



ORIGINAL RESEARCH PAPER

Education

SELF CONCEPT AND TEACHING COMPETENCY OF ELEMENTARY TEACHER TRAINING STUDENTS

KEY WORDS: Self concept and Teaching competency

Dr R Jeyanthi

Assistant Professor Department of Education Gandhigram Rural Institute – Deemed University, Gandhigram, Tamilnadu – 624 302

ABSTRACT The self concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, goals and roles. Teaching competency is a complex activity. Self concept is one of the influencing factors for teachers' teaching competencies. The present study aims to study the relationship between self concept and teaching competency of the D.El.Ed training students. The investigator selected 200 D.El.Ed training students in Dindigul district. Self concept scale and Teaching competency scale were used to collect data. The major finding of the study is the relationship between the self concept and teaching competency is in moderate level.

Introduction

Psychologists describe self concept, as consisting of self, individual's perception of self, individual's perception of self in relation to others and individual's perception of the environment (Rogers 1951). The self concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, goals and roles. Beginning with infancy children acquire and organize information about them as a way to enable them to understand the relation between the self, and their social world. This development process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. Self concept means individual evaluation about him or her. It greatly influences the individual's characteristic behavior, self concept is the dominant element in the personality pattern and it governs the individual's reaction to people and situations. It also includes the tangible properties of the person and covers beliefs, convictions, values and choices. Perception, evaluation and attitudes, influence the behavior in any setting including a learning situations. The self concept of the child develops gradually through its own action and reaction in the family, the school, peer groups and society. Self concept of a person in considered as an important parameter is the context of learning it facilitates understanding a person and motivating him/her to improve his/her perform in learning. Teachers are role model to the students; students initiate the behavior of the teachers. As the present (D.El.Ed) Diploma in Teacher Education trainees are responsible for all round development of the students in future.

Need for the Study

An individual's personality lies in his perception of himself and his perception of others about him. These perceptions are forged by our past experiences and they determine our behavior towards others. The self consist of all the ideas, perceptions and values that deal with 'I' me. It induces the awareness of what 'I am' and what 'I can do'. This perceived self in turn influences both the person's perception of the world and his behavior. The most significant single distinguishing characteristic of a person in good mental health is his favorable self concept. In other words the manner in which he regards himself may have a greater bearing on his adjustment and behavior. Teaching is noble profession. The teacher trainees should have good self concept, matured thinking and good personality. Due to this the investigator tries to measure the level of self concept of teacher trainees in Dindigul district.

Objectives

1. To find out the significant difference in self concept of the D.El.Ed trainees in terms of their gender, community, locality and the subject studied in H.Sc level.
2. To find out the level of relationship between self concept and teaching competency among D.El.Ed trainees in terms of their gender, community, locality and the subject studied in H.Sc level.

Sample

The investigator selected purposeful sampling of 200 D.El.Ed teacher trainees in Dindigul district.

Tool

1. The investigator constructed Self Concept Questionnaire. It has 48 items with five alternative responses (Strongly Agree, Agree, Not Decided, Disagree and Strongly Disagree) for each item. The scoring procedure for positive items was 4, 3, 2, 1, 0 and reverse for negatives items. The maximum score is 192 and minimum is zero. Reliability of the tool was obtained by using test retest technique and reliability of the tool is 0.87
2. Teaching Competency Assessment Scale – Developed by SCERT, Tamilnadu

Statistical technique

Mean, Standard Deviation and t test were used to testing the hypotheses.

Result and Discussions

Table 1 : Mean, SD and level of self concept of D.El.Ed teacher trainees

Sample	N	Mean	SD	Level of Self Concept
Whole	200	158.78	30.16	Moderate
Boys	100	158.26	30.36	Moderate
Girls	100	159.33	31.67	Moderate
SC	118	145.87	27.84	Moderate
Non-SC	82	146.29	29.32	Moderate
Rural	124	167.25	27.92	Moderate
Urban	76	157.92	32.88	Moderate
Science	100	144.27	25.69	Moderate
Arts	50	134.81	24.86	Moderate
Vocational	50	134.94	23.67	Moderate

Table 2 : Significant difference in self concept of the D.El.Ed trainees in terms of their gender, community, locality and the subject studied in H.Sc level

Variables	Sub-groups	N	Mean	SD	t value	Level of Significance
Gender	Boys	100	158.26	30.36	0.24	NS
	Girls	100	159.33	31.67		
Community	SC	118	145.87	27.84	0.109	NS
	Non-SC	82	146.29	29.32		
Location	Rural	124	167.25	27.92	2.05	0.05
	Urban	76	157.92	32.88		
Group Studied in H.Sc level	Science	100	144.27	25.69	2.17	0.05
	Arts	50	134.81	24.86		
Group Studied in H.Sc level	Science	100	144.27	25.69	2.21	0.05
	Vocational	50	134.94	23.67		
Group Studied in H.Sc level	Arts	50	134.81	24.86	0.02	NS
	Vocational	50	134.94	23.67		

Table 3 : Relationship between self concept and teaching competency among D.El.Ed trainees in terms of their gender, community, locality and the subject studied in H.Sc level.

Group	Variables	N	r	Relationship
Whole	Self concept Vs Teaching Competency	200	+0.589	Moderate
Boys	Self concept Vs Teaching Competency	100	+0.572	Moderate
Girls	Self concept Vs Teaching Competency	100	+0.518	Moderate
SC	Self concept Vs Teaching Competency	118	+0.568	Moderate
Non-SC	Self concept Vs Teaching Competency	82	+0.449	Moderate
Rural	Self concept Vs Teaching Competency	124	+0.412	Moderate
Urban	Self concept Vs Teaching Competency	76	+0.566	Moderate
Science	Self concept Vs Teaching Competency	100	+0.591	Moderate
Arts	Self concept Vs Teaching Competency	50	+0.432	Moderate
Vocational	Self concept Vs Teaching Competency	50	+0.422	Moderate

INTERPRETATION

1. The whole sample and all sub samples were moderate level in their self concept.
2. There is no significant difference between the self concept score of the boy and girl students. It is inferred that the self concept scores are not influenced by one's gender.
3. There is no significant difference between the self concept score of the SC and non-SC students. It is inferred that the self concept scores are not influenced by their community.
4. There is significant difference between the self concept score of the rural and urban school students. It is inferred that the self concept scores are influenced by the location of the school. Rural students have more self concept than their counter part of urban students.
5. There is significant difference between the self concept scores of the Science and Arts students. It is inferred that self concept scores are influenced by group studied in HSC level. Science group students have more self concept than the arts group students.
6. There is significant difference between the self concept scores of the Science and vocational students. It is inferred that self concept scores are influenced by group studied in HSC level. Science group students have more self concept than the vocational group students.
7. There is no significant difference between the self concept scores of the arts and vocational students.
8. Level of relationship between self concept and teaching competency among D.El.Ed trainees is moderate. Strategies should be adopted to improve the self concept and teaching competency among D.El.Ed trainees

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