Original Research Paper

Education

SELFCONCEPT AS A DETERMINANT OF CLASS ROOM PERFORMANCE OF PROSPECTIVE TEACHERS AT SECONDARY LEVEL

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ABSTRACT The main purpose of the study is to find out the relationship between selfconcept and classroom performance of prospective teachers at secondary level. It also try to find out whether there exists significant difference in the self concept and classroom performance of prospective teachers with respect to their optional subjects. Investigator used normative survey method for the study.The result showed that reveal that prospective teachers at secondary level have different levels of self concept and classroom performance via; high, average, and low. Findings of correlation revealed a positive correlation between self concept and classroom performance for the total sample and also for sub sample based on optional subjects (English, Natural science, Physical science, Natural science). It is also revealed there is a significance difference in Classroom performance of prospective teachers with respect to high, average, and low levels of self concept.

KEYWORDS : Self concept, Classroom performance, Prospectives secondary school teachers

The self concept as the self structure may be thought of an organized configuration of perceptions of the self which are admissible to awareness..The self concept consists of an organized conceptual pattern of the' I' and the' me' together with values attached to those concepts. The self concept on the other hand includes only those perceptions about self which seems most vital or important to the individual himself. The self concept of an individual deeply affects not only his relationship to himself, but his relation to other people and the world at large . Positive self concept is required for healthy adjustment. Self concept develops gradually since the early childhood due to the interaction between child and his total environment.

Student teaching rooted in the utilitarian tradition of internship is now a widely accepted functional component of teacher education. The success of all our educational efforts depends ultimately on the selected recruitment and training of teachers. Performance may be considered as a totalistic expression of behavior . Individuals often act in terms of a 'point of view' that they have an outlook or perspective towards the problem facing them. Performance is the state of mental and emotional readiness to react to situations, persons or things in a manner in harmony with a habitual pattern to response previously continued to, or associated with the stimuli. Recent researches suggest impartially, calmness, consistency, sociability, intelligence, willingness to adapt to classroom situations, objectivity, resourcefulness and interest in teaching as the characteristics of a good teacher. If a teacher satisfies all the qualities he becomes the key store to the future prosperity of the society. The measure of success however ultimately depends on the quality of educational services that one can provide for our people.

NEED AND SIGNIFICANCE
If an individual has to become an effective teacher he must have a proper self concept. There is a growing realization that all educational progress depends ultimately on the quality of a teacher. It is understood that without good teacher even the best system of education bound to fail and with good teachers even the defects of a system can be largely overcome. Thus the success of the educational system of a country depends upon the quality of teachers and their performance to work which in turn depends on self concept of teachers to a great extent. The performance of prospective teachers towards their profession may shape the students into good teacher."Teaching is sometimes referred to as mother of professions". It requires some specialized qualities. This point out the need for the assessment of performance of prospective teachers towards their profession in the real class room situation.

With the extension of school education and pupil's enrolment, the demand for teachers has greatly increased. In this context performance of prospective teachers towards the teaching profession and self concept of prospective teachers deserve special attention. Therefore, it is suggested that at the time of teacher training, student teachers should be given opportunity for the right performance of prospective teachers towards the teaching profession. In an academic setting the individual responses in terms of characteristic modes of perception. He will attempt to maintain, protect and extent his self concept. The study would be helpful to adopt methods, techniques and activities in the training programmes that facilitate the extension of the performance of prospective teachers towards is teaching profession and self concept of prospective teachers . So this study which is an attempt to study the self concept of prospective teachers and their performance in real classroom situation becomes significant . This study on self concept and classroom performance of student teachers guide the society to realize the reality and importance of practice and healthy self concept for effective and efficient learning.

STATEMENT OF THE PROBLEM
The study is entitled as

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OBJECTIVES OF THE STUDY
1. To find out whether there exist significant relationship between classroom performance and self concept of prospective teachers at secondary level in total sample and subsample based on their optional subject.
2. To find out whether there exist significant difference in the self concept and classroom performance of prospective teachers in total sample.
3. To find out whether there exist significant difference in the classroom performance of prospective teachers at secondary level with respect to the level of self concept

HYPOTHESES OF THE STUDY
1. There exist significant relationship between classroom performance and self concept of prospective teachers at secondary level in total sample and subsample based on their optional subject.
2. There exists a significant difference in self concept and class room performance of prospective teachers in total sample.
3. There exists significant difference in the classroom performance of prospective teachers at secondary level with respect to the level of self concept.

METHOD USED
Normative survey method.

POPULATION
The study is conducted on the population of prospective teachers at secondary level in Kerala.

SAMPLE
The present study conducted on the representative sample of 400 prospective teachers at secondary level of Thrissur and Palakkad district in kerala.

ANALYSIS AND INTERPRETATION

Hypothesis -1 There exists significant relationship between Classroom performance and Self concept of prospective teachers at secondary level with respects to total sample and subsamples based on optional subject.

The investigator selected four optional subject for the study namely; English, Natural science, Physical science, Social science.The coefficient of correlation between classroom performance and self concept of prospective teachers with respect to total sample and subsample based on optional subjects are given below.

Table -1

Critical ratio of coefficient of correlation between Self concept and classroom performance of prospective teachers with respect total sample and sub sample based on optional Subject

Variables	Optional subject	N	R	t-value	Level of significance	Comment
Self concept	Total Sample	400	0.586	3.35	0.01	significant
Classroom performance	English	100	0.3842	2.99	0.001	significant
	Social science	100	0.3257	2.76	0.001	significant
	Physical science	100	0.1652	0.563	0.005	Not significant
	Natural science	100	0.8685	2.997	0.001	significant

The table -1 reveals that positive value of 'r' is found to be 0.586 indicates that any increase in the value of self concept will result in an increase in the value of classroom performance. Since the t-value obtained (3.35) is greater than 2.58 required for significance at 0.01 level, the' r' is found to be significant.

For the sub sample English. Social science, and natural science the correlation between self concept and classroom performance among prospective teachers at secondary level is found to be 0 .3842, 0-3257, and 0.8685 respectively.This shows that there is a positive relationship between these two variables

It was also reveals that for the sub sample physical science optional the correlation between self concept and classroom performance among prospective teachers at secondary level is found to be 0 .1652. Thus there exists no significant relationship between Self concept and class room performance of prospective teachers with respect to physical science option.

Hypothesis 2.There exists a significant difference in self concept and class room performance of prospective teachers in total sample.

Two tailed test of significance was used to test the significant difference between mean scores of self concept and classroom performance of prospective secondary school teachers. The mean scores and standard deviation scores were analyzed and the critical ratio was found out and was presented in table -2.

Table -2 Comparison of mean scores of self concept and classroom performance of prospective teachers in total sample.

Variables	N	M	S.D	t-Value.	Level of significance	Comment.
Self concept	400	138.46	18.42	3.46	0.01	Significant
Class room performance	400	119.23	13.45			

DISCUSSION OF RESULTS

The table-2 shows that there exist significant difference in the Self concept and Classroom performances among total sample of prospective teachers in total sample. The calculated t value is greater than the table value for the significance at the level of 0.01. This means that there is a significance difference in the Self concept and Classroom performance among total sample of prospective teachers

Hypothesis -3 There exists significant difference in the classroom performance of prospective teachers at secondary level with respect to the level of self concept.

Data and result of comparison of mean score of classroom performances of prospective teachers with respect to different levels of self concept are given below. Analysis and interpretation of data are presented in the following sub section.

Table-3

Types	N	M of C.P.	S.D	t- value	comment
High	110	8.48	1.18	2.64	Significant
Average	210	8.65	2.24		
High	120	8.96	2.51	4.27	Significant
Low	132	8.32	2.04		
Average	132	8.78	5.64	5.39	Significant
Low	148	8.32	4.21		

Table- 3 shows that the Classroom performance of prospective teachers with respect to high and average and low levels of self concept differs significantly. The calculated t value is greater than the table value for the significance at the level of 0.01. This means that there is a significance difference in Classroom performance of prospective teachers with respect to high , average and low levels of self concept.

EDUCATIONAL IMPLICATIONS

In the emerging new trends in the field of teacher education the need for developing proper self concept among prospective teachers is of prime importance. Since teachers play a significant role in molding tomorrow's citizens their upliftment in all areas is important especially in classroom performance. So the present study will help the authorities to know more about how self concept and classroom performance are correlated and to make the necessary steps for their improvement in all aspects. The study will help to make awareness among teacher educators about the need for improving self concept of prospective teachers that enhances their classroom performance. The study points out that the need for strategies and techniques in education so as to develop proper self concept and classroom performance among prospective teachers. Curriculum revising committees and policy makers should include activities to create confidence and self concept which leads to better classroom performance among prospective teachers

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