraction or repulsion (behaviour) towards something or someone (Wittrock, 1986).

All these definitions point out to the underlying dimensions of favorability towards an object. In operational definition, the term 'attitude' is often used in a generic sense to refer to any report of what people think or feel or of the ways in which they intend to act.

Attitude has been held responsible for some good deeds and virtually all the evils of mankind. An attitude is a readiness to respond in such a way that behaviours are given a certain direction

Teacher being the main implementer of all educational policies, his attitude towards teaching gains importance. He should have positive feelings towards
new curricula, its philosophy and the rationale on which the approach is based. A positive change in attitude towards teaching is required for implementing the objectives and the rationale of the programme. Teacher is the most significant factor in influencing the quality of education and its contribution to national development. The whole hearted devotion to teaching is the primary requisite of any teacher. It is a truism that the attitude of the teacher towards teaching plays an important role in achieving the educational objectives. A teacher's attitude constitutes important conditions of successful teaching and learning. Positive attitude towards teaching contribute towards professional success and negative towards failure. It is quite logical to have positive attitude towards their job.

The success of education depends on the academic and professional preparation of the teacher. It requires inculcating desirable professional attitude in the teacher, the need of which is being realized by the educationists and educational planners in India. Performance of duties by a teacher depends to a great extent on his attitude and values. A positive and favourable attitude of the teacher makes his work easier, more satisfactory and professionally rewarding and thus may have a positive impact on the behaviour and achievement of his pupils. A negative and unfavourable attitude may give rise to poor achievement by his pupils.

It is believed that qualitative improvement is not keeping pace with quantitative expansion of education. To improve quality of education, right type of teachers need to be selected. There can be no significant innovation in education that does not have, as its center, the attitude of teachers towards
their profession. Whatever means may be adopted for improving education, nothing can be achieved if the attitude of the teacher concerned is not favourable towards it. It is the wrong attitude of the teacher, which along with some other internal factors that tends to make teacher mentally ill and thus effecting the pupils' achievement.

Anderson (1973) observed that morale of teacher is related to achievement of students. A teacher satisfied with his job is expected to have a positive attitude towards his profession and will have direct influence on the achievement of pupils.

The standard of education in India or in any other country depends above all other things, upon the interest, attitude and competence of teachers. In these days of mass education, which brings into our schools pupils of different needs, interests and abilities with different family and social backgrounds, it is the teacher's mental health that either raises or lowers the standards in teaching profession. Only a teacher having positive attitudes can go a long way in bringing about an all round development of the child. A teacher has to stimulate the children's spiritual, intellectual and physical faculties. Teachers who have unfavourable attitudes cannot be effective and efficient in guiding the all round growth and development of pupils.

Generally attitudes conclusive to high morale tend to be positive. It is true that the better the spirit of the teacher, the better the love for the school, and the better the tone, the better the discipline and higher the achievement. Hence the attitude of the teacher can be taken as the determinant of his success and effectiveness as measured by achievement of his pupils.
It is emphasized that values among teachers are deteriorating. In order to establish credit in the society, again, teachers have to play their role and perform their duties properly, for which their values and attitude can be of great help.

Having studied the role of teacher’s attitudes and values in the system of education, efforts now will be made to study the role of socio-economic status of the teacher in the academic achievement of the students.

1.7 Socio-Economic Status

Status is generally defined as standing, esteem or prestige. The esteem or prestige accorded by society to a profession is a difficult and intangible thing to measure. The status comprises of many parts- moral influence, profession freedom, and academic scholarship for economic security.

Social Status

A social person is one who confirms to the three criteria of social development. He should behave in approved manner, play the role which society prescribes for him and possesses favourable attributes towards people and social activities.

'Social Status', therefore, is an indication of one's position of respect, prestige and influence in the social structure. Social status systems are universal and may be found not only in all types of human groups, but among animals as well. Social status is commonly thought of as the position or place in a particular social system, which a certain individual occupies at a particular time with respect to particular system.
Economic Status

Economic status stratifies modern population according to the recent source of income, which is usually derived from a set of occupational activities, the ownership of property or both.

Economic factors play an important role in determining social status. According to Marx, K. (1933) “Social life in all aspects – intellectual, religious, political etc., has always been determined by economic factors only.” In economic factors, he includes a mode of production of material goods and their distribution. He asserts that ‘the mode of industry, the state of technology and the systems of distribution determine the nature of the life of an individual in a society.

Socio-economic status is the position that an individual or family occupies with difference to prevailing standard of culture possessions, effective income, material possessions and participation in group activity of the community. Socio-economic status is a cluster of factors including occupations, income and cultural future of the home. Socio-economic status would, therefore, be a ranking of individual and cultural possessions along with the degree of respect, power and influence he wields.

Wilson (1985) described Socio Economic Status as a classification of individual, household or family according to occupation, income, education or some other indicators of social status.
According to Chapins (1928) thus ‘Socio-Economic Status’ is obviously a blending of the two as enumerated earlier. Though neither of the two can exist without the other yet they are distinctively different. ‘Socio-Economic Status’ appears to be the resultant of the position of an individual in a society by virtue of complex fusion of both of them, which often do not run parallel to each other in their own areas. This intermingling takes place in an undefined and curious manner eventually to present an indicator to ‘Socio-Economic Status’

The blended complex of two status in terms of ‘socio-economic status’ as such remains a highly important concept and is usually measured in terms of occupation of father, education of father, income, social caste and class, material possession, land, farm, power and family, residential address, reading matters, quantity of clothes, amount of social participation, number of servants and family reputation.

Thus, it is clear that ‘socio-economic status’ is a very important concept, which affects the individual’s personality in many ways.

1.8 Dimensions of Socio-Economic Status

There are six main dimensions of socio-economic status:

a) Vocation

The status a vocation gives is in turn determined by the significance of the work being done, the power and responsibility exercised capacities, training, skills and experiences required prestige and dignity attached to the vocation, pay or income received.
b) Income and Wealth

Income is closely related to vocation, whereas wealth is also shown in one’s non-job income and material possessions.

c) Home and Location

The home of each class tends to be clustered together; so the home and its location reflect a person’s socio-economic status.

d) Education

The amount of education a person has is a status factor in itself.

e) Association and Activities

It is also indicated by the degree and intimacy of a person’s association with people of prestige and power.

f) Culture

The cultures of social groups in our society are very clearly marked out into two divisions - rural and urban, because of differences in educational and economic levels of the two. The distinction is accentuated on account of lack of coordination between the rural and urban areas. Some of the main differences in the cultural settings, i.e. rural and urban areas are given below:

i) Religion

There is a wide difference in the degree of acceptance of religion in two cultural settings. Persons of rural area are more religious
minded than a person of urban area. Urban area persons are generally liberal.

ii) Customs
Persons belonging to rural areas are more customs ridden than persons belonging to urban areas.

iii) Belief
People living in urban area and people living in rural area have clearly distinct beliefs in various areas of their life.

iv) Mode of Living
Urban persons are more westernized than their rural counterparts.

v) Mode of Commuting
The difference in mode of transport for commuting is also quite distinct.

vi) Types of Houses
Houses in rural area are very simple as compared to urban area.

vii) Material Possession
The difference in material possession of the two groups is because of the difference in mode of living and range of income.

1.9 Significance of the Study

For the proper development of a nation, it is essential that educational system must be well organized. Teacher plays a pivotal role in the educational system and helps in the formulation of the habits, attitudes and other qualities among
the students. When we cast our glance over the present teachers, it can easily be inferred that they are not capable of shouldering the responsibilities assigned to them. This is the main reason that the plans of our educational reconstruction are not properly executed. Our government through various educational policies in the past has tried to give new shape to our educational system. But in reality, the entire policies are confined to papers only and have not properly been executed in our schools and colleges. The main reason behind this is that our teachers are not ready to accept this change.

Keeping in view the importance of attitudes, values and socio-economic status of teachers in the educational reconstruction, the investigator has selected this topic for the study and there is no doubt that it will be of immense importance to all those who are working in the field of educational research. Furthermore, the educational administrators will also be benefited with the findings, as they get to know the values and attitudes which are directly related to the students' performance. The scale developed by the investigator can prove a useful instrument for knowing the socio-economic status of students. Hence the investigator thought it worth to study personal values, teaching attitudes and socio-economic status of teacher trainees.
1.10 Statement of the Problem

An Investigation into the Relationship between Personal Values, Teaching Attitude and Socio-Economic Status of Teacher Trainees.

1.11 Operational definition of key terms

Personal Values are abstract ideals and basic beliefs about things that people think are important. These notions are however accurate but not quite adequate. They are accurate because their primary reference is to normative beliefs about importance, rightness, goodness and so on. They are inadequate because they are imprecise and do not differentiate values from several other terms.

Teaching Attitude expresses favourability or unfavourability towards teaching.

Socio-Economic Status is the position that an individual or family occupies with difference to prevailing standard of effective income, material possessions and participation in group activity of the community.

1.12 Objectives

The following were the objectives of the study:

i. To develop and standardize the tool to measure the socio-economic status of teacher trainees.

ii. To study the relationship between overall teaching attitude and socio-economic status of teacher trainees.
iii. To study the relationship between personal values and socio-economic status of teacher trainees.

iv. To study the relationship between personal values and teaching attitude of all the teacher trainees.

v. To study the relationship between personal values and the three levels of socio-economic status of all the teacher trainees.

vi. To study the relationship between personal values and three levels of socio-economic status of B.Ed. teacher trainees.

vii. To study the relationship between personal values and three levels of socio-economic status of DIET teacher trainees.

viii. To study the relationship between personal values and three levels of socio-economic status of male teacher trainees.

ix. To study the relationship between personal values and three levels of socio-economic status of female teacher trainees.

x. To study the relationship between teaching attitude and all the three levels of socio-economic status.

xi. To study the relationship between teaching attitude and all the three levels of socio-economic status of B.Ed. teacher trainees.

xii. To study the relationship between teaching attitude and all the three levels of socio-economic status of DIET teacher trainees.
xiii. To study the relationship between teaching attitude and all the three levels of socio-economic status of male teacher trainees.

xiv. To study the relationship between teaching attitude and all the three levels of socio-economic status of female teacher trainees.

xv. To study the difference in personal values, if any between the male and female teacher trainees.

xvi. To study the difference in personal values if any between the B.Ed. and DIET teacher trainees.

xvii. To study the difference in personal values if any between the male and female teacher trainees of B.Ed.

xviii. To study the difference in personal values if any between the male and female teacher trainees of DIET.

xix. To study the difference in teaching attitude if any between male and female teacher trainees.

xx. To study the difference in teaching attitude if any between B.Ed. and DIET teacher trainees.

xxi. To study the difference in teaching attitude if any between male and female teacher trainees of B.Ed.

xxii. To study the difference in teaching attitude if any between male and female teacher trainees of DIET.
xxiii. To study the difference in personal values of teacher trainees if any due to their socio-economic status.

xxiv. To study the difference in attitudes towards teaching if any due to their socio-economic status.

1.13 Hypotheses

Hypothesis is a presumptive statement of a proposition or a reasonable guess, based upon the available evidence, which the researcher seeks to prove. A research or substantive hypothesis must be stated in a testable form for its proper evaluation. As already stressed this form should indicate a relationship between the variables in clear, concise and understandable manner. In null form, the researcher makes a statement that no relationship exists.

The following were the hypotheses of the study.

i. There is no significant relationship between overall teaching attitude and socio-economic status of teacher trainees.

ii. There is no significant relationship between personal values and socio-economic status of teacher trainees.

iii. There is no significant relationship between personal values and teaching attitude of all the teacher trainees.

iv. There is no significant relationship between personal values and the three levels of socio-economic status of all the teacher trainees.
There is no significant relationship between personal values and the low socio-economic status of teacher trainees.

There is no significant relationship between personal values and the average socio-economic status of teacher trainees.

There is no significant relationship between personal values and the high socio-economic status of teacher trainees.

(v) There is no significant relationship between personal values and three levels of socio-economic status of B.Ed. teacher trainees

• There is no significant relationship between personal values and the low socio-economic status of B.Ed. teacher trainees.

• There is no significant relationship between personal values and the average socio-economic status of B.Ed. teacher trainees.

• There is no significant relationship between personal values and the high socio-economic status of B.Ed. teacher trainees.

(vi). There is no significant relationship between personal values and three levels of socio-economic status of DIET teacher trainees.

• There is no significant relationship between personal values and the low socio-economic status of DIET teacher trainees.

• There is no significant relationship between personal values and the average socio-economic status of DIET teacher trainees.
The Theoretical Orientation of the Study

- There is no significant relationship between personal values and the high socio-economic status of DIET teacher trainees.

(vii) There is no significant relationship between personal values and three levels of socio-economic status of male teacher trainees.

- There is no significant relationship between personal values and the low socio-economic status of male teacher trainees.

- There is no significant relationship between personal values and the average socio-economic status of male teacher trainees.

- There is no significant relationship between personal values and the high socio-economic status of male teacher trainees.

(viii). There is no significant relationship between personal values and three levels of socio-economic status of female teacher trainees.

- There is no significant relationship between personal values and the low socio-economic status of female teacher trainees.

- There is no significant relationship between personal values and the average socio-economic status of female teacher trainees.

- There is no significant relationship between personal values and the high socio-economic status of female teacher trainees.

(ix) There is no significant relationship between teaching attitude and all the three levels of socio-economic status.
- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of teacher trainees.

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of teacher trainees.

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of teacher trainees.

(x) There is no significant relationship between teaching attitude of B.Ed. teacher trainees and all the three levels of socio-economic status.

- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of B.Ed. teacher trainees.

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of B.Ed. teacher trainees.

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of B.Ed. teacher trainees.

(xi). There is no significant relationship between teaching attitude of DIET teacher trainees and all the three levels of socio-economic status.

- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of DIET teacher trainees.
• There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of DIET teacher trainees.

• There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of DIET teacher trainees.

(xii) There is no significant relationship between teaching attitude of male teacher trainees and all the three levels of socio-economic status.

• There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of male teacher trainees.

• There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of male teacher trainees.

• There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of male teacher trainees.

(xiii) There is no significant relationship between teaching attitude of female teacher trainees and all the three levels of socio-economic status.

• There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of female teacher trainees.
- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of female teacher trainees.

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of female teacher trainees.

(xiv) There is no significant difference in personal values between the male and female teacher trainees.

(xv) There is no significant difference in personal values between the B.Ed. and DIET teacher trainees.

(xvi) There is no significant difference in personal values between the male and female teacher trainees of B.Ed.

(xvii) There is no significant difference in personal values between the male and female teacher trainees of DIET.

(xviii) There is no significant difference in teaching attitude between male and female teacher trainees.

(xix) There is no significant difference in teaching attitude between B.Ed. and DIET teacher trainees.

(xx) There is no significant difference in teaching attitude between male and female teacher trainees of B.Ed.
(xxi). There is no significant difference in teaching attitude between male and female teacher trainees of DIET.

(xxii) There is no significance difference in personal values of teacher trainees due to their socio-economic status.

(xxiii) There is no significant difference in attitudes towards teaching due to their socio-economic status.

1.14 Delimitations of the Study

Delimitation of the problem means specifying as to what of the problem is to be done and what of the same is not to be done. It is like putting a fence around it, to separate it by careful distinction from like questions. It is the restrictions that researcher imposes in order to narrow the scope of a study. When the problem is delimited to specified and exact aspects, the researcher is on surer grounds; he gets fully acquainted with the scope of the problem. Keeping in view the limited resources, limited finances, time, capacity and energies, the investigator has delimitated the present problem as follows:

> Student-teachers of only pre-service teacher education institutes have been taken as a sample under this study.

> A limited sample of 600 teacher trainees has been drawn for this study.

> Only one university offering pre-service teacher education programme in Delhi has been taken up for the study i.e. Guru Gobind Singh Indraprastha University.
Teacher trainees from DIETs under SCERT from Delhi only have been taken up for this study.

Confined to the following tools:

- Personal Values Questionnaire by G. P. Sherry and R. P. Verma (1980)
- Teacher Attitude Inventory by Dr. S.P. Ahluwalia (1978)
- Socio-Economic Status Scale prepared by the Investigator.
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