



Self Concept, Attitude Towards English Teaching and Teaching Competence of Secondary Grade Teacher Training Student Teachers

KEYWORDS

self-concept, attitude, language competence, teaching competence

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ABSTRACT *The main objectives of the study are to find out the level of self-concept, attitude towards English teaching, language competence and teaching competence, significant difference between self-concept and attitude towards English teaching with regard to gender and relationship between teaching competence and language competence. Normative survey method was employed. The sample comprised of 1014 teacher trainees studying D.El. Ed., in DIET and TTIs in Tirunelveli. The tools used are SDSCQ, SDATETS, SDELCT, SDGLCS and SDTCOS developed and validated by D. Shanthi and Dr. S.P. Denisia. The data was analysed statistically by using mean, standard deviation, 't' test and Pearson's Product Moment Correlation. The findings revealed that the levels are average. The female are better than male in emotional, moral and self-concept in total. There is no significant difference between male and female in their attitude towards English teaching and there exists a positive correlation between language competence and teaching competence.*

INTRODUCTION

It is widely accepted that an important predictor of success in a foreign language is student's self-concept, attitude towards English teaching, language competence and teaching competence. In English as a Second Language contexts, secondary grade teacher training student teachers who consider the learning and teaching of English as a positive and rewarding experience are less likely to suffer from foreign language negative self-concept, negative attitude towards English teaching, poor language competence and poor teaching competence. By contrast, they usually have higher levels of self-concept, positive attitude towards English teaching, high language competence and high teaching competence. They are motivated and willing to participate in all the activities connected with the teaching learning process.

NEED AND SIGNIFICANCE OF THE STUDY

Schools and school teachers need to serve as crucial agents for bringing about desirable changes in the system. Their fundamental concern and moral responsibility should be to gear all activities of the school towards building a knowledgeable learning society with an inbuilt quality of life. For this, they have to possess self-concept, attitude, interest, aptitude, values and competencies befitting the teaching profession to ensure fulfillment of their expected role. The investigators thought that it is necessary to study the language competence in order to study the teaching competence. As language competence is integrated with teaching competence and can't be separated from each other. So a study on language competence is also included in this study. Teacher Training Institutions providing training to student teachers are at this juncture confronted with the following questions for researchers to investigate.

1. Do the secondary grade teacher training student teachers have self-concept, attitude towards English teaching, language competence and teaching competence of the same gravity as is expected of them?
2. What are the attitudes of secondary grade teacher training student teachers towards the teaching of English?

3. Are there any differences between the male and female secondary grade teacher training student teachers in terms of self-concept and attitude towards English teaching?
4. Is there any relationship between their language competence and teaching competence?

To find solutions to such questions, it may be worth examining what is what or how is one related to the other through empirical validation. Thus this kind of study is needed to be undertaken to study on self-concept, attitude towards English teaching, language competence and teaching competence of secondary grade teacher training student teachers.

Self-Concept

The positive self-concept is an important determinant of success in any educational system. Wollfolk (1987) Self-Concept refers to composite ideas, feelings and attitudes people have about themselves. It is an individual's attempt to explain himself to build a scheme that organizes his impressions, feelings and attitude about himself.

Attitude towards English Teaching

Attitude is the feeling or opinion about someone or something; the way of behaving that is caused by this. Attitude towards English teaching refers to the feeling or opinion one has about English teaching. It is the way of behaving that is caused by one's attitude towards teaching English. It may be a favourable or unfavourable attitude towards English teaching.

Language Competence

The free dictionary defines Language Competence as the ability to perform the four language skills namely listening, speaking, reading and writing well or effectively.

Teaching Competence

Teaching competence are the skills, knowledge and values which are required for the teacher trainees to become competent teachers.

OBJECTIVES

1. To find out the level of self-concept, attitude towards English teaching, language competence and teaching competence of secondary grade teacher training student teachers.
2. To find out whether there is any significant difference between self-concept of secondary grade teacher training student teachers with regard to gender.
3. To find out whether there is any significant difference between attitude towards teaching English of secondary grade teacher training student teachers with regard to gender.
4. To study the relationship between teaching competence and language competence of secondary grade teacher training student teachers.

NULL HYPOTHESES

1. There is no significant difference between self-concept of secondary grade teacher training student teachers with regard to gender.
2. There is no significant difference between attitude towards teaching English of secondary grade teacher training student teachers with regard to gender.
3. There is no significant inter correlation between teaching competence and language competence of secondary grade teacher training student teachers.

METHODOLOGY**a) Method**

The investigator employed the normative survey method for the present investigation

b) Sample

A sample is a representative group of people chosen from a larger population.

The investigator has used the simple random sampling technique. The sample for the present study constitutes 1014 secondary grade teacher training student teachers studying in First and Second Year D. El. Ed., course in DIET and TTIs in Tirunelveli district of Tamil Nadu.

c) Tools

The following tools developed and validated by D. Shanthi and Dr. S.P. Denisia has been used to collect data.

1. Shanthi D & Denisia S.P. Self-concept Questionnaire (SDSCQ) (Social Self-concept, Emotional Self-Concept, Intellectual Self-Concept and Moral Self-Concept).
2. Shanthi D & Denisia S.P. Attitude Towards English Teaching Scale (SDATETS) (Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching).
3. Shanthi D & Denisia S.P. English Language Competence Test (SDELCT) (Oral Competence (Speech). Reading Competence (Loud Reading) and Writing Competence (Mechanical))
4. Shanthi D & Denisia S.P. General Teacher Language Competence Scale (SDGLCS) (Oral Competence (Speech). Reading Competence (Loud Reading) and Writing Competence (Mechanical))
5. Shanthi D & Denisia S.P. (Teacher Competence Observation Scale (SDTCOS) (Planning, Presentation, Evaluation, Closing and Managerial).
6. The Personal Data Form to collect information about the background variables.

STATISTICAL TECHNIQUES USED

The mean, standard deviation, 't' test, Pearson's Product Moment Correlation were used for analyzing the data.

FINDINGS

To find out the level of self concept, attitude towards English teaching, language competence and teaching competence of secondary grade teacher training student teachers.

TABLE 1**THE LEVELS OF SELF-CONCEPT, ATTITUDE TOWARDS ENGLISH TEACHING, LANGUAGE COMPETENCE AND TEACHING COMPETENCE OF SECONDARY GRADE TEACHER TRAINING STUDENT TEACHERS**

Variables	Level	Frequency	Percentage
Self-Concept	High	78	23.9
	Average	832	152.0
	Low	104	24.1
Attitude Towards English Teaching	High	170	32.9
	Average	707	137.3
	Low	137	29.8
Language Competence	High	106	16.7
	Average	780	157.9
	Low	128	25.4
Teaching Competence	High	84	20.4
	Average	813	156.1
	Low	117	23.5

It is evident from Table 1 that for the variable self-concept 152% of the student teachers have average level of self-concept whereas the percentages of low and high self-concept student teachers were found to be almost the same. It is also observed that around 137.3% of student teachers have average attitude towards English teaching, 29.8% of the student teachers have low level and 32.9% student teachers have high level of attitude towards English teaching. In case of language competence 157.9% student teachers have average level of language competence, 25.4% have low level and 16.7 % of student teachers have high level of language competence. It is seen that 156.1% of student teachers have average level of teaching competence, 23.5% have low level and 20.4% of student teachers have high level of teaching competence. The reason may be that the secondary grade student teachers involve themselves in classroom activities at an average level. So the level of self-concept, attitude towards English teaching, language competence and teaching competence are average.

FINDINGS

There is no significant difference between male and female secondary grade teacher training student teachers in their self-concept in total and its dimensions.

TABLE 2
DIFFERENCE BETWEEN MALE AND FEMALE
SECONDARY GRADE TEACHER TRAINING STUDENT TEACHERS
IN THEIR SELF-CONCEPT AND ITS DIMENSIONS

Dimension	Male (n=125)		Female (n=889)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Social Self-Concept	27.40	7.32	28.62	5.88	1.798	NS
Emotional Self-Concept	33.09	6.34	34.31	5.92	2.025	S
Intellectual Self-Concept	37.48	5.97	8.56	9.18	1.766	NS
Moral Self-Concept	33.35	6.72	34.77	9.04	2.115	S
Self-Concept in Total	131.32	19.85	136.28	22.73	2.567	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from Table 2 that there is no significant difference between male and female secondary grade teacher training student teachers in the dimensions social self-concept and intellectual self-concept but there is significant difference between male and female secondary grade teacher training student teachers in emotional self-concept, moral self-concept and self-concept in total.

While comparing the mean scores, it is found that female secondary grade teacher training student teachers (m=34.31, 34.77 and 136.28) are better than the male secondary grade teacher training student teachers (m=6.34,

6.72 and 19.85) in emotional self-concept, moral self-concept and self-concept in total. This may be due to the fact that the female secondary grade teacher training student teachers when compared with the male are much more interested in taking part in all the activities and are more influenced by the peer group also.

FINDINGS

There is no significant difference between male and female secondary grade teacher training student teachers in their attitude towards English teaching in total and its dimensions.

TABLE 3
DIFFERENCE BETWEEN MALE AND FEMALE
SECONDARY GRADE TEACHER TRAINING STUDENT TEACHERS IN THEIR
ATTITUDE TOWARDS ENGLISH TEACHING AND ITS DIMENSIONS

Dimension	Male (n=125)		Female (n=889)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Commitment to Teaching	31.96	7.99	31.33	6.95	.830	NS
Skill Competence	55.41	16.28	53.44	13.24	1.291	NS
Subject Knowledge	23.76	8.21	23.40	7.84	.451	NS
Readiness to Technological Change	23.32	8.06	23.43	7.61	.142	NS
Professional Excellence	20.34	6.82	20.40	6.69	.101	NS
Learner Based Teaching	41.34	15.01	40.92	13.29	.293	NS
Attitude towards English Teaching in total	196.15	56.69	192.96	8.66	.597	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from Table 3 that there is no significant difference between male and female secondary grade teacher training student teachers in their attitude towards English teaching in total and its dimensions commitment to teaching, skill competence, subject knowledge, readiness to technological change, professional excellence and learner based teaching.

FINDINGS

There is no significant relationship between language competence and teaching competence of secondary grade teacher training student teachers.

TABLE 4
RELATIONSHIP BETWEEN LANGUAGE COMPETENCE AND
TEACHING COMPETENCE OF SECONDARY GRADE
TEACHER TRAINING STUDENT TEACHERS

Dimension	Calculated 'r' value	Remark
Oral Competence	.546	S
Reading Competence	.440	S
Writing Competence	.406	S
Language Competence in total	.547	S

(At 5% level of significance for df 1012 the table value of 'r' is 0.062)

(At 1% level of significance for df 1012 the table value of 'r' is 0.081)

It is inferred from Table 4 that there is significant relationship between language competence in total and its dimensions oral competence, reading competence, writing competence and teaching competence of secondary grade teacher training student teachers. The calculated 'r' values (.546, .440, .406, .547) are greater than the table value of 'r' (0.062 and 0.081) Hence the null hypothesis is rejected. There is positive correlation between language competence and teaching competence of secondary grade teacher training student teachers. Language competence has high positive relationship with teaching competence. The secondary grade teacher training student teachers can express their views in speaking and writing. They are exposed to the habit of reading in the library.

CONCLUSION

The present investigation clearly indicates that there is significant relationship between language competence and teaching competence of secondary grade teacher training student teachers. Language lab can be established in every DIET and TTIs to develop the language competence of the secondary grade teacher training student teachers. The problems faced by them in listening, speaking, reading and writing skills can be solved by effective classroom teaching learning process. An efficient secondary grade teacher training student teacher has to possess positive self-concept, right attitude towards English teaching, excellent language competence and high teaching competence so as to become an efficient teacher for the future generation.

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