



## A COMPARATIVE STUDY OF SELF CONFIDENCE, PROFESSIONAL ATTITUDE AND TEACHING COMPETENCY OF TEACHER TRAINEES IN GRANTED AND NON-GRANTED B.Ed. COLLEGES

**Sulakshana Ajabrao Bhuyar**

Sanskar English Medium High School, Yavatmal (M.S)- India

bhuyarshreyash@gmail.com

### Abstract:

The Indian Education Commission (1964-66) says, "Destiny of our nation is being shade in our class-rooms." This question has a big meaning in it and shows that the commission regards in the teacher's duty of forming the future of a nation. It also makes the responsibility and accountability of the teacher very clear. It states that the role of the teacher in shaping the destiny of a nation is beyond dispute. In other words, as it is said, the height of a nation is measured on the basis of the quality of the teachers it has. The teacher is a nation-maker. Now a days, the B.Ed.Course becomes mostly examination oriented and job oriented. The duration of the B.Ed. Course is very less keeping in view the intricacies of the Curriculum. Keeping all these things in mind, there is still a need to further investigate the comparison of self-confidence Professional attitude and teaching competencies of the teacher trainees of granted and non-granted B.Ed. colleges.

**Keywords:** Education, B.Ed, self-confidence, attitude, competencies, teaching

### Introduction:

Of all the departments in nation building of a state education perhaps the most important. The life and progress of a country and the peace and prosperity of the nation depends primarily on the type of education that is imparted by the state to the children and the youth who live in it. The word 'Education' means bringing up the child by imparting such values that contribute to the all-round development of the children and the youth. A man has a soul, a body and a mind and he stands in certain social or moral network with other human beings in a society. The development of his life as a whole depends on the training of his body and mind, his moral and spiritual nature. Education; therefore means the physical, mental, moral and spiritual development of the young human individual.

Education is as old as the human race. It is a never ending process of inner growth and development and its period stretches from creedal to grave. Education, in real sense, is to humanize humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning. Problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. It is through education that he is transformed into human, social, moral and spiritual being. Man learns something every day and every moment. His entire life is education. Hence education is a continuous and dynamic process. It is concerned with ever growing man

in an ever-growing society. Hence it is still in the process of evolution.

### RELATED RESEARCH

The reviews of related research in India and outside India showed that over the past decades extensive research has been conducted on variables like Self-confidence, Professional Attitude and Teaching Competencies. These variables were study with respect to compare between Granted and Non-granted B.Ed.. College Male and Female Teacher Trainees.

- Basi, Satpal Kumar 1991 Found that "Language teachers had a moderate sense of personal accomplishment & success & so they did not experience any professional burnout.
- Female teacher trainee's teacher urban school language teachers & higher secondary language teachers were found more externally controlled & satisfied with their jobs than the rural & high school language teachers.
- More R.T. 1988 observed that out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important.
- Nagpure, V. R. 1991.observed thatabout 80% of the primary teachers expressed that they needed a short training in handling Operation Blackboard materials in their classrooms.
- Maurya, H.C. 1990 observed thatfrequent changes in the curriculum adversely affected teaching efficiency.
- Prakashamm, D. 1988 found that Female teacher trainees teacher trainees scored

invariably higher with. insignificant difference in all types of schools, categorised in terms of territory, management type and organisational climate.

- Rama Mohan Babu, V. 1992 found that the teachers exhibited a significant level of job involvement. This was true for overall job involvement as well as JI, as measured by different factors.
- Ramachandrn, G. 1991 found that regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainees.
- Mehta, Paras Mal. 1992 found that the teachers with high and low morale differed significantly in their perceptions of supervisory behavior.

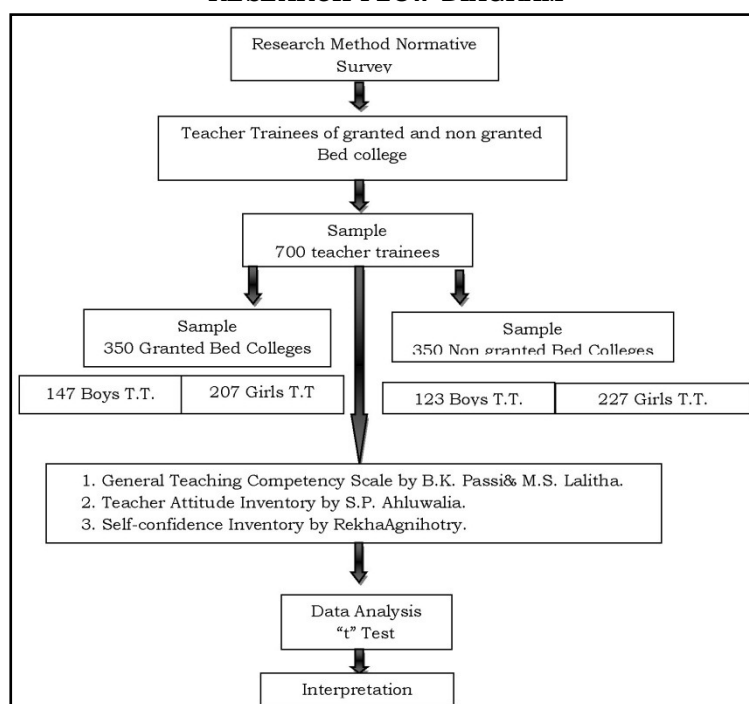
The reviewed research also showed difference between SC, PA and TC. But it was also observed that all three variables SC, PA and TC are not studied together for the Teacher

Trainees of Granted and Non-granted B.Ed.. Colleges. Hence the researcher decided to study these three variables SC, PA and TC for comparison between Male and Female Teacher Trainees of Granted and Non-granted B.Ed.. Colleges. The researcher selected normative survey method for this research on the basis of review of related research.

### Research Methodology

Research Methodology is the mapping strategy of research. Research methodology involves systematic procedures starting from the initial identification of the problem of its final conclusions. Its role is to carry to the research work in a scientific and valid manner. It consists of procedures and techniques for conducting a study. It is concerned with tools and techniques used for solving research problem. The research methodology of this study was as follow.

#### RESEARCH FLOW DIAGRAM



#### TOOLS OF DATA COLLECTION

For this research the tools like Self confidence Inventory by RekhaAgnihotri is selected. There are standardized psychological test for teaching competencies. Professional attitude and self confidence. So the tools used in this research are

1. Self confidence Inventory by RekhaAgnihotri

2. Teacher attitude Inventory by S.P.Ahluwalia and
3. General Teaching compentecies scale by B.K.passi and M.S.Lalitha.

#### • Self-Confidence Inventory by Rekha Agnihotri

The ASCI has been designed in Hindi to assess the level of self-Confidence among adolescents and adults. The abbreviated name

has been used so that the respondent may not decipher the real purpose of the test and fake good.

• **Teacher attitude Inventory by S. P. Ahluwalia and**

This inventory is a 90 item Likers instrument consisting of six sub-scales. These sub-scales were developed the likers summated ratings procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practising teachers professional attitudes. The six aspects dealt within the inventory are, Attitude towards:

• **General Teaching competencies scale by B.K.passi and M.S.Lalitha**

There are 21 items related to 21 teaching skills which encompass the entire teaching learning process in the classroom. They are related to five major aspect of classroom taching, namely, planning, presentation, closing. Evaluation and Managerial. The items are such that they are centred around teacher classroom behavior in relation to pupil behavior. It is a 7 point rating scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from “1” for Not at all” to “7” for “very much.”

**EXECUTION OF RESEARCH DESIGN**

The survey method using the selected research design was us to conduct the experiment for this experiment 4 granted B.Ed colleges and 4 Non granted colleges, Akola, Amravati, Buldhana and Yavatmal were purposively selected. From these selected colleges 700 Teacher trainees 350 from granted B.Ed. colleges and 350 from Non-granted B.Ed. colleges were selected randomly. Out of these 350 teacher trainees of Granted B.Ed. college 143 male teacher trainees and 207 Females teacher trainees. Out of 350 teacher trainees Non granted B.Ed. college 123 are Male and 227 Females. These randomly selected student are surveyed for their self confidence, Teaching competency and professional Attitude by using . Self-confidence Inventory by RekhaAgnihotry. General Teaching Competency Scale by B.K. Passi& M.S. Lalitha. Teacher Attitude Inventory by S.P. Ahluwalia. The selected students are instructed for the proper use of the tests and are instructed about solving the tests. After completion of the tests the Reponses are collected and are evaluated as per the instructions given in the manual of tests. The sores of the SCI,GTCS, and TAI of the students are recorded. All collected data is analyzed using statistical techniques like means, S.D. and 't' scores.

**Table No. 1** Schedule of the experiment

Sr. No.	Name of the college	Date	No. of Students		
			Male teacher trainees	Female teacher trainees	Total
1	Government College of Education Akola	6/02/2012	25	64	89
2	Karmyogi Baba ShebApotikar College of education and Research Akola	10/02/2012	29	70	99
3	ShroShivaji College of Education Amravati	23/02/12	40	46	86
4	S.P.PoteB.Ed College Amravati	24/02/2012	38	61	99
5	Government College of Education Buldhana	8/02/2012	42	46	88
6	ShahuMaharaj College of Education Buldhana	11/02/2012	31	25	56
7	Government college of Education Yavatmal	2/03/2012	36	51	87
8	JijauShikshanMahavidyalayYavatmal	8/03/2012	22	61	83

**ANALYSIS OF DATA**

Data was collected using SCI self confidence inventory by RekhaAgnihotri, TAI by S.P Ahluwalia and GTCS by B.K.Passi and M.H.Lalitta. The data of responses for three test were recorded in the form of marks scored by each student in the above three tests. These marks were recorded separately as per the guidelines given in the manual of the tests. These marks were subjected to statistical analyses for finding, mean coefficient of correlation and 't' score. Based on the analysis

of this data inter relationship of EI AM and academic achievement is studied.

1. Mean – Mean was calculated for scores of SC, PA and TC.
2. S.D- To study deviation from mean of scored SC, PA and TC was calculated.
3. 't' test- To study difference between means of SC, PA and TC of Male teacher trainees and female teacher trainees and also arts and science and commerce stream 't' test was used.

## Result and Conclusion

In the present study the comparison of Self Confidence, Professional Attitude, and Teaching Competencies of students of granted and Non-granted B.Ed. Colleges were study. On the basis of data analysis and conclusions the major findings of the study are

There is significant difference between self confidence of Male teacher trainees teacher trainees of Art, Science and commerce Stream of granted and Non- granted B.Ed. colleges.

1. There is no significant difference between Male teacher trainees teacher trainees of Art of granted and Non-granted B.Ed. colleges regarding teaching competencies.
2. There is significant difference between teaching competencies of Male teacher trainees teacher trainees of Science and commerce Stream of granted and Non-granted B.Ed. colleges.
3. There is no significant difference between Male teacher trainees teacher trainees of Art of granted and Non-granted B.Ed. colleges regarding Professional Attitude.
4. There is significant difference between Professional Attitude of Male teacher trainees teacher trainees of Science and commerce Stream of granted and Non-granted B.Ed. colleges.
5. There is no significant difference between Female teacher trainees teacher trainees of Commerce of granted and Non-granted bed colleges regarding self-confidence.
6. There is significant difference between self-confidence of Female teacher trainee's teacher trainees of Arts and Science Stream of granted and Non-granted B.Ed. colleges.
7. There is significant difference between Female teacher trainees teacher trainees of Art, Science and Commerce stream of granted and Non-granted B.Ed. colleges regarding self-confidence.
8. There is significant difference between Female teacher trainees teacher trainees of Art, of granted and Non-granted B.Ed. colleges regarding Professional Attitude.
9. There is no significant difference between Professional Attitude of Female teacher trainees teacher trainees of Science and commerce Stream of granted and Non-granted B.Ed. colleges.

### FURTHER RESEARCH

While undertaking the present study the researcher came across several problems related to the areas suggesting them for further research. The further research is essential in

this field; hence the topics for further research are given below.

- Developing strategies and remedial programs for improving SC, PA and TC can be aimed by further research in this field.
- Various curricular and co-curricular activities aiming at developing SC, PA and TC is the area of further study.
- The various ways of developing Sc, PA can be identified for students.
- For the development of SC, PA counseling programs for teachers, teacher trainees various professional can be undertaken.
- Role of values in developing SC can be identified.
- Relationship between SC, PA, TC and choice of career can be studied.
- Effect of SC and PA on job satisfaction, attitude towards work, personal and social adjustment of an individual can be studied.
- The task of developing a standardized scale for measuring SC, PA, TC suitable for Indian atmosphere can be undertaken.
- A study of effort of depressed teacher trainees on SC and TC can be done.
- To investigate the behavioral and psychological problems and impact of SC can be studied.
- Effect of SC and PA on socio-emotional development can be studied.
- The interrelationship between SC, PA, TC can be studied for students of various streams and at various levels graduation and post graduation at University level can be studied.
- To develop SA among the teacher Trainees and improve their view towards this noblest profession can be studied.
- To develop PA and how to make them optimistic towards their profession can be studied.
- How to make the teacher trainees competent can also be studied.
- Effect of TC on SC and PA can be studied.

Thus, through further in these areas, the understanding of SC, PA and TC their inter-relationship can be enforced.

### References

1. Agrawal, J.C. (2003) Elementary Educational psychology. New Delhi: Douba House Best Sellers and Publishers.
2. Bajpai, S.R.(1966). Methods of social Survey and Research. Kanpur:KitabGhar.
3. Best, J. W. &kahn, J.V. (1989). Research in education. New Delhi:Prentic-hail of India Pvt.Ltd.

4. Bhandarkar K.M.(2007). Statistics in Education. New Delhi: Neekamal Publication Pvt.Ltd.
5. Bhatnagar, A.B. et.al (2005). Development of Learner and Teaching Learning process. Meerut: R.Lall Book Depot.
6. Bhatnagar, S., Saxena, A. (2000). Advanced Educational Psychology. Meerut: R. Lall Book Depot.
7. Buch, M.B. (1983-88). Fourth survey of research in education Vol.1.New Delhi:National Council of Educational Research and Training.
8. Buch, M.B. (1988-92). Fifth survey of research in education. Vol.2. New Delhi, National. Council of Educational Research and Training.
9. Deshpande, P.M., & Patole, N.K. (1993). Research Methods. Nasik: Y.C.M.O.U.
10. Garrette, H.E. (1966). Statistics on Psychology and Education. Bpmbay: VakilsFeffer and Simmons Pvt.Ltd.
11. Jagtap H N. Educational Psychology Pune : Anmol Prakashan.
12. Janardan Prasad.(2005) Education and Teacher New Delhi, Kanishka Publishers.
13. Kerlinger, F.N.(2005) Foundations of Behavioural Research. Delhi: Surjeet Publication.
14. Kothari C.R.(2004). Research Methodology (revised 2nd Ed). New Delhi : New Age International Publishers.
15. Kulshrestha S.P.(1996) Educational Psychology.
16. Mangal S K.Advanced Educational Psychology. New Delhi Prentice Hall of India.
17. Mathur S.S. Educational Psychology Agra,VinodPustakMandir.
18. R.S.Reddy (1998)Principles and Practices of Teacher Education New Delhi, Rajat Publications.
19. S.P.Naik (1998)Theory of Teacher Training New Delhi, Anmol Publications Pvt.Ltd.