

**A STUDY OF THE RELATIONSHIP OF SELF-CONCEPT AND  
ACHIEVEMENT MOTIVATION OF B.Ed. TRAINEES  
AS CONTRIBUTORY FACTORS OF  
TEACHER EFFECTIVENESS**

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## DECLARATION

I, D. Sugatha Kumar, do hereby declare that this thesis entitled "A STUDY OF SELF CONCEPT AND ACHIEVEMENT MOTIVATION OF B.Ed. TRAINEES AS CONTRIBUTORY FACTORS OF TEACHER EFFECTIVENESS" submitted to the University of Calicut for the award of the Degree of **Doctor of Philosophy in Education** has not been previously formed the basis for the award of a degree, diploma, title or recognition.

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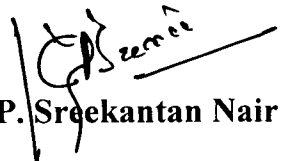
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## CERTIFICATE

I, **Dr. C.P. Sreekantan Nair**, do hereby certify that this thesis entitled “**A STUDY OF SELF CONCEPT AND ACHIEVEMENT MOTIVATION OF B.Ed. TRAINEES AS CONTRIBUTORY FACTORS OF TEACHER EFFECTIVENESS**” is a record of bonafide study and research carried out by **Sri. Sugatha Kumar. D.**, under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma or Recognition.

  
Dr. C.P. Sreekantan Nair

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# **INTRODUCTION**

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- **Need and significance of the study**
  - **Statement of the problem**
  - **Definition of key terms**
  - **Variables**
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-

Teaching has always been a complex exercise undergoing modification from time to time due to increased social responsibility. The role of the teacher is a complex one that has been shaped by both historical and contemporary circumstances. According to Richard (1988) nineteenth century society emphasized teachers' moral character and conduct, whereas the late twentieth century has emphasized teachers' accountability and their use of appropriate pedagogical practices. Teaching in the twenty first century will probably be characterized by a demand for quality education and more accountability.

The new education policy of India (1986) also focuses its attention on an educational system which can produce citizens who are by and large physically, mentally and morally healthy; who are conscious of their duties and rights and are thus socially well adjusted, who are keen to learn on a life long basis and incessantly eager to improve their performance and who consequently are well grounded individuals competently contributing to the uplift of the quality of life every where. If this dream has to be accomplished the nature of the classroom transactions must change in accordance with the modern concepts of effective teaching. Current

researches on effective teaching has focused squarely on activities in the classroom; in particular on the interaction between teacher and pupils. So any study on teacher efficiency should focus on the factors contributing to teacher effectiveness.

Effectiveness in teaching is frequently linked with the teachers' behaviour and attitude (Collard 1993). Teacher quality plays a crucial role in the implementation of changes for an effective school (Stein & Wang, 1988) and has long been a focus in the field of contemporary effective school researches (Joyce & Weil, 1972; Cetra & Potter, 1980; Hobar, 1981; Ashton *et al.*, 1983; Purkey & Smith, 1983; Squires *et al.*, 1983; Ashton, 1984; Guskey, 1986). After reviewing a considerable amount of researches on teacher effectiveness, Burns (1984) concluded that few of the findings of these researches were solid and replicable and postulated that the diverse nature of teachers' role had made it impossible for us to identify a reliable, objective, universal criterion of teacher effectiveness.

Teachers are effective only when the boundary between teachers and students become blurred. Then teaching will become an emotional sharing of ideas between the teacher and the taught. Darling-Hammond and Hudson (1988) as well as Rosoff and Hoy (1991) proposed that teacher's mental construct is a vital factor in determining their own behaviour and student's learning in the classroom. Any attempt to bring forth quality education in

the twenty first century should focus attention on developing teachers who can improve the quality of life of the future generation.

## **1.1 NEED AND SIGNIFICANCE OF THE STUDY**

Studies on teacher effectiveness tend to emphasize qualities such as knowledge, organization of the subject matter, skills in instruction and personal qualities and attitudes that are useful when working with students. Creemers (1994) argues that students' academic outcomes are more heavily dependent on the procedures and activities carried out in the classroom. In fact without effective teacher guidance and instruction in the classroom, learning and progress cannot be achieved (Osesr & Patry, 1992; Schecrens & Basker, 1997; Creemers 1997; Munro 1999). When teaching is a sharing of self with others, it is vital to have teachers with positive self concept to create supportive helping relationships needed for enhancing achievement in students, particularly in reluctant learners Thomson & Handley, (1990). Wolf & Schultz (1981) also supported this view that high teacher esteem is related to good interpersonal relationship within the classroom. Burns (1984) asserted that the relationship between teacher's positive self concept and positive attitude towards students was well documented.

Furthermore a highly significant relationship between teachers self concept and students own perception of themselves in the classroom was found (LaBenne 1965 and Edeburn & Landry, 1974). Apart from this, Scheur (1971) found a significant gain in academic achievement level in

students who saw their teachers as possessing a high degree of unconditional regard for them.

Concerning the relationship between self concept and teacher efficacy, a number of researchers had confirmed affirmative relationship between these variables (Brophy & Evertson, 1976; Halpin, 1982; Ashton & Webb, 1986). Putting all in a nut shell Burns (1984) concluded that positive self concept in teachers facilitate not only themselves as effective teachers but also pupil as effective learners with positive self esteem and performance. There are also a few studies which concluded that self concept and academic achievement of students are not significantly related (Mishra, 1992; Prameela, 1993; Sujatha, 1994; Dubey & Mishra, 1999; Deshmuk, 2000).

“A child whose ability is limited may work beyond expectations if the child has a favourable self concept characterized by a feeling of competence and self worth” (Hurlock, 1976). Similarly the role of achievement motivation has been highlighted by writers like (Atkinson, 1964; McClelland, 1976).

The needs or motives inside us, our expectations and incentives are mostly learned and these factors together determine what we do and how far we get in life. It is well established that the factors of ability and motivation are the prime ingredients in academic and intellectual accomplishments (Christian, 1979; Narayanan, 1987; Sinha, 1990; Reynold & Herbert, 1992).

Review of a few studies show that self concept and achievement (Broyles, 1992; Cazenne, 1993), achievement motivation and achievement (Snodgrass, 1989; Lewis, 1991; Patel, 1997; Rao & Rao, 1997), teacher effectiveness and intelligence (Lowell, 1951) teacher effectiveness and gender (Varghese, 1991) are related.

Soodak & Podell (1997) showed that the preservice teachers have a higher level of personal efficacy than practicing teachers in their initial years of teaching. Housego (1992) found that the student teachers' feelings of preparedness to teach increased only in the first two terms of the course and their personal teaching efficacy in the first term. Martin (1989) found that a high sense of teacher efficacy began early in student teacher preparatory programmes. The study of Evans and Tribble (1986) showed that there was a low but significant positive correlation between efficiency and commitment to teach in a sample of pre-service, elementary and secondary teachers.

The investigator being a person working in the field of teacher education has noticed that many academically bright student teachers perform poorly in the actual classroom situation due to various reasons. Teacher trainees who have higher self concept may not be intrinsically motivated to strive for excellence, and it is a common practice that majority of the B.Ed. trainees are happy and content with a degree in teaching. Knowingly or unknowingly, they are not making use of many of their qualities and competencies which would have helped them excel in teaching profession. In the same way, even highly motivated teacher trainees may

lack self confidence which can be instilled in them through the training programme. Teacher educators and teacher training institutions can play a vital role towards this direction.

The present teacher education programmes are carried out through hectic schedule. As a result, the real pleasure of teaching is being neglected and teacher trainees approach the programmes with high anxiety which may reduce their ability.

In a majority of training colleges in India, the training for teaching has little provision for inculcating and developing desirable characteristics because they are not crisply defined in the programme.

The survey of the studies showed that influence of factors like intelligence, age, sex, attitude and aptitude on teacher effectiveness have been explored in detail and most of the studies on teacher effectiveness stressed certain general aspects of teaching and more comprehensive studies covering teacher-effectiveness, self concept and achievement motivation are rare. This prompted the investigator to select Self-Concept and Achievement Motivation as contributory factors of Teacher Effectiveness.

## **1.2 STATEMENT OF THE PROBLEM**

The present study is entitled “A STUDY OF THE RELATIONSHIP OF SELF CONCEPT AND ACHIEVEMENT MOTIVATION OF B.Ed. TRAINEES AS CONTRIBUTORY FACTORS OF TEACHER EFFECTIVENESS.”

### **1.3 DEFINITION OF KEY TERMS**

The key terms of the title are defined below for their operational meaning in the study and for better understanding of the study.

#### **1.3.1 Self Concept**

Self Concept is a relatively stable, but changeable, set of self perceptions that are developed through social interaction, and includes self perceptions, ideal selves, social identities and self esteem.

Self Concept as defined in the Dictionary of Education (Good, 1973) is the individual's perception of himself as a person, which includes his abilities, appearance, performance in his job and other phases of daily living.

In this study the word Self Concept is used to mean the individual's perception of himself as a teacher which influences his performance as a teacher.

Operationally, Self Concept is defined as the scores obtained by an individual on the Self Concept Scale developed and standardized by the investigator on a sample of B.Ed. trainees in Kerala.

#### **1.3.2 Achievement Motivation**

Achievement Motivation is defined as a combination of psychological forces which initiate, direct and sustain behaviour toward successful attainment of some goal which provides a sense of significance.

Operationally Achievement Motivation is defined as the scores obtained by an individual on the Kerala Scale of Achievement Motivation (Nair, 1980).

### **1.3.3 Contributory**

The term contributory in the title stands synonymous to the statistical terms like correlating or having association with, capable of discriminating between two groups etc.

### **1.3.4 Teacher Effectiveness**

Teaching efficiency can be defined as teachers' beliefs in their capabilities to organise and orchestrate effective teaching learning environments. Operationally, Teacher Effectiveness is defined as the scores obtained by an individual on the General Teaching Competency Scale developed and standardized by Passi and Lalitha (1979).

### **1.3.5 B.Ed. Trainees**

This term refers to the teacher-trainees undergoing instruction leading to the Degree of Bachelor of Education in the various colleges of teacher education.

## **1.4 VARIABLES**

The design of the study warrants two types of variables viz. Criterion (dependent) and associate (independent) variables.

Teacher Effectiveness is taken as the criterion (dependent) variable, and Self Concept and Achievement Motivation are taken as the associate (independent) variables.

### **1.5 OBJECTIVES**

The major objectives of the study were the following:

1. To study the relationship between Self Concept and Teacher Effectiveness of B.Ed. Trainees.
2. To study the relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. trainees.
3. To study the relationship of Self Concept and Achievement Motivation together on Teacher Effectiveness.
4. To study the efficiency of Self Concept and Achievement Motivation to predict Teacher Effectiveness of B.Ed. trainees.
5. To study the effect of Self Concept and Achievement Motivation on Teacher Effectiveness.

### **1.6 HYPOTHESES**

1. There will be significant and positive relationship between Self Concept and Teacher Effectiveness of B.Ed. trainees for the total sample and sub-samples classified on the basis of gender, locale, type of management of the institution and subject of specialization.

2. There will be significant and positive relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees for the total sample and sub samples, classified on the basis of gender, locale, type of management of the institution and subject of specialization.
3. Self concept and Achievement Motivation together will have significant relationship with Teacher Effectiveness of B.Ed. Trainees.
4. Self Concept and Achievement Motivation can predict the Teacher Effectiveness of B.Ed. Trainees.
5. Self Concept and Achievement Motivation will have significant effect on Teacher Effectiveness of B.Ed. Trainees.

## **1.7 METHODOLOGY**

### **1.7.1 Sample**

The study was carried out on a final sample of 510 B.Ed. Trainees studying in 15 colleges of education from aided, unaided, university teacher education centres (UTEC) and Government sectors, using stratified random sampling.

### **1.7.2 Tools**

The following are the tools employed for the collection of data:

1. Self Concept Scale (Constructed and standardized by the investigator).
2. Kerala Scale of Achievement Motivation (Nair, 1980).
3. General Teaching Competency Scale (Passi and Lalitha, 1979)

### **1.7.3 Statistical Techniques Used**

1. Pearson's Product Moment Coefficient of Correlation.
2. Test of significance of correlations by Fisher's t-test
3. 99 Per cent confidence interval of 'r'
4. Verbal descriptions of 'r'
5. Shared variance using 'r'
6. Stepwise Regression Analysis
7. Partial Correlation
8. Two-way Analysis of Variance
9. Test of significance of difference between means for large independent samples.

### **1.8 SCOPE OF THE STUDY**

The main purpose of the study is to find out the relationship of Self Concept and Achievement Motivation on Teacher Effectiveness of the B.Ed. trainees. The relationship of Self Concept and Teacher Effectiveness and the relationship of Achievement Motivation and Teacher Effectiveness were studied using Pearson's  $r$ . The step-wise regression analysis and partial correlation techniques were employed to study the relationship of Self Concept and Achievement Motivation together on Teacher Effectiveness. The coefficient determination of  $R^2$  was estimated to know the extent of predictive efficiency of Self concept and Achievement Motivation in predicting Teacher Effectiveness.

Two-way analysis of variance was used to study the effect of Self Concept and Achievement Motivation on Teacher Effectiveness which revealed the main effects of Self Concept and Achievement Motivation. Thus using different statistical techniques the aspects of relationships of Self Concept and Achievement Motivation on Teacher Effectiveness of B.Ed. Trainees were studied.

The sample of the study is a representative group drawn from all the different strata of Teacher Education institutions in Kerala using stratified random sampling technique from fifteen colleges of teacher education coming under the Universities of Calicut, Kannur, Mahatma Gandhi and Kerala. The sample (N = 510) is a fairly large sample for the present study. The investigator, therefore, hopes that the findings of the present study are valid and generalisable to a great extent.

### **1.9 LIMITATIONS OF THE STUDY**

Some limitations anticipated by the investigator due to practical considerations are the following:

1. The selection of independent variables for the study was confined to only two variables namely Self Concept and Achievement Motivation even though many other variables were associated with Teacher Effectiveness.
2. The present study mainly focus on Self Concept of the teacher disregarding other areas of personality.

3. Even though the population of B.Ed. trainees in Kerala is so large, the sample consisted of 510 B.Ed. trainees from fifteen colleges of education.
4. Even though various subjects of specialization are offered in the B.Ed. course, only the sample comprises three most common science subjects viz. Mathematics, Physical Science and Natural Science and three Arts subjects viz. Social Studies, Malayalam and English.

In spite of these limitations, taking into consideration the comparatively large number of sample taken and the sense of commitment of the investigator, the study is expected to reveal valid conclusions.

#### **1.10 ORGANISATION OF THE REPORT**

The report of the study is organized in five chapters.

Chapter 1 presents the need and significance of the study, statement of the problem, definition of key terms, variables, objectives, hypotheses, methodology, scope and limitations of the study.

Chapter II presents a detailed review of studies on the relationship of Self Concept and Teacher Effectiveness, Studies on the relationship of Achievement Motivation and Teacher Effectiveness and Studies on Teacher Effectiveness.

Chapter III presents a detailed account of the methodology. This chapter also provides description of variables, tools used for the collection

of data, sample details, data collection procedure and the statistical techniques used for the analysis.

Chapter IV deals with the analysis of data in detail. This chapter presents the hypotheses, preliminary statistical analysis of the data, the results of correlational analysis, step-wise regression analysis, partial correlation analysis, two way analysis of variance and test of significance of difference between means for large independent samples. Major findings of the study are summarized at the end along with tenability of hypotheses set for the study.

Chapter V deals with the major findings of the study, conclusions, educational implications of findings and suggestions for further research.

## REVIEW OF RELATED LITERATURE

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- 
- **Studies on self-concept**
  - **Studies on achievement motivation**
  - **Studies on teacher effectiveness**
  - **Conclusion**
- 
-

Review of related literature has been done particularly with a view to examine the relationship of Self-Concept and Achievement Motivation on Teacher Effectiveness of the B.Ed. Trainees undergoing training in various teacher training institutions. The literature reviewed has been classified and presented under the following major sections.

1. STUDIES ON SELF-CONCEPT
2. STUDIES ON ACHIEVEMENT MOTIVATION
3. STUDIES ON TEACHER EFFECTIVENESS

## **2.1 STUDIES ON SELF-CONCEPT**

A number of studies on Self-Concept have been reported from abroad and India. A selected survey of these studies are given below:

Ryans (1960) conducted a research study on teacher effectiveness and found that teachers' classroom behaviour differ significantly when studied on the basis of gender, extent of teaching experience, area of specialization within the profession, academic success and practice teaching.

Raths (1971) suggested the following framework for teachers to use.

He felt that teaching involves at least the following:

- (i) Explaining
- (ii) Initiating, directing, administering
- (iii) Unifying the group
- (iv) Giving security
- (v) Clarifying attitudes, beliefs, problems
- (vi) Identifying learning problems
- (vii) Making curriculum materials
- (viii) Evaluating, recording, reporting
- (ix) Enriching community activities
- (x) Organizing and arranging classrooms
- (xi) Participating in school activities

Debnath (1971) studied some important determinants of teaching efficiency and found that age, experience, academic achievement and training are significantly related to teaching efficiency.

Rosenshine and Furst (1973) researched fifty odd studies in which naturally occurring teacher behaviour was related to measures of student growth. Nine variables were found to give consistent results:

- i) Clarity
- ii) Variability
- iii) Enthusiasm
- iv) Task oriented and/or business like attitude
- v) Criticism
- vi) Teacher indirectness
- vii) Student opportunity to learn criterion material
- viii) Use of structuring comments
- ix) Multiple levels of questions or cognitive discourse.

Khatry (1973) attempted to find out the relationship between measures of Self Concept and professional adjustment of three categories of teachers – primary, secondary and college. He concluded that there is no significant difference in the self concept of teachers belonging to schools of primary, secondary and college levels. But a significant relationship between self concept and professional adjustment of the three types of teachers were found.

Aspy and Buhler (1975) conducted a study to see the effect of teachers' inferred self concept upon student achievement. It was found that the levels of inferred self-concept were positively related to the students' cognitive growth at 0.01 level of significance.

Mathew (1976) conducted a study of classroom behaviour of teachers and its relationship with teachers' creativity and self concept. The study

found that there is no significant relationship between creative teacher personality and classroom behaviour. But a positive relationship exists between creative teacher personality and teachers' talk. There is no relationship between self concept of teachers and pupil initiation ratio.

Maheswari (1976) studied the classroom verbal interaction pattern of effective and ineffective teachers. It was found that effective teachers used the categories of accept feeling, praise, uses student ideas, questions, student response and initiation whereas ineffective teachers employed lecture, direction and authority categories in the classroom behaviour. Effective teachers involved more indirect influence, student initiation, teacher response ratio and pupil steady state ratio, whereas ineffective teachers involved more direct teacher talk, silence a confusion steady state ratio and non-stimulating situation in classroom behaviour. In the effective teacher's teaching, student response and initiation were followed by teachers' praise and accepting feelings whereas in ineffective teachers' teaching, student response and initiation were followed by direction and authority.

Rajagopalan (1976) conducted a study on the relationship of certain environmental factors to teaching success in English. The environmental factors taken into consideration were the place of work (rural/urban), the locality of the school, type of management etc. When environmental factors were taken into consideration most of the variables were found to be related to teaching success in English.

Gomatimani and Gonslaves (1977) conducted a study on the self-concept of the student teachers in relation to their performance in practical teaching. They found that teachers with more teaching experience had better self concept than teachers with less teaching experience. Besides age has some influence on self concept. Lower age accompanied by better self concept and more effective teaching. Socio economic background has also influence on self concept.

A study of the self-concept of adolescents and its relationship with scholastic achievement and adjustment by Goswami (1978) found that adolescents with good self-concept were likely to achieve more than those with poor self-concept.

Coney (1979) while investigating achievement, self-concept and school attitudes as measures of the effectiveness of a title VII intervention programme noticed significant relationship between self-concept of ability and achievement.

In another study of self-concept and other non-cognitive factor affecting the academic achievement of scheduled caste students in institutions for higher technical education on a sample of 60 engineering students, Rani (1980) noticed significant relationship between academic achievement and self concepts.

In a study of pupils' self concept, academic motivation, class room climate and academic performance on a sample of 1031 students of class IX of central schools, missionary schools and private aided schools located in the ten cities of Gujarat by Hiruval (1980), positive relationship was found between self concept and pupils' academic performance.

Sharma (1981) in a presage-process-product study of teaching effectiveness of Hindi teachers of higher secondary schools found that (1) there is no significant difference in the teaching competency of male and female teachers (2) relationship between attitude towards teaching and interest of teachers with their competency are not significant (3) relationship between self perception of teachers and their teaching competency are significant but negative.

While investigating the effects of two psychological experimental treatments on anxiety, self concept and locus of control on a sample of 54 students, Leamon (1981) noticed significant improvement in achievement for the two experimental groups.

In the study of selected factors influencing academic achievement in high ability junior high students with varying self-concepts as students on a sample of 220 eighth grade students, Gruzynski (1981) noticed intellectual ability, self concept and vocational aspirations as best predictors of reading achievement.

Bennet (1982) in an investigation into the effect of creative experience in drama upon the creativity, self concept and achievement of fifth and sixth grade students on a sample of 56 fifth and sixth grade students from predominantly white middle class noticed significant increase in achievement, vocabulary and self-concept.

While investigating the relationship of reading achievement and the self concept of Vietnamese refugee students on a sample of 60 fourth 60 fifth and 60 sixth grade students, Thai (1982) found that reading ability in English increased their self concept.

Rai (1983) in a study 'a study of the self concept of the prospective teacher' found that the self concept of prospective teacher is positive. The relationship of self concept with adjustment and intelligence are positive and significant. It was also found that self concept could be very well predicted from an individual's intelligence and adjustment scores.

Subbarayan (1985) conducted a study to find the relationship between teacher effectiveness, research, and publication and self concept. The findings are 1) relationship between teacher effectiveness and self concept is significant, 2) teachers who have 15 or more years of experience do not differ from those of less experience in general factors of teacher effectiveness, 3) no relationship was found between teacher effectiveness as rated by students and teacher's ability to do research and publish.

A study of self concept of ability, self esteem locus of control and perception of the opportunity structure as predictors of coping ability among selected black college students on a sample of 120 college students by Samps (1985) revealed that coping ability is based on a set of variables like self concept, self esteem, locus of control and perception of opportunity and high coping ability students were high achievers.

Butts (1986) in the study of relationship between learning style, self concept and academic achievement for licenced vocational nurse students and associate degree nurse students on a sample of 72 AND students and 77 LVN students in Texas noticed that the nursing students were significantly different from general community college students in their learning styles and preferences. Nursing students' level of self concept was not different from the general population.

While investigating the difference in achievement, self concept and attitude towards school from traditional and non-traditional elementary school programme on a sample of 74 seventh graders and 48 twelfth graders from non-traditional elementary school and 65 seventh graders and 46 twelfth graders from traditional elementary schools, Germain (1987) found that seventh grade males from non-traditional school had significantly more positive self concept than those from the traditional schools.

In a study of self concept and academic achievement for emotionally troubled adolescents enrolled in regular and special education and normal

students enrolled in regular education, Giroux (1987) found that academic self concept significantly adds to the prediction of academic achievement for the normal regular education students but adds little to the prediction of academic achievement for either group of emotionally disturbed students.

In a study of the effects of self concept, home characteristics, and western Montana High School Environments on academic achievement on a sample of 190 students, Lundt (1988) found that self esteem and educational aspiration was a better indicator of self concept. There was a high positive correlation between educational aspiration and academic achievement.

El-Najdawi (1988) while investigating differences in self-concept as a function of academic achievement, gender and grade of elementary and middle school gifted achievers and underachievers on a sample of 271 gifted students noticed that girls consider themselves higher than boys in behavioural conduct while boys view themselves as higher in athletic and physical self concept.

A study by Komp (1988) on teacher self concept and evaluation resistance on a sample of 72 regular full time teachers showed a low to moderate correlation between teacher self concepts and teacher resistance/acceptance of evaluation.

In a study of the relationship among self-concept, race, socio-economic status and mathematics achievement in black and white fifth

grade students on a sample of 55 black and 65 white students of New York by Cozart (1988) it was found that self concept was positively related to mathematics achievement.

Fisher (1989) while investigating academic achievement motivation of black adolescents on a sample of 368 students in the city high schools of Illinois, found students' academic self concept as the best predictor of academic achievement.

In another study achievement and inferred self concept of a group of return migrant high school students in Puerto Rico on a sample of 168 students (84 return migrants and 84 non-migrants), Agosto (1988) found student/school/teacher interaction and gender as the main predictors of achievement.

An investigation of self esteem, self concept, and scholastic achievement of at-risk ninth graders involved in the teacher expectations and student achievement programme on a sample of 60 pupils (30 experimental group and 30 control group) by Warren (1989) revealed significant improvement in achievement of the experimental group.

In a study of the perceptions of academic ability and self concept among gifted achieving and underachieving adolescents on a sample of 69 gifted students of IX grade, Rowand (1989) found that gifted achievers had higher perceptions of academic ability and performance ability than gifted under achievers. Achieving males had highest self concepts.

Thoben (1989) studied the effects of stress management programme upon academic achievement, self concept and anxiety levels of elementary school children on a sample of 144 elementary school children and noticed that fifth grade girls improved self concept scores and mathematics achievement scores.

While investigating the effect of ability grouping on academic achievement and self-concept among black and white students, Ahr (1989) noticed that race was an important factor in self concept and white students scored significantly in mathematics achievement.

A study of parental deafness as a factor in the development of self concept in samples of deaf and hearing college students on a sample of 51 deaf and 58 hearing college students by Searls (1989) showed significant difference in self concept between deaf and hearing college students.

Stinson (1989) studied the implication of parental ideology for child's academic achievement and self concept on a sample of 40 students and found that boys self worth was significantly related to perception of academic competence.

While investigating the effects of creativity, creative self concept, locus of control and general self concept in gifted children Fishkin (1989) found significant correlation between creativity and creative self concept.

Soules' (1989) study on failure, feedback and its effect on self-concept, stress level and learning performance found that the self concept raised group had a more positive self concept.

In a investigation into grades and their relationship to self concept and personality dimensions of high school students in the light of education reforms in Texas on a sample of 142 high school students, Waliker (1990) found that receiving no failing grades is related to an increasingly positive self concept.

In another longitudinal study of student perseverance in a job corps centers using self concept as a predictor of success on a sample of 64 corps enrollers, Owens (1990) found positive correlation between self concept and success.

While investigating student attribution for social and academic success and failure and their relationships with self concept, social functioning and achieving, on a sample of 237 fourth and fifth graders, Bell (1990) found that academic success and failure outcomes lead to academic self concept which in turn leads to academic achievement.

In an analysis of academic performance, self concept, social integration, adaptive behaviour, and consumer satisfaction in an elementary level class within a class alternative service delivering model for students with learning disabilities, on a sample of 90 elementary students in grades

three and five by Klamm (1990) positive correlation between self concept and academic performance was noticed.

Mary Elizabeth (1991) in a study on home environment, self-concept and school achievement in a disadvantaged and multi ethnic sample on a group of 307 subjects found that maternal education and perceived cognitive competence were most directly associated with scholastic achievement.

Tippett (1991) while investigating the correlation of active participation in learning and positive self concept in older adults on a sample of 358 older adults found significant relation between self concept and educational attainment.

In an investigation of psychological variables related to academic achievement among fourth and fifth grade African-American males on a sample of 61 African American males enrolled in fourth and fifth grades by Wright (1991), general self esteem and global self worth were significantly related to academic achievement.

In an examination of self concept and academic achievement in a newly co-educational environment, Broyles (1992) found positive relation between Self-Concept and Achievement.

Cazenave (1993) studied the effects of self concept, school atmosphere, motivation, locus of control and attendance on African-American adolescents reading achievement, on a sample of 146 African-

American Adolescents and found significant positive correlation between general self concept, social self concept, achievement motivation and reading achievement.

A model for assessing student teachers professional self perceptions of teaching efficacy was developed by Yeung and Watkins (1998) and found that the model useful for assessing professional self esteem in the areas of teacher education.

The study by Ackley et al., (1999) on the efficacy of Teacher Education in an alternative programme that was meant for graduate level pre-service teacher preparation found achievement motivation and healthy self concept had profound positive impact on the attitudes, beliefs and finally on the teaching success

Ramesh and Thiagarajan (2005) tried to find out the level of self concept among B.Ed. trainees and the significant difference, if any in the self concept of B.Ed. trainees in terms of their gender, community, locality and the optional subjects that they studied. The results revealed that the B.Ed. trainees' self concept is above average ie, high self concept. Also there is no significant difference in self concept of the respondents in terms of their gender, community and locality and optional studies. The study also reveals that higher the qualification, higher was the self concept among the B.Ed. trainees.

## **2.2 STUDIES ON ACHIEVEMENT MOTIVATION**

In the study of motivation of college students as related to voluntary drop out and under and over achievement Reed (1963) found positive relation between achievement motivation and academic achievement.

Getzels and Jackson (1963) in their study concluded that good teachers possess positive personality characteristics and interpersonal skills. Positive personality characteristics includes attitudes, interests, values and motivations. It was further found that there was a large and surprising amount of diversity in teacher's personality characteristics when examined by sex, level of teaching service and area of specialization.

A study on students achievement motives, achievement cues and academic achievement Mc Keachie *et al.*, (1966) found positive correlation between achievement motivation and academic achievement.

Coleman (1966) found that years of teaching experience have strongest relationship to student achievement.

Deva (1966) tried to find out the predictive value of intelligence, social adjustment, personality adjustment, socio economic status and academic achievement for teaching efficiency. A multiple correlation coefficient of 0.565 between the predictors and the criterion of teaching success was obtained. The beta coefficient for the different predictors were

found to be 0.0855 (intelligence) 0.3627 (social adjustment) and 0.1506 (academic achievement).

Ringners (1967) studied the identification patterns, motivation and school achievement of bright junior high school boys and noticed that students high in achievement motivation performed better in their overall college work than students low in such motivation.

In a study on Achievement motivation in relation to some selected variables Datta and Subrammal (1971) noticed significant correlation between achievement motivation and academic achievement.

Debanth (1971) in a study of some important determinants of teaching efficiency, found that age, experience, academic achievement and training are significantly related to teaching efficiency. The obtained coefficient of correlation between teaching efficiency and age, experience, academic achievement and training are +0.21, +0.24, +0.19 and +0.31 respectively.

Sharma (1971) in a study of the relationship of predictors of Teacher Effectiveness at elementary level and follow up after one year of training found that teaching aptitude, academic grades, socio-economic status, teaching experience and age to be found predictors of teacher effectiveness.

Patte (1972) attempted to predict performance of student teachers in teaching during teacher education degree course on the basis of scholastic

aptitude attitude towards teaching profession and introversion-extroversion measures. The result of the study showed significant positive relationship between the criterion and each of these predictors.

Vashishta (1973) in a study on predictive efficiency of admission criteria for B.Ed. students found that academic grades, teaching aptitude and aptitude towards teaching to be the best predictors of predicting teacher effectiveness.

Aspy and Buhler (1975) conducted a study to see the effect of teachers' inferred self-concept upon student achievement. It was found that the levels of inferred self concept were positively related to the students' cognitive growth at 0.01 level of significance.

Gupta (1975) applied the Cattell's 16PF test to predict teacher-effectiveness. He found that high effective teachers differed significantly from the general population with respect to nine personality factors out of 16. The high effective teachers were found to be more effect thymic, more intelligent, having more ego-strength, more surgent, more self sentiment, less suspicious, less guilt prone, and less radical. The low effective teachers were less intelligent, and were having lower self concept central compared to general adult population.

In a study of aptitudes, personality traits and achievement motivation of academic, overachievers and underachievers Ghuman (1976) noticed

high achievement motivation among overachievers regardless of the sex and low achievement motivation among the low achievers.

Malhotra (1976) conducted a study of teachers classroom behaviour in relation to presage variables like teacher attitude and adjustment and product variable of student liking and perceived behaviour by peers, principals and self. The results obtained are as follows: 1) The relation between age of teachers and indirect-direct teacher classroom behaviour is significant but negative. 2) Teachers with bachelor's degree are more indirect in their classroom behaviour than teachers with master's degree, 3) Teachers with low teaching experience are more indirect in their classroom behaviour than teachers with high teaching experience. 4) Science teachers are more indirect in their classroom behaviour than arts teachers. 5) Teachers with positive attitudes are more indirect in their classroom behaviour than with negative attitude. 6) Poorly adjusted teachers are more direct in their classroom behaviour than teachers who are well adjusted.

Mathew (1976) conducted a study on classroom behaviour of teachers and its relationship with teachers' creativity and self concept. The study found that there is no significant relationship between creative teacher personality and classroom behaviour. But positive relation exists between creative teacher personality and teacher's talk. There is no relationship between self concept of teachers and pupil initiation ratio. A negative relationship exists between chronological age of teachers and their indirect/direct behaviour.

Maheswari (1976) studied the classroom verbal interaction pattern of effective and ineffective teachers. It was found that effective teachers used the categories of accepts feeling, praise, uses student ideas, questions, student response and initiation whereas ineffective teachers employed lecture, direction and authority categories in the classroom behaviour. Effective teachers involved more indirect influence, student initiation, teacher response ratio and pupil steady state ratio, whereas ineffective teachers involved more direct teacher talk, silence a confusion steady state ratio and non-stimulating situation in classroom behaviour. In the effective teachers' teaching student response and initiation were followed by teacher's' praise and accepting feelings whereas in ineffective teachers' teaching, student response and initiation were followed by direction and authority.

Singh (1976) in a study of some personality variables as related to teacher effectiveness found that prominent needs of inferior teachers are succourance, difference and play. The most prominent needs of superior teachers are nurturance, achievement, counteraction and aggression. The organization pattern of superior teachers is generally logical and that of inferior teachers emotional. The interpersonal relation as regards social behaviour and adjustment is of very high degree to superior teachers but they are very low in inferior teachers. Also inferior teachers lacked self confidence in teaching and solving problems. The study also found that

superior teachers are less entangled in family problems or is able to solve them quickly inferior teachers are less sensitive to such problems.

Denton, Calarco and Jhonson (1977) identified eight factors as the principal components of teachers' competence. These are probing inquiry style of teaching, tolerance for divergent behaviour, use of technology in teaching, nature of class questions, encouraging independent thinking, expository teaching, teacher led discussions and teacher opinion.

Lovette (1978) studied the effects of achievement motivation on current college bound male students and noticed significant non monotonic correlation between academic achievement motivation and scholastic aptitude.

In a study on classroom ethos, pupils' motivation and academic achievement Desai (1979) found positive relation between academic motivation and academic achievement.

Siddiqui (1979) studied the effects of achievement motivation and personality on academic success of college students and found positive correlation between personality and achievement motivation, family background and academic achievement.

Khalon and Uppal (1979) studied the discrepancy between attitude and achievement in relation to achievement motivation and noticed that

discrepancy between aptitude and achievement bears significant relationship with achievement motivation.

Woodwin (1979) studied to see whether there is any relationship between teacher effectiveness and personality factors of teachers at Junior high school level. The findings of this study as perceived by Junior high school students are: (a) the 'reserved' teacher to be a better motivation of students than the 'out going' teacher, (b) the more intelligent teacher to be 'fairer' than the less intelligent teacher, (c) the 'tough' minded teacher to be better motivator of students than the 'tender minded' teacher, (d) the 'tough minded' teacher to be more subject matter oriented than the 'tender minded' teacher and (e) the 'conservative' teacher to be more subject matter oriented than the 'experimenting' teacher.

In a study on academic achievement in relation to motivation and self concept, Shanmuga Sundaram (1981) found no positive relationship between achievement motivation and performance.

Singh (1981) in a study on achievement of tribal students in relation to their intelligence, motivation and personality showed that the motivation and achievement of tribal students of class IX were positively related.

In a study of Achievement Motive and Performance and stimulation of effort attribution in low-economic status black and Hispanic youth, Deutsch (1982) noticed that the relationship between achievement motive

and achievement task performance is weak in low socio economic status black and Hispanic students.

Investigating the relationship of cognitive ability to achievement, creativity and motivation of academically talented black primary level students in the district of Columbia public schools, Jackson (1982) found no significant difference in the achievement motivation of high, average and low cognitive ability students.

Pillai (1983) studied achievement motivation in relation to masculinity-femininity on a sample of 532 students studying in degree classes and noticed significant difference between high-masculine and low-masculine subjects with respect to achievement motivation and positive relationship between achievement motivation and masculinity-femininity.

In a comparative study of personality, intelligence and achievement motivation of 760 male students in different academic groups, Chatterji (1983) found that science students are significantly higher in achievement motivation in comparison with agriculture and arts students.

While studying the work values and achievement motivation of 167 persons eligible for federal job training programme in a rural service delivery area, Desiderio (1984) noticed positive correlation between achievement motivation, creativity, prestige, management, altruism and intellectual stimulation.

While investigating the relationship among attitude, motivation and achievement of ability grouped seventh grade Life Science students, Cannon and Simpson (1985) noticed that females are more motivated than males while males achieved higher in Science than females.

In a study of the relationship of academic achievement with achievement motive, affiliation motive and power motive on a sample of 500 boys and 500 girls, Gandhi (1985) noticed that achievement motive is positively related to academic achievement of high school students.

The influence of anxiety and achievement motivation in Biology Achievement of Secondary School pupils Geetha (1985) concluded that there exists a significant relationship between achievement motivation and biology achievement.

While studying the factors affecting achievement motivation on a sample of 200 children, Ahluwalia (1985) noticed age and academic performances significantly related to achievement motivation.

Simpson and Oliver (1985) in a study of attitude towards science and achievement motivation of 4000 Science students reported that female students are significantly more highly motivated to achieve in Science than male students.

Sullivan (1986) investigated the effect of group counseling on academic achievement and achievement motivation of alternative high

school students on a sample of 81 high school students and found no significant relation of group counseling on academic achievement, class attendance, achievement motivation and self concept.

Sanders (1987) study on motivation – an inquiry into cognitive and perceptions and found positive relationship between academic achievement and motivation orientation.

Ethington, Smart and Pascarella (1987) employed a causal model to examine the influence of personal characteristics, undergraduate institutional characteristics and college experiences on the attainment of entry into the teaching profession. It was found that (1) receipt of a bachelor's degree and the extent to which they felt prepared for a teaching career have significant positive influences on their attainment of a teaching career (2) For aspiring elementary teachers, their attainment of a teaching profession is influenced negatively by possession of a favourable academic self concept and positively by their majoring in education and earning higher college grades.

In an investigation of achievement, attitude and achievement motivation in an elementary school science programme Clyne (1988) noticed significant relation between science achievement and motivation.

Kaile and Kingara (1989) reported that significant relationship did not exist between achievement motivation and academic achievement.

Weaver (1989) studied the relationship of college students achievement motivation to family cohesion and aspirations among 611 white, black, Asian and hispanic undergraduate students and found a strong desire to work hard, a moderate desire for intellectual challenge and were moderately or highly fearful of success.

While studying achievement motivation and gender identity in 120 persons in banking and teaching fields, Green (1989) noticed a statistically significantly relationship between gender identity and achievement motivation.

In the study of the locus of control, achievement motivation and knowledge and use of study skills as factors influencing academic performance in 136 academically talented college students, Snodgrass (1989) found significant correlation between achievement motivation and grade point average.

While analyzing achievement motivation in relation to select personality and socio-educational factors, Sudhir (1989) found that boys were more achievement oriented than girls.

In a study on attitude, motivation and achievement in English language learning among 240 tenth grade students in Dhaka city, Haque (1989) found that achievement in English is facilitated by favourable attitudes towards and a strong motivation for learning language.

Carvela (1990) in a study of the mother daughter relationship, with respect to achievement motivation, self esteem and facilitative tendency, noticed positive relationship between mother daughter relationship and achievement motivation.

Kaile and Kaur (1990) tried to trace the relationship of achievement motivation to over and under achievement in science. They could not find any significant relationship.

Simpson and Oliver (1990) in a follow up study examined the influence of home, school and individual characteristics on attitude towards science and achievement motivation among adolescents reported that achievement motivation dropped each year.

While investigating academic achievement motivation of 4449 eleventh grade Chinese high school students, Chen (1991) found that students who have stronger belief in internal responsibility for academic success and failure tend to be high in achievement motivation and students who do not consider their abilities to be high tend to have high level of achievement motivation.

Lewis (1991) studied 400 Caribbean immigrant students for the relationship among their learning styles and strategies, achievement motivation and academic performance and found that achievement

motivation influenced both academic achievement and information processing.

Weher (1991) in a study of the relationship between co-operative teachers feed back styles and the intrinsic motivation of students teachers recorded significant changes in intrinsic motivation and interest-enjoyment, effort involvement, pressure-tension and competence.

Wang (1991) studied the effects of achievement motivation, goal acceptance and goal difficulty on task preference and task preference and task performance on a sample of 204 sixth grade students and found that the effects of achievement motivation, goal acceptance and goal difficulty were significant.

Investigating the motivation of a select group of college students involved in community service Heferman (1992) noticed that self concept, flexibility and time, isolation, anger, personal attachments, anger and frustration, empathy and satisfaction and responsibility were the motives that influenced the students for community service.

In the study intrinsic motivation revisited, Cannon (1992) concluded that reward does not decrease intrinsic motivation and verbal praise produce a slight increase in intrinsic motivation.

While studying the influence of achievement motivation, self esteem and job satisfaction on the retention of female medical technologists on a

sample of 106 female graduates, Ethyre (1992) found no significant difference between retention and achievement motivation.

Reynolds and Herbert (1992) conducted a study to formulate a structural model of high school mathematics outcome reported that motivation had significant effect on mathematics achievement.

The result of study by Das (1993) emphasize a positive correlation between achievement motivation and Social Studies Achievement of Secondary School pupils.

While studying sex type, achievement motivation and locus of control in female administrators and female teachers on a sample of 362 female administrators and 560 female teachers Le Tourneau (1993) found that female administrators scored higher in all the areas of achievement motivation than female teachers.

In a study of high school students perception and motivation in relation to their performance in writing summaries on a sample of 120 students in grade ten and eleven, Hongru (1993) noticed significant relationship between students perception of writings for higher order thinking skills and writing for an intrinsic purpose.

Rosily (1994) in a study to find the extent of relationship between attainment of biological concepts and achievement motivation between tribal and non tribal pupils found that tribal pupils are far behind the non-tribal pupils in achievement motivation.

Salimkumar (1994) studied the achievement motivation of Vocational higher secondary students and found significant relationship between achievement in biology and achievement.

Unnikrishnan (1995) studied the effect of achievement motivation on biology achievement of IX standard pupils. The result revealed significant relationship between achievement motivation and academic achievement.

The study of measurement of teacher motivation: Cross cultural and gender comparison by Bastick (2000) observed significant difference in teacher motivation among male and female teacher trainees in Jamaica.

Krishnamoorthy (2000) in a study on 455 second year higher secondary students found a significant positive relationship between achievement motivation and academic achievement in history.

Ellakkakkumar (2001) in a study on 612 graduation students from the agriculture and engineering colleges Annamalai University found significant positive relationship between academic achievement and achieving tendency.

A longitudinal study was carried out by Zanobini and Usai (2002) to investigate changes in specific aspects of self-concept, motivation and school achievement, and to explore the influence of specific aspects of self-concept on other facets of the self-system after the transition from the fifth grade of primary school to the first year of lower middle school. Results

show areas of both stability and change in the transition from primary to lower middle school.

### **2.3 STUDIES ON TEACHER EFFECTIVENESS**

The pioneer researches on teacher effectiveness was largely dominated by attempts to identify attributes of teachers, such as personality traits, sex, age, knowledge and training which might have a bearing on their effectiveness. The first recorded study of teacher effectiveness was the study conducted by Kratz 1896. It was one of the earliest pieces of educational research of any kind to appear, and set a design precedent that was to be followed for many years. A large group of elementary school pupils were asked to remember the best teacher each of them have ever encountered and to write down what made that teacher different from others. These descriptions were then collected and compared and from them derived a list of characteristics that supposedly distinguished effective teachers from ineffective teachers.

Another extensive and sophisticated study was the monumental Commonwealth Teacher Training study conducted by Charters and Waples (1929). A total of twenty five characteristics were listed, and top six characteristics were 1) adaptability, 2) considerateness, 3) enthusiasm, 4) good judgement, 5) honesty and 6) magnetism.

Cattell (1931) asked 254 people, including Directors of education, teacher trainees, school teachers and pupils to write down the ten most important traits of a good young teachers. The five qualities of the good teacher most frequently reported in order to preference were 1) personality and will 2) intelligence, 3) sympathy and tact 4) open mindedness and 5) sense of humour.

In a study of 66 high school history teachers in Indiana, Brokkover (1935) found that teachers who have closer relationship with pupil tended to teach slightly less history and that teachers attitude towards work was not related to effectiveness as measured by pupil's gains. However, teacher who had closer relations with students were considered to be better teachers by students and employers. Teacher who enjoyed their work were considered better teachers by superintendents and pupils.

While investigating personal reasons for the dismissal of teachers Simon (1936) pointed out teachers' unsatisfactory adjustment as a reason for the unpopularity of teachers among students. The teaching of such teachers was not effective.

In a study on a comparison of high successful teachers, failing teachers and average teachers at the time of their graduation from Indiana State Training College, Shannon (1940) found that the topper group was significantly ahead of others in academic achievement.

Rolfe (1945) using pupil growth as a measure of teacher success, found a negative correlation (-0.10) between success and intelligence.

Lowerll (1951) assessed a large number of training college students on twelve traits and the results correlated with practice teaching ability. The results showed that three factors were sufficiently to account for teaching success. Among these intelligence occupied a highest position. 57.1 per cent of the variance was accounted for by intelligence alone.

Downic and Bell (1953) in a study with Minnesota Teacher Attitude Inventory for the selection of teachers found that the MTAI scores correlated significantly with the overall grade point average.

Anderson (1954) in the study of 30 teachers found no significant correlation between teaching success and ACE psychological examination scores.

Pillai (1966) conducted a study of teacher qualities rated by pupils in some secondary schools in Kerala. A test and a check list were administered to 1000 pupils. The study showed that cent per cent of students stress on the knowledge aspect of the teacher about the subject matter taught.

An attempt was made to study teacher characteristics as perceived by pupils and teachers by Raj (1971). The students as a group gave greater importance to professional qualities. Teachers as a whole gave greater importance to personal qualities.

Gomatimani and Gonsalves (1977) in a study of the self concept of student teachers in relation to their performance in the practical teaching on a sample of 100 students undergoing B.Ed. training in 1976-77 batch found that teachers with better self concept scored better in practice teaching.

A study aimed at identifying the factors of teachers competency and the development of teacher competencies of B.Ed. student teachers in the training colleges of Rajasthan was carried out by Sharma (1979) on a sample of 350 B.Ed. students. The factors identified were – authenticity-integration, consideration-control, responsibility-openness, innovativeness-attractiveness and pupil behaviour. The inter-correlations among the five factors were positive and highly significant at 0.01 level. Marital status, sex, area of teaching experience (urban-rural) previous training, graduation from college or done privately and academic achievement of student teachers had no significant effect on their teaching competence during teaching practice.

George and Anand (1980), while investigating the effect of microteaching on teaching self-concept and teaching competence of student teachers found that microteaching improved teaching competence.

Goswami (1980), found that positive and significant correlation exists between global self concept and academic achievement. This relationship is positive and significant for male, female and rural urban adolescents.

Kamala (1980), in a comparative study of teacher characteristics as perceived by experienced and inexperienced teachers revealed that personal and professional qualities are highly preferred than social qualities.

In the study, factorial structure of teaching competencies among secondary school teachers, Mathew (1980) identified 14 factors viz. general teaching competency, competence of teacher's concern for students, competency of using audio-visual aids, competency of professional perception, competency of giving assignment, competency of illustrating with examples, competence of pacing while introducing, logical exposition, classroom participation, use of black board, recognizing attending behaviour and competency of closure. The competencies identified through factor analysis related very closely with those expected of the teachers by students.

In a study of effectiveness of microteaching in developing teaching competencies, Bhattarjee (1981) concluded that training for the integration of the four skills viz., introducing a lesson, fluency in questioning, increasing pupil participation and using the black board under the summative model of integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.

Passi and Sharma (1982) studied teaching competence of secondary school teachers. A total of 107 teachers were involved in the study. The

study revealed the following: 1) Male and female language teacher did not differ in their competency, 2) there was significant positive correlation between age and their teaching competency, 3) there was no significant relationship of the attitude of the language teachers teaching Hindi or English at Secondary level and their teaching competency, 4) There was a significant negative correlation between self perception of the language teachers teaching at the secondary level and teaching competency.

While studying the teaching competence of secondary school teachers, Passi and Sharma (1982) noticed the following findings. 1) The competencies which were identified, shared a total variance of 78.80 per cent. The competencies were – giving assignment, loud reading, asking questions, introducing a lesson, managing the classroom, clarification, secondary loud reading, using the black board, using reinforcement, pacing, avoiding repetition, consolidating the lesson, dealing with pupil's responses, improving pupil's behaviour, audibility, using secondary reinforcement, recognizing pupils attending behaviour, presenting verbal mode and shifting sensory channel. The male and female teachers did not differ in their competency.

An investigation of the relationship between teacher effectiveness and direct and indirect teaching of intermediate social science teachers in Riyadh by AL-Babtain (1982) on a sample of 40 intermediate school social science teacher revealed that there was no significant relationship between teacher student interaction and teaching effectiveness.

Rai (1983) in a “study of the self concept of the prospective teacher” found that the self concept of prospective teacher is positive.

Effect of training in teaching skills using micro class peers and real pupils on the general teaching competence of student teachers at elementary level was studied by Singh (1984). It was found that student teachers trained using microteaching under simulated conditions acquired better teaching competency than those trained under the traditional method.

An investigation was carried out by Singh (1985) as a comparative study of teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance. The sample consisted of 120 teachers trained in regional colleges of Education at Bhopal and Ajmeer. The study revealed that, while there was no difference in the attitude of the groups under the two modes, there were differences in teaching competence and role performance, the integrated group scored higher than traditional group.

Subbarayan (1985) conducted a study to find the relationship between teacher effectiveness, research and publication and self concept. The findings showed that there is significant relationship between teacher effectiveness and self concept and that there is significant relationship between teacher effectiveness and self concept.

Wali (1985) examined the relationship between various demographic correlates, academic background of teachers and teaching effectiveness.

Implications for teacher preparation such as inculcating proper values, proper selection and giving due importance to family background have been drawn on the basis of the study of six factors.

Veera Raghavan and Arunkumar (1988) compared the effect of different levels of teacher effectiveness on the academic performance of the students using 40 teachers from Public, Missionary, Govt. and Municipal schools in the city of Bhuvaneshwar. It was observed that there existed a significant difference in the academic performance of student taught by high effective teachers and low effective teachers.

Triveni (1988) studied teaching efficiency in relation to job satisfaction and SES of secondary school teachers and it was found that teaching efficiency of rural and urban, trained and untrained teachers did not differ significantly and teaching efficiency of male and female teachers differed significantly.

In a study of beginning first year teacher's perceptions of characteristics of effective teaching, Hill (1988) reported the following characteristics of effective teaching (1) caring and understanding relationship (2) relates to the kids and works with them at different levels (3) kind of positive interaction, (4) ability to break things down to kids and (5) flexible and willing to try new things.

Raja Meenakshi (1988) investigated factors affecting teaching competency of B.Ed. trainees in teaching physical science. A survey was

conducted on 610 students of colleges of education of Tamil Nadu under the category of physical science and 1500 school pupils. The results were as follows: 1) pupils evaluation scores were accumulated at the higher end of the scores, self evaluation scores were between 50 and 85 and professors scores ranged between 45 to 65 with regard to teaching competence of B.Ed. trainees 2) it was found that training skill of demonstration and microteaching significantly increased teaching competence 3) the type of management, the time of admission to B.Ed. and the teacher pupil ratio were the factors that affected the teaching competence 4) there was a negative correlation between age and teaching competence.

Hashian and Panwar (1989) in a study to find the effect of levels of academic achievement and school background on self concept found that high, average and low academic groups differ significantly in their mean self concept scores.

Steffens (1990) investigated the characteristics of teacher efficacy as perceived by teachers of the year on a sample of 70 teachers found the following characteristics 1) Knowledge of subject matter, 2) A caring and compassionate personality, 3) Enthusiasm 4) Organization 5) A sense of humour 6) Love of children.

In a study of selected elements of effective teaching testing their practical value with Ohio principals, on a sample of 340 public elementary and high school principals Hudgins (1990) found that classroom climate,

questioning, set induction, stimulus variation, reinforcement and closure as a set of elements of effective teaching that principals can use with confidence as they observe teachers.

Smith (1990) studied the development of teacher competencies instructional units and evaluation activities for a course of study on middle-grade education to be used by college and university professors. The special findings were 1) Middle grade education is an entity that deserves equal recognition with the elementary and secondary schools, 2) A University/College level course should be offered that addresses pedagogical techniques and teacher competencies that are associated with middle grade education.

An investigation of the perceived adequacy of teaching competencies included in the professional preparation programme for intermediate and secondary school teachers in Kuwait University to determine to what extent the programme provides the basic teaching competencies for teachers entering the profession was carried out by Al-Jassar in 1991 on a sample of 355 graduate teachers. The respondents indicated that classroom management, evaluation and human relation competencies need to be emphasized in the preparation programme.

In a study on student ratings of teachers, teachers psychological type and teacher classroom behaviour on a sample of 610 intellectually gifted adolescents and 27 teachers in a survey programme for the gifted, Chiang

(1991) reported the following results. Teachers of the following types received significantly higher ratings – extroversion, sensing, thinking and judgement types. High and low rated teachers differed significantly in 36 class room behaviours. These include speaks clearly, gestures with hands and arms, shows energy and excitement, uses concrete examples and presents thought provoking ideas.

In a study on narcissism and teaching effectiveness in college teachers, on a sample of 45 college teachers at private Mexican University Gracia (1991) found significant relationship between narcissism and teaching effectiveness exploitativeness, superiority, entitlement and self sufficiency contributed for teaching effectiveness.

An attempt was made by Sundararajan and Srinivasan (1991) to find out the relative importance given by teachers to the various components of teacher behaviour which are considered important in making teaching effective. It was noted that the teachers presenting the lesson in an interesting way gets the first rank. The second rank goes to the teacher coming to the class with adequate preparation and the third goes to the teacher showing sympathy towards the slow learner. The teacher who treats all students alike and the teacher who is careful in their dress and appearance stand in the fourth and fifth rank positions.

A study of sex difference in teaching competency in mathematics of student-teachers in training colleges was carried out by Varghese (1991). It

revealed that male student teachers were better in teaching competence when compared to their female counterparts.

Mishra's (1992) study on a sample of 88 Oriya male students of class IX and X revealed that the relationship between academic achievement and self concept is not significant.

In a study on the relationship of teachers effectiveness and selected teacher demographic variables to student outcomes, on a sample of 124 elementary school teachers, Garrison (1992) found that there was low relationship between students achievement and teacher effectiveness.

Williams (1992) asserted the influence of self concept on student test performance across four subject areas viz. English, Mathematics and Science using a sample of 217 public high school students in Northern Oklahoma and found that self concept contributes to students academic success.

Research consistently shows that teachers have the greater potential to influence children's education. The major research findings is that student achievement is related to teacher competency in teaching (Kemp & Hall, 1992). It was also reported that students achieve more when teachers employ systematic teaching procedures, greater academic progress occurs when lessons begin with review, when systematic feedback is being used, check student progress continually by asking question and relate new

learning to prior learning. Thus there is no substitute for a highly skilled teacher.

Henderson Ruth (1993) investigated the views of Union County College students by subject areas and demographic characteristics of the effectiveness of teaching methods on a sample of 500 Union Country College students and noticed that teachers quick feed back and a structured, organized class were viewed as effective.

In a study of effectiveness, performance and motivation in a team based environment, Little (1993) found significant relationship between effectiveness, performance and motivation.

Prameela (1993) conducted a study on a sample of 502 students of Standard IX and found no significant relationship between achievement in Physics and Self Concept.

Sujatha (1994) investigated on a sample of 640 standard IX students and concluded that the variable self concept has no significant effect on achievement in biology.

Minnalkodi (1997) conducted a study with a sample of 900 students who had opted Zoology as elective in standard XI in Cuddalore educational district and found significant positive relationship between achievement scores and self concept of students.

Dubey and Mishra (1999) analysed a sample of 400 students of Standard VIII to X and reported that self concept variables are less important predictors of academic success.

Deshmukh (2000) conducted a study using a sample of 832 students ranging from 16 to 20 years, studying in XII<sup>th</sup> standard in Amaravati and found that high and low self concept groups do not differ significantly on academic achievement.

Yeung and Watkins (2000) investigated twenty seven student teachers' personal sense of teaching efficacy in Hongkong. The results indicated that teaching efficacy was viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, teaching commitment and a sense of self confidence. Experiences of teaching practice, electives, pupils, and teaching practice supervisors were the major sources for the development of a sense of teaching efficacy.

The study on secondary level student teachers at the National Institute of Education Singapore by Lourdusamy and Khine (2001) to assess interpersonal behaviour and classroom interaction by teachers trainees themselves revealed that male teachers displayed more leadership qualities in classroom and more friendly behaviour towards students than did females.

Kagathala (2002) examined teacher effectiveness, gender, educational qualifications types of school etc in Gujarat, and it was found that:

- i) the area of schools affects teacher effectiveness, teachers of urban area were superior to the teachers of rural area.
- ii) Post graduate teachers possessed more teacher effectiveness than graduate teachers.
- iii) Gender does not affect teacher effectiveness.

Paul and Kumarvel (2003) investigated into teacher effectiveness of 183 elementary school teachers of Dindigul District and it was revealed that primary school teachers of Dindigul district have adequate teacher effectiveness and that they differed in their effectiveness with respect to teaching experience, community, type of management and locale. The rural teachers were more effective than the urban teachers.

## **2.4 CONCLUSION**

The review of related studies show that Self-Concept and Achievement, Achievement Motivation and Achievement, Teacher Effectiveness and Intelligence, Teacher Effectiveness and Self Concept are related. The investigator found that some studies on Teacher Effectiveness are positive, some are negative, and some are with inconclusive results and

studies establishing the relationship of Self-Concept and Achievement Motivation on Teacher Effectiveness are rare.

Most of the studies on Teacher Effectiveness were concentrating on the general teacher effectiveness. They were not establishing the relationship of specific independent variables on the various aspects of Teacher Effectiveness. Hence it is hoped that the present problem is worth exploration in the field of teacher education because the investigation is carried out on some specific aspects of teacher effectiveness.

# **METHODOLOGY**

- 
- **Variables**
  - **Tools used**
  - **Sample selection**
  - **Data collection,  
scoring and consolidation**
  - **Statistical techniques  
employed for analysis**
-

In this chapter the methodology adopted for the study is presented. This investigation is an analytical study carried out with a view to find out the relationship of Self Concept and Achievement Motivation on Teacher Effectiveness of B.Ed. trainees.

The method followed for the present study is described under seven major headings.

- (i) Variables
- (ii) Objectives
- (iii) Hypotheses
- (iv) Tools used
- (v) Sample Selection
- (vi) Data Collection, Scoring and consolidation
- (vii) Statistical Techniques used for analysis.

### **3.1 VARIABLES**

The study being a correlational one, two types of variables are involved viz., criterion (dependent) and associate (independent) variables of the study.

### **3.1.1 Criterion (Dependent) Variable**

The major objective of the study is to find out the relationship of Self Concept and Achievement Motivation on Teacher Effectiveness.

For the present study Teacher Effectiveness is the criterion variable and it is measured through the scores obtained by an individual on the scale of General Teaching Competency (Passi & Lalitha, 1979).

### **3.1.2 Associate (Independent) Variables**

There are two independent variables in the study. These are (i) Self Concept and (ii) Achievement Motivation

The Self Concept is measured through the scores obtained by the individual on the Self Concept scale prepared and standardized by the investigator. Achievement Motivation is measured through the scores obtained by the individual on the Kerala Scale of Achievement Motivation (Nair, 1980).

## **3.2 TOOLS USED**

1. Self Concept Scale developed and standardised by the investigator.
2. General Teaching Competency Scale (GTCS) developed by Passi and Lalitha (1979).
3. Kerala Scale of Achievement Motivation (Nair, 1980).

### **3.2.1 Self-Concept Scale**

#### **3.2.1.1 Planning**

The investigator has not come across a standardized tool for testing the self-concept of teacher trainees. Therefore the investigator decided to construct a tool for measuring the self concept of B.Ed. trainees. Before constructing the tool the investigator consulted evaluation experts, teacher educators, senior teachers and other teachers working in the field of teacher education and formed a general consensus about the areas that are to be included in the tool.

Apart from this many teacher appraisal proformas were referred for getting an idea about the different areas to be incorporated in the tool. The investigator's own experience as a teacher educator also helped in the selection of the areas.

A teacher is said to be effective in the classroom situation based on the perfection and co-ordination of various skills needed for teaching. An effective teacher will have maximum perfection and maximum co-ordination of these skills. Accepting this to be true, it was decided that any tool on the self-concept of a teacher trainee should concentrate on the perception of ability in performing the various skills needed for teaching. In this connection the teacher evaluation proforma used in the teacher training institutions of Kerala was taken as a reference material in deciding the areas in the tool.

On the basis of opinions gathered from the above exercises the following areas were fixed for the tool, like the perception of ability in lesson planning, subject competence, communication, asking question, class management, methods of teaching and teacher characteristics. Since these areas differ in the depth of influence on teaching an, approximate weightage was given for various areas in the tool. The weightages given are perception of ability in lesson planning (ten per cent), subject competence (twenty per cent), communication (ten per cent), questions (five per cent), class management (twenty per cent), methods (fifteen per cent) and teacher characteristics (twenty per cent). These weightages were exercised in terms of the number of questions included in each of the areas in the tool. There were sixty five questions in the draft tool.

### **3.2.1.2 Preparation of the Scale**

For preparing the items in each category, The Kerala Self Concept Scale prepared by Nair (1980), was taken as the reference material. The nature of statements in the present tool follows the same pattern of the Kerala Self Concept Scale.

Since this tool is a self reporting type, the subjects will be informed about the confidentiality of the results and they will be instructed to give their responses objectively. Whatever comes to mind when the subjects read each statement should be recorded then and there without much thinking. In order to get a real picture of the self-concept, the respondents

are told that the data will be used only for research and related studies and not for any type of personal evaluation.

The seven areas selected for developing the tool and the description of these areas are given below:

### **1. Lesson Planning**

The statements under this area are concerned with the perception of a teacher trainee regarding his ability in the planning of a lesson. The aspects under this area are content analysis, statement of objectives, arranging specifications, logical re-organisation of the content, identification of concepts, designing learning activities and giving appropriate examples.

### **2. Subject Competence**

This area is concerned with the depth of understanding of the teacher in the subject matter to be taught in the class. Hence the statements under this area are concerned with the perception of the teacher trainee regarding his subject competence. Naturally the statements are designed to get an insight into the ability of conceptual clarity, correct explanation, relevance to the need of the situation, richness/depth of content, appropriateness of examples and correlation with other subjects.

### **3. Communication**

This area is concerned with the ability in the communication of the teacher. The statements under this area are concerned with perception of a

teacher trainee with regard to his own skill in communication. The statements will be designed to get self appraisal regarding fluency in communication, language, skill in explanation to suit intellectual needs and voice modulation etc.

#### **4. Questions**

This area is concerned with the type of questions and the way they are distributed in the class room. The statements under this area are expected to reveal the perception of the teacher trainees in asking simple, precise and relevant questions, asking developing questions and thought provoking questions, distribution of questions and effective dealing with pupil's answers.

#### **5. Class Management**

The statements from the area are concerned with the perception of teacher-trainees regarding the management ability of a class. The main aspects under this area are the pupil interaction, co-operation, sympathy and the ability to attend to all the students while teaching a class.

#### **6. Methods**

Statements from this area are concerned with the methodology of teaching adopted by a teacher. Appropriateness, effectiveness, originality, smooth flow of the class, budgeting of time, the type of teaching aid, appropriateness of the time of using it and the effectiveness in using it.

## **7. Teacher characteristics**

This area is concerned with certain personal characteristics of the teacher. The statements in this area pertain to the perception of a teacher trainee on his appearance and manner, appropriateness of his movements, interaction with headmaster, teachers and students, his role as a social worker, participation in co-curricular activities, participation in activities of general interest for the benefit of the school etc.

The draft scale prepared by the investigator contains items grouped in pairs and divided into two sections -- A and B. For each item in Section A there is an equivalent item in Section B. The subjects are asked to enter their responses by marking 'A', 'B', 'C', 'D', or 'E' in the response sheet. 'A' stands for 'Strongly Agrees', 'B' for 'Agree', 'C' for Neutral 'D' for 'Disagree' and 'E' for 'Strongly Disagree'. The score for each item in Section A is compared with the score in Section B. The difference is computed using appropriate procedure. Each item in Section A represents an individual's perception of the 'Ideal Self'. Each item in Section B represents his corresponding 'Real Self'.

### **3.2.1.3 Scoring Procedure**

The subject is required to read each statement in Section A and Section B and record his response by putting an 'x' mark against the letter of his choice (A, B, C, D or E). Thus the subject is getting a score for his

perception of the 'ideal self' and the 'Real Self'. The scoring procedure is given below:

Rating	-	A	B	C	D	E
Score	-	5	4	3	2	1

Theoretically, the score for the 'Ideal self' cannot exceed the score for the 'Real self'. When the difference is small, it represents a higher self concept as compared with a large difference. The maximum possible difference is four. This represent the lowest score of an item with respect to self concept. The minimum difference zero represents the highest self concept. Each difference is subtracted from five (to get at least) a minimum score of one) to obtain the self concept score for each item. Thus higher self concept is experienced in terms of a higher score and vice-versa. All the item scores are summated to obtain a total score for the whole test. There is no time limit for the scale.

#### **3.2.1.4 Try out of the Test**

The draft scale was tried out on a sample of 150 trainees selected by stratified sampling technique from three colleges of Education.

#### **3.2.1.5 Item Analysis**

Item analysis was done using the standard procedure and the critical ratio (of two tailed t test) to each statement was found out. The critical ratio is an index of the ability of the statement to discriminate between students with high self concept and students with low self concept. That is the

discriminating power of each statement was found out by testing for significance of difference between means of high and low groups of self concept. The high and low groups were formed by taking the 27 per cent criteria of the sample chosen for item analysis. The critical ratio (t-value) of each statement was calculated using the formula.

$$t = \frac{X_H - X_L}{\sqrt{\frac{N_1 \sigma_H^2 + N_2 \sigma_L^2}{N_1 + N_2 - 2} \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}} \quad (\text{Garrett, 1966})$$

where

$X_H$  is the mean score of the high group on a given statement

$X_L$  is the mean score of the low group on a given statement

$\sigma_H$  is the standard deviation of the high group

$\sigma_L$  is the standard deviation of the low group

$N_1$  and  $N_2$  are the number of pupils in high group and low group respectively.

The t-values of the statements of the draft scale are given in Table 1

Table 1

The t-value of the statements of the Draft Scale of Self Concept

Item No.	t-value	Item No.	t-value	Item No.	t-value
1	2.89	23*	3.75	45*	3.17
2*	2.73	24*	2.70	46*	3.60
3*	3.14	25*	3.61	47*	4.05
4*	4.17	26*	4.29	48	3.96
5*	3.19	27*	5.02	49	3.74
6*	6.40	28	4.80	50	3.80
7	4.53	29	4.39	51	3.75
8	2.58	30*	2.21	52	4.57
9*	3.54	31*	2.29	53*	2.81
10*	3.23	32*	4.39	54*	5.10
11*	3.44	33*	4.00	55*	4.15
12*	3.48	34*	2.85	56*	3.96
13	1.49	35*	2.76	57*	5.00
14*	3.24	36*	8.16	58*	4.50
15*	2.74	37*	4.05	59*	5.21
16*	2.96	38*	4.50	60*	3.84
17*	4.24	39*	4.05	61*	4.23
18*	3.54	40*	4.58	62*	6.16
19*	2.97	41*	6.10	63	4.70
20	3.51	42*	4.01	64	3.94
21*	2.79	43*	4.60	65	3.98
22*	3.94	44*	2.64		

Note: \* denotes the statements selected for the final sample

Statement with t-value greater than or equal to 2.01, the tabled value of t required for significance at 0.05 level for 52 df ( $N_1 = N_2 = 27$ ) were selected for the final scale.

The final scale of Self Concept consists of 50 items.

English and Malayalam versions of the draft, final scale and the score sheets are given as appendices I, I(a), II, II(a), III and III(a) respectively.

### **i) Reliability**

Test-Retest method with an interval of two weeks was used to find out the reliability of the scale. The obtained reliability coefficient is 0.81 ( $N=50$ ) which suggests that the scale is highly reliable to measure the Self Concept of teacher trainees.

### **ii) Validity**

The scale was constructed after giving due weightages to different aspects of teaching. Hence the scale has construct validity.

The criterion related validity of the scale was established by correlating the scores of the scale with that of Kerala Self Concept Scale developed by Nair (1980). The validity coefficient obtained is 0.77 ( $N = 50$ ).

## **3.2.2 Kerala Scale of Achievement Motivation**

The Kerala Scale of Achievement Motivation was developed by Nair in 1980. The tool was standardized for the senior secondary school and college students of Kerala. The scale is for measuring the levels of achievement motivation by self-report of the subject. The scale consists of a

total of 60 items in the form of statements. The different items measure the level of achievement motivation by presenting statements related to the subject's own view about achievement, the different ways adopted for achieving the goal, opportunities for doing things extraordinary, being a leader in different activities etc. Attitudes of friends, parents and others towards his or her achievement are also assessed through a few items. The power of sustenance of the subject, whether he values effort, whether he tries for developing new proposals and projects are also measured through certain items. Thus the scale on the whole measures the subject's power to initiate, direct and sustain achievement oriented behaviour.

### **3.2.2.1 Scoring**

The subject is required to respond against each item by marking anyone of three responses: 'Y' (yes), 'U' (undecided) and 'N' (No), in the response sheet. A score each was given against each correct responses. There is no time limit for the scale.

### **Reliability and validity**

Test-Retest method with two weeks interval was used to find out the reliability of the scale. The value of  $r$  was 0.81 which showed that the tool is highly reliable. The validity of the scale was established by correlating the scores of the scale with the scores of Achievement Motivation Scale developed and standardized by Pillai and Salimkumar (1994) on a sample of 55 B.Ed. trainees and the value obtained was  $r = 0.77$ . The value shows that the scale has concurrent validity.

A copy of the response sheet is given as Appendix IV.

### 3.2.3 General Teaching Competency Scale (GTCS)

The General Teaching Competency Scale was developed by Passi and Lalitha (1979) for measuring teaching competency of teachers. This scale is based on the theoretical assumption of teaching as a macro-skill involving a number of micro skills. The effectiveness of the classroom teaching will depend on the perfection and integration of these micro-skills in an appropriate manner in a classroom situation. The authors first identified all the micro-skills and then grouped them into five categories namely, Planning, Presentation, Closing, Evaluation and Managerial aspects. There are 21 items related to 21 teaching skills grouped into the above five categories. The various categories of teaching skills, the number of items in each category and the serial number of item in the actual scale are given in Table 2.

**Table 2**  
**Categories of Teaching Skills of GTCS**

Sl. No.	Categories of Teaching Skills	No. of Items	Serial No. of Items
1	Planning	4	1 to 4
2	Presentation	11	5 to 15
3	Closing	2	16 and 17
4	Evaluation	2	18 and 19
5	Managerial	2	20 and 21
	TOTAL	21	

It is a 7 point rating scale measuring the execution of the skill by the teacher in the classroom against each item ranging from 1 for 'Not at all' to 7 for 'Very Much'. The various teaching skills related to the 5 categories of teaching skills are presented in Table 3.

**Table 3**

**Details of Teaching Skills in each Category of Teaching Skills**

Sl.No.	Category	Teaching Skills
1	Planning	Objectives of the lesson, content selection, content organization, selection of audio visual materials (4 skills)
2.	Presentation	Introducing lesson, fluency of questions, use of probing questions, explaining, illustrating with examples, stimulus variation, use of silence and non-verbal cues, increasing pupil participation, use of verbal and non-verbal cues, pacing, use of chalkboard (11 skills)
3.	Closing	Achievement closure, giving assignment (2 skills)
4.	Evaluation	Classroom evaluation, diagnosis of pupil difficulties (2 skills)
5.	Managerial	Recognizing attending behaviour, maintaining classroom discipline (2 skills)

**3.2.3.1 Procedure for use**

The General Teaching Competency Scale is used by the observer for measuring teacher effectiveness of a teacher individually by means of direct

observation of the classroom behaviour for the entire teaching period. The observer will sit in the classroom and will mark frequencies against each item after assessing the way in which that particular skill was made use of by the teacher.

### **3.2.3.2 Scoring**

The ratings against all the items are summed up to get the total score on General Teaching Competence of the teacher being observed. The maximum possible score is 147 and the minimum is 21.

### **3.2.3.3 Validity of the scale**

The scale has established content validity. The scores obtained for the General Teaching Competency Scale was correlated with the University practical examination marks of the B.Ed. Trainees and the obtained  $r$  value ( $r = 0.86$ ;  $N = 55$ ) suggested that the scale is valid.

### **3.2.3.4 Reliability of the scale**

Inter-observer reliability is the most appropriate type of reliability for an observation tool like this. The inter observer reliability obtained ranged from 0.82 to 0.93 which suggested that the scale is highly reliable.

The high validity and reliability values of the General Teaching Competency Scale proves it to be an efficient tool for measuring teacher effectiveness of the B.Ed. trainees for the present study.

The General Teaching Competency Scale is presented as Appendix V.

### **3.3 SAMPLE SELECTION**

The sample of the study is drawn from the population of B.Ed. Trainees from different colleges. The sample was drawn by looking into three aspects viz., technique of sampling, factors considered in the sampling and size of the sample.

#### **3.3.1 Techniques of Sampling**

The population of B.Ed. trainees belong to different strata like locality of the trainee, gender and the type of management of the institution. The investigator decided to adopt stratified random sampling technique for the selection of sample.

#### **3.3.2 Factors Considered in the Sampling**

Some characteristics of the population were taken into consideration. They are:

- i) Gender
- ii) Locality of the Trainee
- iii) Type of Management
- iv) Subject of Specialization

The rationale for considering each of these strata for the sample is discussed below:

### **3.3.2.1 Gender**

Many studies have shown that gender differences exist in many of the psychological variables and in academic achievement (Driever, 1993; Malini,1995). Hence the investigator decided to consider gender as a factor in the sample selection. The number of male and female B.Ed. trainees in the colleges are not equal. So equal representation was not given for male and female trainees.

### **3.3.2.2 Locale of the Trainees**

The performance of trainees coming from rural and urban areas show differences and so locale of the trainees was taken as another factor in sample selection.

### **3.3.2.3 Type of Management**

The colleges of education in Kerala are under four categories of management namely, private aided, private unaided, university teacher education centers (UTECE) and government colleges. Hence type of management was taken as a factor in sample selection giving due representation to various types of Management.

### **3.3.2.4 Subject of Specialisation**

Majority of the colleges offer six subjects viz. Mathematics, Physical Science, Natural Sciences, Social Studies, Malayalam and English. Due representation was given for these subjects in the sample.

### 3.3.2.5 Size of the Sample

Two major considerations in deciding the size of the sample were:

- (i) A sample should be large enough to reduce the magnitude of sampling error within admissible limit (Best & Kahn, 1992).

Krech and Crutchfield (1968) have observed that sample size of 500 would yield reasonably good results which would keep the error less than five per cent.

- (ii) Sample should be small enough to be selected economically (Best & Kahn, 1992).

Taking into consideration the above mentioned aspects, the investigator decided to have a sample size above 500 belonging to 15 colleges spread over three universities in Kerala.

The investigator compiled all the data sheets of the B.Ed. trainees from 15 colleges of education. The initial sample consisted of 530 B.Ed. trainees. The break up of the initial sample is given in Table 4.

**Table 4**  
**Break-up of the Initial Sample**

Gender		Locale		Type of Management				Subjects	
Male	Female	Rural	Urban	Aided	Unaided	UTEK	Govt.	Arts	Science
169	361	396	134	177	140	131	82	142	388
N = 530		N = 530		N = 530				N = 530	

### **3.4 DATA COLLECTION, SCORING AND CONSOLIDATION**

Necessary copies of tools and response sheets were printed. The schedule for administering the tools were prepared by contacting the principals and subject teachers of various colleges. The investigator utilized the help of subject teachers for the observation of the classes. Proper orientation for the scoring of General Teaching Competency Scale was given to each subject teachers. This was done during the time of preparation of teaching, ie., when the trainees were doing their criticism lessons. This helped the investigator to clarify the doubts of the subject teachers regarding the rating of teaching competency. As all the teachers in training colleges were well aware of the observation schedule of microteaching skills, the orientation was easy. The orientation was to reduce the inter observer variability.

The investigator adopted uniform procedure for administering the tools. The B.Ed. trainees were given information about the purpose and nature of the tools. The procedure for responding to each tool was explained to them. They were also assured that these responses will be kept confidential and it will only be used for the purpose of the study.

The response sheets of the trainees from each college was checked for any mistakes, omissions or pattern markings etc. Such response sheets were discarded and the valid response sheets were retained for scoring.

After rejection of the incomplete response sheets the sample size was reduced to 510. The break up of the final sample of 510 trainees is given in Table 5.

**Table 5**

**Break-up of the Final Sample**

Gender		Locale		Type of Management				Subjects	
Male	Female	Rural	Urban	Aided	Unaided	U TEC	Govt.	Arts	Science
164	346	380	130	171	135	126	78	138	372
N = 510		N = 510		N = 510				N = 510	

The final sample consist of 164 male and 346 female trainees making up a sample of 510. Out of this 510 trainees 380 belong to rural area and 136 belong to urban area. When grouped on the basis of type of management 171 belong to aided college, 135 to unaided, 126 to university teacher education center and 78 belong to government college. The sample consist of 138 arts and 372 science students. College wise distribution of the sample is provided as Appendix VI.

The response sheets of all the B.Ed. trainees were scored based on the stipulated procedures of each tool. The scores were consolidated to facilitate computer analysis of the data using SPSS Programme.

### 3.5 STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS

The analysis was done by making use of the software programme SPSS. The statistical techniques adopted in this study are as follows:

#### 3.5.1 Pearson's Product Moment Coefficient of Correlation

Coefficient of correlation between relevant pairs of variables was computed by using formula:

$$r = \frac{N \Sigma XY - \Sigma X \times \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] [N \Sigma Y^2 - (\Sigma Y)^2]}} \quad (\text{Garrett, 1966})$$

where

- X - obtained score of one variable
- Y - obtained score of other variable
- $\Sigma X$  - sum of the X values
- $\Sigma Y$  - sum of the Y values
- $\Sigma X^2$  - sum of the squared X values
- $\Sigma Y^2$  - sum of the squared Y values
- $\Sigma XY$  - sum of the products of paired X and Y scores
- N - the number of cases

#### 3.5.2 Test of significance of the correlations by Fisher's t-test

This was found out by checking whether the t-value obtained by the formula given below exceeds the table value.

$$t = \frac{r \sqrt{N-2}}{\sqrt{1-r^2}} \quad (\text{Best \& Kahn, 1992})$$

If the value exceeds 1.96 or 2.58, the values set for significance at 0.05 level and 0.01 level where

$r$  = the obtained correlation coefficient

$N$  = the number of cases.

### 3.5.3 The 99 per cent confidence interval of 'r'

The limits within which the population  $r$  may lie with 99 per cent confidence (0.99 confidence interval of  $r$ ) are calculated by the formula;

$$SE_r = \frac{\sqrt{1-r^2}}{\sqrt{N-1}} \quad (\text{Garrett, 1966})$$

' $r$ ' being the obtained coefficient of correlation

$N$  = the number of cases.

#### 3.5.3.1 Verbal description of 'r' (Garrett, 1966)

The magnitude of  $r$  is described for the degree of relationship using the explanation

$r$  from 0.00 to  $\pm 0.20$ : indifferent or negligible relationship

$r$  from  $\pm 0.20$  to  $\pm 0.40$ : low or slight relationship

r from  $\pm 0.40$  to  $\pm 0.70$ : substantial or marked relationship

r from  $\pm 0.70$  to  $\pm 1.00$ : high to very high relationship

#### **3.5.4 Shared Variance**

Shared variance, the percentage of the variance of the criterion variable accounted by the predictor variable, is calculated using the formula;

$$\text{Shared Variance} = r^2 \times 100 \quad (\text{Fox, 1969})$$

'r' being the obtained correlation coefficient between the criterion and predictor variables.

#### **3.5.5 Step-wise Regression Analysis (by ANOVA approach) (Cohen & Manion, 1989)**

This is the statistical technique to select the set of variables that best predicts the criterion variable and that eliminates superfluous predictor variables.

In regression analysis, the predictor variables are entered one by one on the basis of the size of contribution of each variable in predicting the criterion variable. Hence, as the first step, predictor variable having the highest correlation with the criterion variable was entered. Then, the variable having the next highest partial correlation was entered second and so on. Proceeding like this, a stage came that further entering of variables won't make significant change either in the percentage variance or in R. It is

an indication that the variable entered last and the remaining variables are not significant predictors of the criterion variable.

A model Table of Step-wise regression analysis is given in Table 6.

**Table 6**  
**Model Table of Step-wise Regression Analysis**

Variable entered			
Multiple R	SE <sub>R</sub>	B =	SE =
Percentage variance	Beta =		
Source	DF	SS	MSS
Regression			
Residual			
F =			

**3.5.5.1 The Coefficient of Determination R<sup>2</sup>**

The Coefficient of Determination, R<sup>2</sup> in terms of β and r which gives the efficiency of each predictor variable in predicting the criterion variable is calculated using the formula;

$$r_1^2 (2, 3, \dots, n) = \beta_{1.234 \dots n} + \beta_{13.24 \dots n} + \beta_{14.23 \dots n} + \dots + \beta_{1n.23 \dots (n-1)}$$

(Garrett, 1966)

where 1 stands for the criterion variable and 2, 3 .... for the significant predictor variables as found by regression analysis.

The product of β and r is used as the index of predictive efficiency.

### 3.5.6 The coefficient of predictive efficiency

The coefficient of predictive efficiency is calculated using the formula;

$$E = 1 - k \quad \text{where} \quad k = \sqrt{1 - r^2} \quad (\text{Garrett, 1966})$$

'r' being the obtained correlation coefficient.

### 3.5.7 Partial Correlation

A partial correlation between two variables is one that nullifies the effects of a third variable (or a number of other variables) upon both the variables being correlated. It was found out by using the formula:

$$1. \quad r_{12.3} = \frac{r_{12} - r_{13} \cdot r_{23}}{\sqrt{1 - r_{13}^2} \sqrt{1 - r_{23}^2}} \quad (\text{Garrett, 1966})$$

$$2. \quad r_{13.2} = \frac{r_{13} - r_{12} \cdot r_{23}}{\sqrt{1 - r_{12}^2} \sqrt{1 - r_{23}^2}}$$

where 1 stands for Teacher Effectiveness

2 stands for Self Concept

3 stands for Achievement Motivation

### **3.5.8 Two way analysis of variance with 3x3 factorial design (Garrett, 1966)**

Analysis of variance employing two associate variables involving two way classification, is the two-way ANOVA. By this method one can test the main effect (single effect) of each of the associate variable and interaction effect of these variables on the dependent or criterion variable.

In the two-way classification with an unequal number of observations per cell, the total sum of squares is partitioned in to four parts between row, between columns, an interaction sum of squares, and a within cell sum of squares. Each sum of squares has an associate number of degrees of freedom. By dividing each sum of squares by the respective degrees of freedom four variance estimates were obtained. F ratios are then obtained from the variance and is used to test the significance of the variable in rows, variable in columns and interaction effect of the two independent variables.

If the obtained F value for the rows is greater than or equal to the tabled value of F at 0.05 level/0.01 level for  $(R - 1, n_{ij} - pq)$  degrees of freedom the main effect due to rows is said to be significant at 0.05 level/0.01 level of significance.

If the obtained F value for rows is greater than or equal to table value of F at 0.05level/0.01 level for  $(R - 1) (C - 1) (n_{ij} - pq)$  degrees of freedom, the interaction effect is significant. A model table used for the analysis is presented as Table 7.

**Table 7**  
**Model Table for Two-way Analysis of Variance**  
**with 3 x 3 factorial design**

Source of Variance	Sum of squares	Degrees of freedom	Mean variance	F-value	Table Value 0.05-0.01
Row Achievement Motivation					
Column Self Concept					
Interaction Self Concept and Achievement Motivation					
Explained					
Residual					
Total					

### 3.5.9 Test of Significance of Difference Between Means for Large Independent Samples

The test of significance of difference between means for large independent samples was found out using the formula:

$$CR = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \quad (\text{Garrett, 1976})$$

$M_1$  and  $M_2$  = Means of large independent samples

$\sigma_1$  and  $\sigma_2$  = Standard deviation of two samples

$N_1$  and  $N_2$  = Size of the sample

The analysis of data collected is presented in Chapter Four.

## ANALYSIS

- 
- **Preliminary analysis**
  - **Relationship of self concept and teacher effectiveness**
  - **Relationship of achievement motivation and teacher effectiveness**
  - **Efficiency of self concept and achievement motivation to predict teacher effectiveness**
  - **Partial relationship of self concept and achievement motivation on teacher effectiveness**
  - **Interaction effect of self concept and achievement motivation on teacher effectiveness**
  - **Findings of the study**
  - **Discussion**
  - **Conclusion**
  - **Tenability of hypotheses**
-

In this chapter the analysis of the data collected using different tools is presented. Research consists of systematic observation and description of the characteristics or properties of objects or events for the purpose of discovering relationship between variables. The ultimate purpose is to develop generalizations that may be used to explain phenomena and to predict future occurrences. To conduct research, one must establish principles, so that the observation and description have a commonly understood meaning. Measurement is the most precise and universally accepted process of description, assigning quantitative values to the properties of objects and events. Measurement is carried out using statistics which is then analysed to arrive at valid conclusions.

Statistical analysis is the mathematical techniques or processes for gathering, organizing, analysing, and interpreting numerical data and is one of the phases of research process. The statistical analysis was carried out using the software of SPSS Programme.

The study was carried out to test the tenability of the hypotheses stated below:

## **Hypotheses**

1. There will be significant and positive relationship between Self Concept and Teacher Effectiveness of B.Ed. Trainees for the total sample and sub samples classified on the basis of gender, locale, type of management and subject of specialization.
2. There will be significant and positive relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees for the total sample and sub samples classified on the basis of gender, locale, type of management and subject of specialization.
3. Self Concept and Achievement Motivation together will have significant relationship with Teacher Effectiveness of B.Ed. trainees.
4. Self Concept and Achievement Motivation can predict Teacher Effectiveness of B.Ed. Trainees.
5. Self Concept and Achievement Motivation will have significant effect on Teacher Effectiveness.

The details of statistical analyses and discussion of results are presented under six major heads viz;

1. Preliminary Analysis
2. Relationship of Self Concept and Teacher Effectiveness
3. Relationship of Achievement Motivation and Teacher Effectiveness

4. Efficiency of Self Concept and Achievement Motivation to predict Teacher Effectiveness.
5. Partial Relationship of Self Concept and Achievement Motivation on Teacher Effectiveness.
6. Effect of Self Concept and Achievement Motivation on Teacher Effectiveness.

#### **4.1. PRELIMINARY ANALYSIS**

As a first step in analysis the basic essential descriptive statistics like mean, median, mode, range, standard deviation, skewness, kurtosis and standard error of means of all the selected variables for the study were computed for the whole sample (N = 510).

The data are presented in Table 8.

**Table 8**  
**Basic Statistics of all the Variables**

Sl. No.	Variables	Mean	Median	Mode	Range	Standard Deviation	Skewness	Kurtosis	Standard error of mean
	<b>Criterion Variable</b>								
1	Teacher Effectiveness	93.92	94.50	102.04	35.00	9.22	-0.217	-0.903	0.40
	<b>Independent Variables</b>								
2	Self Concept	199.00	198.00	190.00	105.00	19.43	-0.149	-0.321	0.86
3	Achievement Motivation	30.39	30.00	30.00	33.00	6.29	-0.060	-0.367	0.27

From the table it is evident that there is not so much variation between the three measures of central tendencies, viz. mean, median and mode of the three variables selected for the study.

The values of range and standard deviation of the three variables indicate that the scores of these variables are scattered.

The indexes of skewness suggest that the distribution of scores for Teacher Effectiveness, Self Concept and Achievement Motivation are slightly negatively skewed.

Value of Kurtosis for the variables Teacher Effectiveness, Self concept and Achievement Motivation are greater than 0.263 which is

indicative of the slightly platykurtic distribution of scores for the three variables of the study.

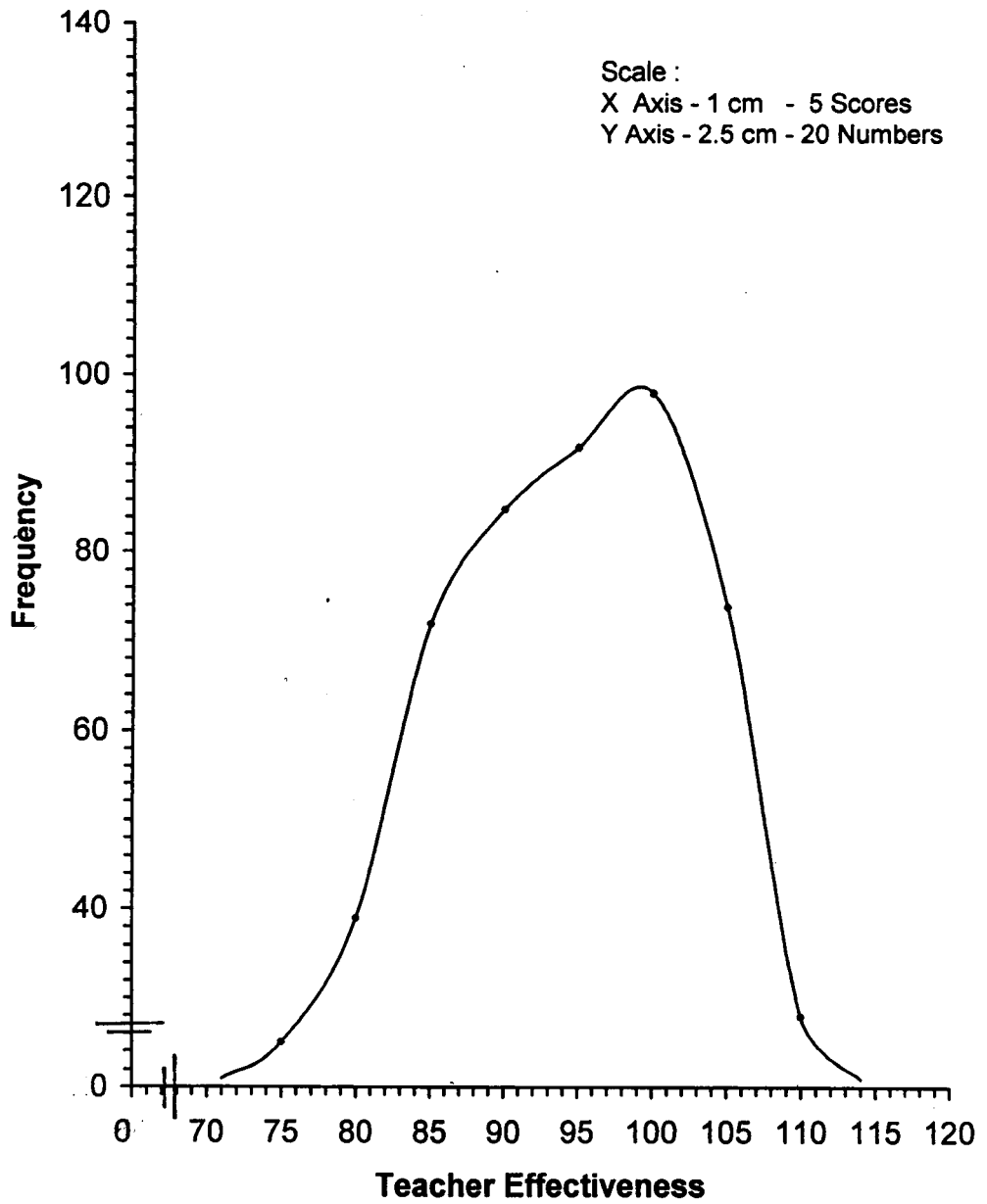
In short the three variables do not deviate much from normality

#### **4.2 RELATIONSHIP OF SELF CONCEPT AND TEACHER EFFECTIVENESS**

The relationship of Self Concept and Teacher Effectiveness of B.Ed. Trainees was found out using Pearson's Product Moment Co-efficient of Correlation.

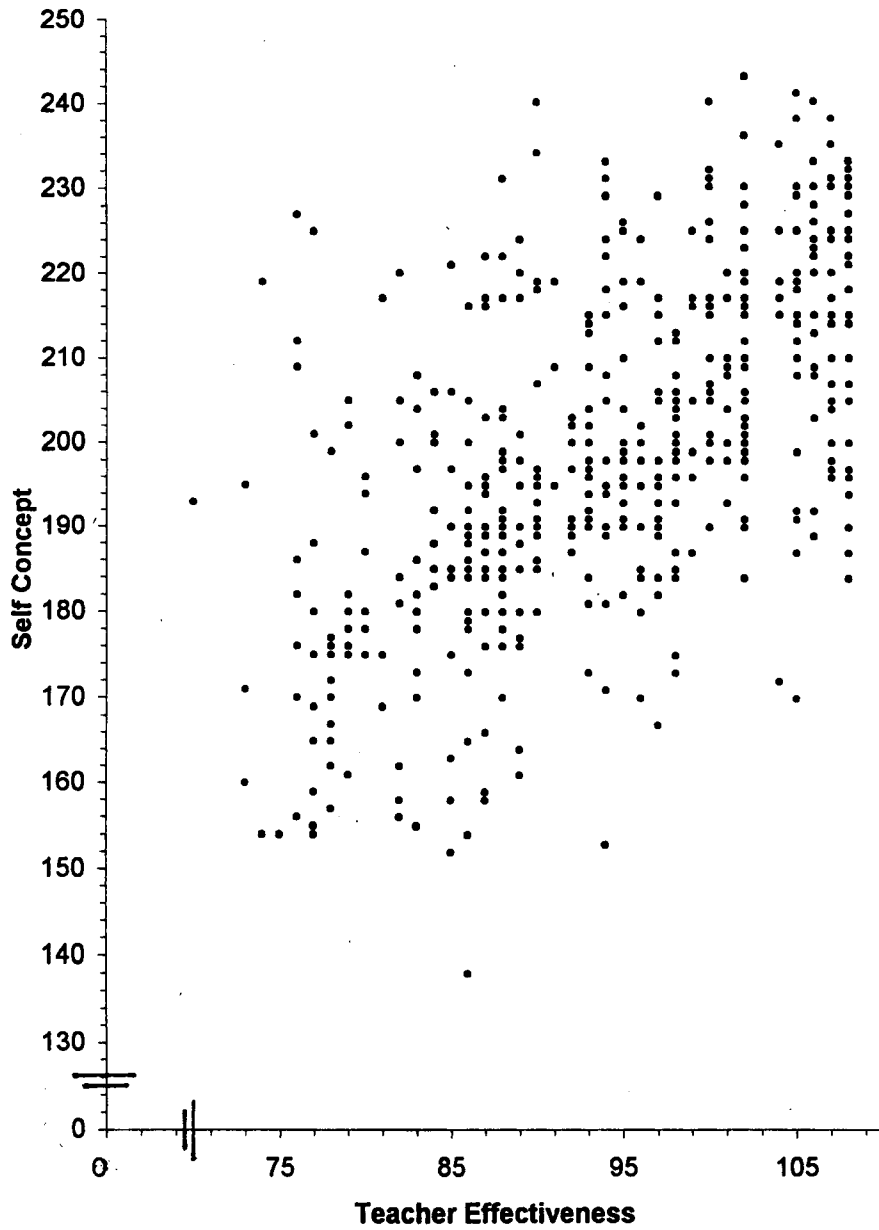
Pearson's Product Moment Coefficient of Correlation was used for the analysis as all the variables involved in this study are continuous and therefore it was necessary to confirm whether the data on the variables satisfy the major assumptions underlying the use of this method.

- i) The data on Teacher Effectiveness of the sample satisfies one of the major assumptions that the distribution of the criterion (dependent) variable should be normal or nearly normal. The graphical distribution shown in Fig. No.1 and the estimated measures of skewness and kurtosis indicate that the distribution is nearly normal.
- ii) The relationship between the two variables is to be rectilinear. This was revealed by preparing the scatter diagram of each independent variable with the criterion variable and are presented in Fig. No.2 and Fig. No.3.

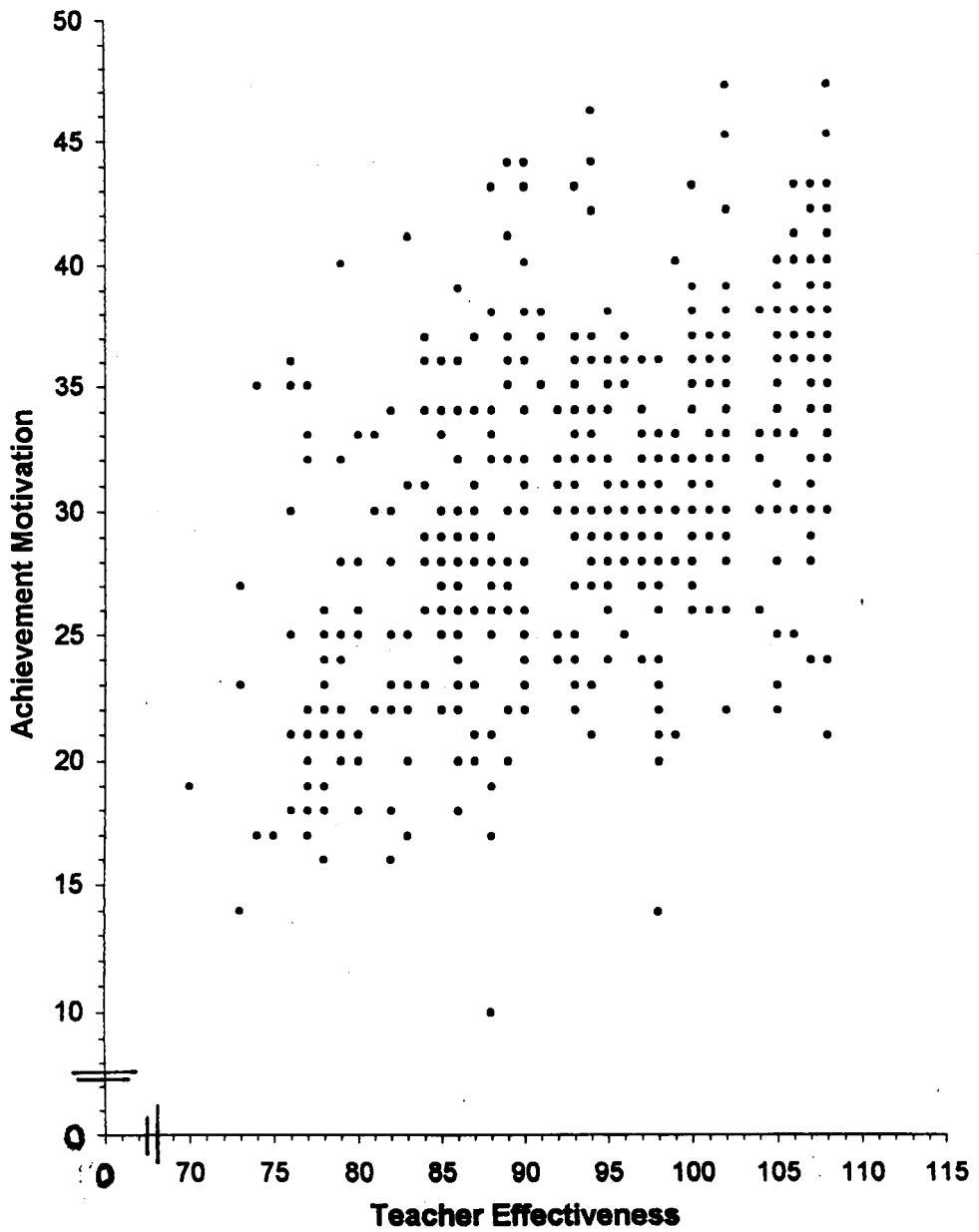


**Fig I : Smoothed frequency curve of Teacher Effectiveness scores**

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**Fig 2: Scatter diagram showing relationship between Self Concept and Teacher Effectiveness**



**Fig 3: Scatter diagram showing relationship between Achievement Motivation and Teacher Effectiveness**

- iii) The condition of equal scattering was assumed as a large sample was used for the study.
- iv) As all the three assumptions required for using the computation of Pearson's 'r' were satisfactory the investigator proceeded with this statistical technique of Pearson's r. The value of 'r' obtained in each case is described in terms of
  - i) statistical significance of the coefficient (by Fisher's t-test)
  - ii) the size of 'r'
  - iii) direction of 'r'
  - iv) 99 per cent confidence interval of 'r'
  - v) shared variance which a variable has in common with the variable associated.

#### **4.2.1. Relationship of Self Concept and Teacher Effectiveness for the total sample and sub-samples classified on the basis of Gender, Locale and Type of Management**

The data and results of the relationship of Self Concept and Teacher Effectiveness for the total sample and sub samples classified on the basis of gender, locality and type of management are presented in Table 9.

**Table 9**  
**Details of the Correlation Analysis of Self Concept and**  
**Teacher Effectiveness Based on Gender,**  
**Locale and Type of Management**

Sl. No.	Sample	N	r	t	SE <sub>r</sub>	99% Confidence Interval	Shared variance
1	Total	510	0.60**	16.82	0.03	0.52, 0.67	35.76
2	Male	164	0.51**	7.53	0.06	0.36, 0.66	25.70
3	Female	346	0.62**	14.58	0.03	0.53, 0.70	38.19
4	Rural	380	0.59**	14.24	0.03	0.51, 0.68	34.93
5	Urban	130	0.61**	8.68	0.06	0.47, 0.75	37.09
6	Aided	171	0.52**	7.88	0.06	0.37, 0.66	26.83
7	Un-aided	135	0.64**	9.67	0.05	0.51, 0.77	41.13
8	UTECE	126	0.55**	7.29	0.06	0.39, 0.72	30.03
9	Govt.	78	0.88**	16.41	0.02	0.82, 0.94	77.97

Note: \*\* indicates significance at 0.01 level ( $P < 0.01$ )

The coefficient of correlation obtained between Self Concept and Teacher Effectiveness of B.Ed. trainees presented in table reveals that there is significant correlation (beyond 0.01 level as the Fisher's t-value exceeds 2.58, the limit set for significance at 0.01 level) for the total sample and the eight sub samples selected on the basis of gender, locale, type of

management. Since 'r' is significant for all the samples selected there exists significant relationship between Self Concept and Teacher Effectiveness among the B.Ed. trainees.

The values of 'r' ranges from 0.51 to 0.88. The extent of 'r' for the relationship of Self Concept and Teacher Effectiveness reveals that high correlation of these variables exist for the B.Ed. trainees of government college and substantial relationship of these variables exist in eight samples selected for study, viz. total, male, female, rural, urban, aided, unaided and university teacher education centers groups.

Another observation is that the relationship between Self Concept and Teacher Effectiveness is positive for all the nine samples studied. Substantial and positive relationship was found in seven samples, viz. total, female, male, rural, urban, unaided, aided, government and university teacher education centers groups.

The ninety nine percent confidence interval of 'r' is estimated for the relationship of Self Concept and Teacher Effectiveness for all the eleven samples are presented in Table 9. These values give the limits within which the population 'r' may be in the case of these variables, the probability being 0.99.

The values of shared variance indicate how much per cent of overlap between Self Concept and Teacher Effectiveness is there in each sample.

35.76 per cent overlap was noticed in the total sample. The percentage overlap varies from 25.70 to 77.97 for the samples studied.

#### 4.2.2 Relationship of Self Concept and Teacher Effectiveness for the sub-samples classified on the basis of the subject of specialization

The data and results of the relationship of Self Concept and Teacher Effectiveness of B.Ed. Trainees classified on the basis of the subject of specialization is given in Table 10.

**Table 10.**

#### **Details of the Correlation Analysis of Self Concept and Teacher Effectiveness Based on Subject of Specialization**

Sl. No.	Sample	N	r	t	SE <sub>r</sub>	99% Confidence Interval	Shared variance
1	Total Science	372	0.67**	17.42	0.03	0.60, 0.75	45.02
2	Physical Science	97	0.73**	10.53	0.05	0.61, 0.86	53.88
3	Mathematics	102	0.71**	10.06	0.05	0.58, 0.84	50.27
4	Natural Science	98	0.62**	7.67	0.06	0.46, 0.78	38.07
5	Total Arts	138	0.40**	5.10	0.07	0.22, 0.59	16.08
6	Social Studies	87	0.63**	7.41	0.07	0.46, 0.80	39.19
7	Malayalam	60	0.52**	4.61	0.10	0.27, 0.77	26.83
8	English	66	0.33**	2.78	0.11	0.04, 0.62	10.82

Note: \*\* indicates significance at 0.01 level ( $P < 0.01$ )

The coefficients of correlations obtained between Self Concept and Teacher Effectiveness of B.Ed. Trainees presented in Table 10 reveals that there is significant correlation beyond 0.01 level of significance as the Fisher's t-value exceeds the limit set for significance at 0.01 level for the sub-samples classified on the basis of their subject of specialization. Since 'r' is significant there exists significant relationship between Self Concept and Teacher Effectiveness among the B.Ed. trainees.

The value of 'r' ranges from 0.33 to 0.73. The extent of 'r' for the relationship of Self Concept and Teacher Effectiveness reveal that high correlation of these variables exist for the B.Ed. Trainees of Physical Science subject and substantial relationship of these variables exist for total Science group and Mathematics group, Physical Science and Natural Science groups. Similarly significant correlations exist for total Arts and Social Studies and Malayalam groups. For the total Arts and English groups the correlation is low but significant at 0.01 level, when compared to the Science subjects.

The relationship of Self Concept and Teacher Effectiveness is positive for all the eight samples studied. High positive relationship was found in the case of Physical Science group, substantial and positive relationship was found in total Science, Mathematics, Natural Science, Social Studies and Malayalam. Low positive relationship was noticed for total Arts and English groups.

The ninety nine per cent confidence interval of 'r' estimated for the relationship of Self Concept and Teacher Effectiveness for all the eight samples are presented in Table 10. These values give the limits within which the population 'r' may be in the case of these variables, the probability being 0.99.

The values of shared variance indicate how much per cent of overlap between Self Concept and Teacher Effectiveness is there in each sample. The percentage overlap varies from 10.82 to 53.88 for the samples studied.

#### **4.3 RELATIONSHIP OF ACHIEVEMENT MOTIVATION AND TEACHER EFFECTIVENESS**

The relationship of Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees was found out using Pearson's 'r' in this part of the analysis. The data and results of the relationship of Achievement Motivation and Teacher Effectiveness for the total sample and the sub samples classified on the basis of gender, locale, and type of management are presented in Table 11.

**Table 11**  
**Correlation Analysis of Achievement Motivation and**  
**Teacher Effectiveness Based on Gender,**  
**Locale and Type of Management**

Sl. No.	Sample	N	r	t	SE <sub>r</sub>	99% Confidence Interval	Shared variance
1	Total	510	0.52**	13.83	0.03	0.44, 0.61	27.35
2	Male	164	0.51**	7.44	0.06	0.36, 0.65	25.50
3	Female	346	0.51**	11.12	0.04	0.41, 0.61	26.42
4	Rural	380	0.53**	12.12	0.04	0.43, 0.62	27.98
5	Urban	130	0.48**	6.26	0.07	0.31, 0.66	23.43
6	Aided	171	0.48**	7.10	0.06	0.33, 0.63	22.94
7	Un-aided	135	0.57**	7.98	0.06	0.32, 0.72	32.38
8	UTEC	126	0.52**	6.82	0.07	0.36, 0.69	27.25
9	Govt.	78	0.56**	5.93	0.08	0.36, 0.76	31.69

Note: \*\* indicates significance at 0.01 level ( $P < 0.01$ )

The data and results of correlational analysis of Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees as presented in Table 11 shows that the Fisher's 't' value for the total sample and sub samples selected on the basis of gender, locale and type of management are

significant. As the 'r' is significant for all the samples selected there exists a positive significant relationship between Achievement Motivation and Teacher Effectiveness among the B.Ed. trainees.

The size of Coefficients of Correlations ranges from 0.48 to 0.57. The extent of relationship of Achievement Motivation and Teacher Effectiveness shows that substantial relationship of these variables exist in all the nine samples viz. total, male, female, rural, urban, aided, unaided, university teacher education centers and government groups.

The relationship between Achievement Motivation and Teacher Effectiveness was positive for all the samples studied viz. total, male, female, rural, urban, aided, unaided, university teacher education centers and government, arts and science groups.

The ninety nine percent confidence interval of 'r' is estimated for the relationship of Achievement Motivation and Teacher Effectiveness. The values given in Table 11 indicate the limits within which the population 'r' may be in the case of these variables, the probability being 0.99.

The shared variance values indicate the percent of overlap between Achievement Motivation and Teacher Effectiveness in each sample 27.35 per cent overlap was noticed in the total sample. The percentage overlap varied from 22.94 to 32.38 for the samples studied.

#### 4.3.1. Relationship of Achievement Motivation and Teacher Effectiveness for the sub-samples classified on the basis of subject of specialization

The data and results of the relationship of Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees classified on the basis of the subject of specialization is given in Table 12.

**Table 12**

#### **Details of the Correlation Analysis of Achievement Motivation and Teacher Effectiveness Based on Subject of Specialization**

Sl. No.	Sample	N	r	t	SEr	99% Confidence Interval	Shared Variance
1	Total Science	372	0.56**	12.97	0.04	0.47, 0.65	31.25
2	Physical Science	97	0.57**	6.83	0.07	0.40, 0.75	32.95
3	Natural Science	98	0.56**	6.63	0.07	0.38, 0.74	31.36
4	Mathematics	102	0.52**	6.07	0.07	0.33, 0.71	26.83
5	Total Arts	138	0.44**	5.75	0.07	0.27, 0.62	19.54
6	Social Studies	87	0.56**	6.20	0.07	0.37, 0.75	31.14
7	Malayalam	60	0.52**	4.60	0.10	0.27, 0.76	26.73
8	English	66	0.41**	3.62	0.10	0.15, 0.68	17.06

Note: \*\* indicate significance at 0.01 level.

Correlation coefficients obtained between Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees in Table 12 shows that there is significant correlations beyond 0.01 level of significance as the Fisher's 't' value exceeds the limits fixed for significance at 0.01 level for the sub samples classified on the basis of their subject of specialization. Since 'r' is significant in all samples studied there exist significant relationship between Achievement Motivation and Teacher Effectiveness among the B.Ed. trainees.

The size of 'r' ranges from 0.41 to 0.57. The extent of 'r' for the relationship of Achievement Motivation and Teacher Effectiveness reveal that substantial relationship of these variables exist in all the samples studied.

The relationship of Achievement Motivation and Teacher Effectiveness was positive and substantial for all the eight samples viz. Total Science Total Arts, Mathematics, Physical Science, Natural Science, Social Studies, Malayalam and English.

The ninety nine per cent confidence interval of 'r' estimated for the relationship of Achievement Motivation and Teacher Effectiveness for all the samples presented in Table 12 give the limits within which the population 'r' may be, in case of these variables the probability being 0.99.

The shared variance estimated show how much percent overlap between Achievement Motivation and Teacher Effectiveness is there in each sample. The highest percentage of overlap is seen in Physical Science group and the lowest in English group.

#### **4.4. EFFICIENCY OF SELF CONCEPT AND ACHIEVEMENT MOTIVATION TO PREDICT TEACHER EFFECTIVENESS**

The variables Self Concept and Achievement Motivation were found to be significantly related to Teacher Effectiveness. The coefficient of correlation between Self Concept and Teacher Effectiveness was found to be 0.60. The value of 'r' for Achievement Motivation and Teacher Effectiveness was 0.52. Since these two independent variables have substantial relationship with Teacher Effectiveness (dependent or criterion variable) the investigator decided to find out the predictive efficiency of these two independent variables on the criterion variable Teacher Effectiveness. Regression analysis was conducted to know the predictive efficiency of Self Concept and Achievement Motivation on Teacher Effectiveness. The technique followed for this was stepwise regression analysis (ANOVA approach) for which computation was done using the SPSS programme.

The basic statistics like, mean and standard deviation of the criterion variable Teacher Effectiveness and the predictor variables Self Concept and Achievement Motivation are given in Table 13.

**Table 13**  
**Input Data for Stepwise Regression Analysis**

Sl.No.	Variables	Mean (N = 510)	Standard deviation
	<b>Criterion Variable</b>		
1.	Teacher Effectiveness	93.91	9.22
	<b>Predictor Variables</b>		
2.	Self Concept	199.00	19.43
3.	Achievement Motivation	30.39	6.29

The correlation matrix of the criterion variable Teacher Effectiveness with the predictor variables Self Concept and Achievement Motivation which is also an input data for the regression analysis is given in Table 14.

Table 14

**Correlation Matrix of the Criterion Variable with the Predictor Variables Teacher Effectiveness, Self Concept and Achievement Motivation**

Sl. No.	Variables	Teacher Effectiveness	Self Concept	Achievement Motivation
	<b>Criterion Variable</b>			
1.	Teacher Effectiveness	1.00		
	<b>Predictor Variables</b>			
2.	Self Concept	0.60	1.00	
3.	Achievement Motivation	0.52	0.59	1.00

The values of correlations in Table 14 reveals that out of the two predictor variables, the variable Self Concept has the highest correlation ( $r = 0.60$ ) with the criterion variable Teacher Effectiveness ( $Y$ ), and hence it was selected as the first variable to be taken for regression analysis ( $X_1$ ).

### Step I

The variable selected for Step I analysis is Self Concept ( $X_1$ )

The result of the Step 1 analysis is given in Table 15.

**Table 15**

**Results of Step I Regression Analysis**

---

MULTIPLE REGRESSION

List-wise deletion of Missing Data

Equation Number 1    Dependent Variable    Teacher Effectiveness (Y)  
 Block Number 1. Method: Step-wise.    Criteria PIN .0500    POUT  
 .1000

---

MULTIPLE REGRESSION

Equation Number 1    Dependent Variable    Teacher Effectiveness  
 Variable(s) Entered on Step Number : 1. Self Concept (X<sub>1</sub>)

Multiple R                    0.59779  
 R Square                     0.35736  
 Adjusted R Square        0.35609  
 Standard Error            7.40447

Analysis of Variance

	DF	Sum of Squares	Mean Squares
Regression	1	15487.69505	15487.69505
Residual	508	27851.67946	54.82614
F = 282.48742	Signif F =	0.0000	

---

MULTIPLE REGRESSION

Equation Number 1    Dependent Variable    Teacher Effectiveness  
 ----- Variables in the Equation-----

Variable	B	SE B	Beta	T
Self Concept	0.283817	0.016886	0.597795	16.807
(Constant)	37.434385	3.376467		11.087

----- Variables not in the Equation-----

Variable	Beta In	Partial	Min Toler	T
Achievement	0.261599	0.264040	0.654690	6.164
Motivation				

---

The result shown in Table 15 suggests that the obtained F-value 282.48 is very much higher than the value set for significance at 0.01 level for (1, 508) df. Hence the variable Self Concept is highly significant in predicting the criterion variable Teacher Effectiveness.

The percentage variance accounted for by the variable Self Concept in predicting Teacher Effectiveness is 35.64.

## **Step II**

The second predictor variable is Achievement Motivation ( $X_2$ )

The results of analysis is shown in Table 16.

**Table 16**  
**Results of Step II Regression Analysis**

---

**M U L T I P L E   R E G R E S S I O N**

Equation Number 1    Dependent Variable    Teacher Effectiveness  
 Variable(s) Entered on Step Number : 2. Achievement Motivation (X<sub>2</sub>)

Multiple R	0.63416		
R Square	0.40216		
Adjusted R Square	0.39980		
Standard Error	7.14874		

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	17429.43517	8714.71758
Residual	507	25909.93934	51.10442

F = 170.52768    Signif F = 0.0000

---

**M U L T I P L E   R E G R E S S I O N**

Equation Number 1    Dependent Variable    Teacher Effectiveness  
 ----- Variables in the Equation-----

Variables	B	SE B	Beta	T
Self Concept	0.210833	0.020149	0.444071	10.464
Achievement Motivation	0.383405	0.062200	0.261599	6.164
(Constant)	40.303860	3.292923		12.240

End Block Number 1    POUT = .100 limits reached

---

The obtained F-value 170.52 is very much higher than the value set for significance at 0.01 level for (2,507) df which is indicative of the significance of  $X_2$  in predicting the criterion variable. Hence Achievement Motivation is highly significant in predicting the criterion variable Teacher Effectiveness.

The index of predictability 'R' is 0.63 and the percentage of variance accounted for by the variables Self Concept and Achievement Motivation in predicting Teacher Effectiveness is 40.19.

This again suggests that by adding Achievement Motivation to Self Concept 'R' the index of prediction has changed from 0.60 to 0.63 and the percentage variance has increased from 35.64 to 40.19. The increase in R is 0.04 and in percentage variance is 4.55.

Summary of the step-wise Regression Analysis is presented as Table 17.

**Table 17**

**Summary of Results of Step wise Regression Analysis**

Step	Variables Entered	R	Increase in R	Percentage variance ( $R^2 \times 100$ )	Increase in percentage variance
1	Self Concept	0.60	-	35.64	-
2	Achievement Motivation	0.63	0.03	40.19	4.55

The successive regression equation for predicting the Teacher Effectiveness of B.Ed. Trainees by means of Self Concept and Achievement Motivation are:

Equation in score form:

$$Y = 0.2838 X_1 + 37.4344$$

$$Y = 0.2108 X_1 + 0.3834 X_2 + 40.3038$$

Equation in 'σ' scores:

$$Z_1 = 0.597722 Z_2$$

$$Z_1 = 0.44 Z_2 + 0.262 Z_3$$

To find out the predictive efficiency of Self Concept and Achievement Motivation of B.Ed. Trainees on their Teacher Effectiveness the coefficient of determination of  $R^2$  as  $\sum \beta r$  was computed and presented in Table 18.

**Table 18**

**Relative Weights of the Predictor Variables**

Variable Number	Variables	Regression Coefficients ( $\beta$ )	Coefficients of Correlation ( $r$ )	$\beta r$
1	Self Concept	0.444	0.598	0.266
2	Achievement Motivation	0.262	0.523	0.137
			$R^2 = 0.403$	
			$R = 0.635$	

$R^2 = 0.403$  suggests that 40.30 is the percentage of variance of Teacher Effectiveness and is attributable to the joint action of the variable Self Concept and Achievement Motivation. More simply 26.60% is the contribution of Self Concept to Teacher Effectiveness and 13.70% is the contribution of Achievement Motivation to Teacher Effectiveness. Nearly 60 percentage of the variance in Teacher Effectiveness is to be explained by variables other than Self Concept and Achievement Motivation.

Regression equation in score form suggests that 0.2108 and 0.3834 are the weights to be multiplied with the measures of  $X_2$  (Self Concept) and  $X_3$  (Achievement Motivation) to give the best prediction of Teacher Effectiveness.

Regression equation in 'σ' scores suggests that while the actual score weights of Self Concept and Achievement Motivation are in the ratio 0.2108 : 0.3834, the independent contributions of Self Concept and Achievement Motivation to Teacher Effectiveness is in the ratio of 0.44 to 0.26.

#### **4.5. PARTIAL RELATIONSHIP OF SELF CONCEPT AND ACHIEVEMENT MOTIVATION ON TEACHER EFFECTIVENESS**

##### **4.5.1 Relationship of Self Concept and Teacher Effectiveness when Achievement Motivation is controlled**

The coefficient of correlation between Self Concept and Teacher Effectiveness of B.Ed. Trainees was 0.598 which means that the relationship is substantial and positive.

The data and results of partial correlation of Self Concept and Teacher Effectiveness after controlling Achievement Motivation is given in Table 19.

**Table 19**  
**Data and Results of Partial Correlation of Self Concept and Teacher Effectiveness**

Sl. No.	Variables	r	t-value
1.	Self Concept and Teacher Effectiveness	0.598	10.46
2.	Self Concept and Teacher Effectiveness after controlling Achievement Motivation	0.421**	

Note: \*\* Indicates significance at 0.01 level.

Achievement Motivation plays a role in boosting the relationship of Self Concept with Teacher Effectiveness from 0.421 ( $t = 10.46$ ) to 0.598.

#### **4.5.2. Relationship of Achievement Motivation and Teacher Effectiveness when Self Concept is controlled**

The coefficient of correlation between Achievement Motivation and Teacher Effectiveness of B.Ed. trainees was 0.523 which is substantial and positive.

The data and results of Partial Correlation of Achievement Motivation and Teacher Effectiveness after controlling Self Concept is given in Table 20.

**Table 20**

**Data and Results of Partial Correlation of Achievement Motivation and Teacher Effectiveness**

Sl. No.	Variables	r	t-value
1.	Achievement Motivation and Teacher Effectiveness	0.523	6.17
2.	Achievement Motivation and Teacher Effectiveness after controlling for Self Concept	0.264**	

Note: \*\* Indicates significance at 0.01 level.

The table shows that the 'r' value of Achievement Motivation and Teacher Effectiveness is 0.523 whereas after controlling Self Concept it dropped to 0.264.

**4.6. INTERACTION EFFECT OF SELF CONCEPT AND ACHIEVEMENT MOTIVATION ON TEACHER EFFECTIVENESS**

In order to analyse the effect of Self Concept and Achievement Motivation on Teacher Effectiveness, two way ANOVA with 3x3 factorial

design technique was used. Using this method one can test the main effect and interaction effect of independent variables on the dependent variable.

The computation of analysis of variance theoretically warrants that some basic assumptions are to be met. The basic assumption underlying the use and interpretation of analysis of variance according to Wiersma (1986) are:

- i) Measurement of the dependent variable is on atleast an interval scale.
- ii) The scores (criterion or dependent variable) are selected from a population distribution that is normally distributed.
- iii) When two or more populations are being studied, they have homogeneous variance.
- iv) The observations or scores are independent, which means that the score of one individual is not influenced by the score of any other.

As the General Teaching Competency Scale (criterion or dependent variable) was constructed in such a way that the scores of the scale possess the characteristics equality magnitude and equal interval the first assumption for analysis of variance was satisfied.

In order to verify the second assumption the investigator computed the statistics like mean (93.92) median (94.50) and mode (102.04) standard deviation (9.22) skewness (-0.217) and Kurtosis (-0.903). The indices

obtained for mean and median are nearly equal but for mode it is slightly more. The values of skewness and kurtosis suggested that the distribution is slightly negatively skewed and slightly platykurtic. The investigator prepared smoothed frequency curve of the variable Teacher Effectiveness for the total sample and this is presented as Fig. 1

The statistical constants and the graphical representation reveal that the distribution of scores of the variable teacher effectiveness follows an approximately normal distribution. The third assumption for analysis of variance is homogeneity of variances across the different groups of study. Studies with large samples are sufficient reasons for the statistical acceptance of homogeneity of variance. The sample size for the present study was 510. Hence the third assumption is satisfied.

Fourth assumption is that the sample drawn should be independent. Here the three Self Concept groups viz. High, Average and Low were formed following the conventional procedure of  $\sigma$  distance from mean. The same procedure was followed for the division of groups for Achievement Motivation also. This implies that these groups are independent.

As all the four assumptions of analysis of variance were nearly satisfied, the investigator decided to proceed with the computer application

of analysis of variance. The results obtained by two way analysis of variance are presented in Table 21.

**Table 21**

**Distribution of the sample classified on the basis of High, Average and Low Self Concept and High, Average and Low Achievement Motivation**

Groups	Low Self Concept		Average Self Concept		High Self Concept		Total	
	N	Per-centage	N	Per-centage	N	Per-centage	N	Per-centage
Low Achievement Motivation	49	9.61	47	9.26	1	0.20	97	19.07
Average Achievement Motivation	36	7.06	213	41.77	46	9.02	295	57.85
High Achievement Motivation	4	0.78	63	12.35	51	10.00	118	23.12
TOTAL	89	17.45	323	63.38	98	19.22	510	100

The above table shows that among 510 B.Ed. trainees 9.61 per cent of the B.Ed. trainees belong to Low Achievement Motivation and Low Self Concept. 9.26 per cent of the B.Ed. trainees belong to Low Achievement Motivation and Average Self Concept. 0.20 per cent of the trainees belong to Low Achievement Motivation and High Self Concept. The percentage of B.Ed. trainees belonging to Average Achievement motivation and Low Self

Concept is 7.06. About 41.77 per cent of B.Ed. trainees belong to Average Achievement Motivation and Average Self Concept. 9.02 percent of B.Ed. trainees come under Average Achievement Motivation and High Self Concept. The percentage of B.Ed. trainees coming under High Achievement Motivation and Low Self Concept is 0.78. About 12.35 per cent of B.Ed. trainees belong to High Achievement Motivation and Average Self Concept. About 10 per cent of the B.Ed. trainees belong to High Achievement Motivation and High Self Concept.

In the case of Achievement Motivation, 19.07 per cent of B.Ed. trainees belong to Low Achievement Motivation group and 57.85 per cent belong to Average Achievement Motivation group and 23.12 per cent belong to High Achievement Motivation. In the case of Self Concept 17.45 per cent of the B.Ed. trainees belong to Low Self Concept group, 63.38 percent belong to Average Self Concept and 19.22 per cent belong to High Self Concept group.

Again the table reveals that the number of B.Ed. trainees in sub groups vary between 1 and 213,so, the investigator decided to study the main and interaction effect by two way analysis of variance.

The data and results of two way analysis of variance is presented as Table 22.

**Table 22**  
**Data and Results of Two Way Analysis of Variance**

Source of variance	Sum of squares	Degrees of freedom	Mean variance	F-value	Table 0.05 level	Value 0.01 level
Row Achievement Motivation	2506.52	2	1253.26	22.96**	3.01	4.65
Column Self Concept	5912.74	2	2956.37	54.16**	3.01	4.65
Interaction Self Concept and Achievement Motivation	455.53	4	113.88	2.08	2.39	3.36
Explained	15992.157	8	1999.02	36.62		
Residual	27347.217	501	54.585			
Total	43339.375	509	85.146			

Note : N = 510;

\*\* indicates significance at 0.01 level.

The result of analysis of variance given in Table 22 indicates that the F-value obtained for the main effect of Achievement Motivation on Teacher Effectiveness is 22.96. This value is greater than the table value 4.65, set for significance at 0.01 level for (2, 501) degrees of freedom. This indicates that the mean scores of Teacher Effectiveness differ significantly between Low, Average and High Levels of Achievement Motivation.

The F-value obtained for the main effect of Self Concept on Teacher Effectiveness was 54.16. This value is greater than the table value set for significance at 0.01 level for (2, 501) degrees of freedom. This indicates that

the mean scores of Teacher Effectiveness differ significantly between Low, Average and High levels of Self Concept.

The F-value obtained for the interaction effect of Self Concept and Achievement Motivation on Teacher Effectiveness was 2.08 which is less than the table value set for significance at 0.01 level for (4, 50) degrees of freedom. This indicates that the interaction effect of these variables will not have any significant effect on Teacher Effectiveness.

As the results of analysis of variance show significant main effects for the variables Self Concept and Achievement Motivation the investigator decided to carryout test of significance of difference between mean scores of Teacher Effectives for the three groups, viz. Low, Average and High levels of Self Concept and Achievement Motivation.

#### **4.6.1. Test of significance of mean difference in Teacher Effectiveness between Low, Average and High Self Concept Groups**

Two-tailed test of significance of differences between means of large independent samples was used to test, the significance of difference between mean scores of Teacher Effectiveness on the basis of three levels of Self Concept namely Low, Average and High groups

#### 4.6.1.1 Test of Significance of Mean Difference in Teacher Effectiveness between Low and Average Self Concept Groups

The data and results of the test of significance of mean difference in Teacher Effectiveness between Low and Average Self Concept groups is presented in Table 23

**Table 23**

#### Test of Significance of Mean difference in Teacher Effectiveness between Low and Average Self Concept groups

Sl. No.	Groups	N	Mean	SD	Critical Ratio
1.	Low Self Concept Group	89	84.10	6.76	12.51**
2.	Average Self Concept Group	329	94.61	7.91	

Note: \*\* Indicates significance at 0.01 level

The Critical Ratio obtained for the comparison of mean scores of Teacher Effectiveness for the Low and Average Self Concept group is 12.51, which is greater than the value set for significance at 0.01 level.

#### 4.6.1.2 Test of Significance of Mean Difference in Teacher Effectiveness between Low and High Self Concept Groups

The data and results of the test of significance of mean difference in Teacher Effectiveness between Low and High Self Concept Groups is presented in Table 24.

**Table 24**

#### **Test of Significance of Mean Difference in Teacher Effectiveness between Low and High Self Concept Groups**

Sl. No.	Groups	N	Mean	SD	Critical Ratio
1.	Low Self Concept Group	89	84.10	6.76	15.22**
2.	High Self Concept Group	98	100.54	7.97	

Note: \*\* Indicates significance at 0.01 level

The Critical Ratio obtained for the comparison of mean scores of Teacher Effectiveness for the Low and High Self Concept groups is 15.22, which is higher than the value fixed for significance at 0.01 level.

#### 4.6.1.3 Test of Significance of Mean Difference in Teacher Effectiveness between Average and High Self Concept Groups

The data and results of the test of significance of mean difference in Teacher Effectiveness between Average and High Self Concept groups is presented in Table 25.

**Table 25****Test of Significance of Mean Difference in Teacher Effectiveness between Average and High Self Concept Groups**

Sl. No.	Groups	N	Mean	SD	Critical Ratio
1.	Average Self Concept Group	323	94.61	7.91	7.32**
2.	High Self Concept Group	98	100.54	7.97	

Note: \*\* Indicates significance at 0.01 level

The Critical Ratio obtained for the comparison of mean scores of Teacher Effectiveness for the Average and High Self Concept group is 7.32, which is greater than the value set for significance at 0.01 level.

**4.6.2 Test of Significance of Mean Difference in Teacher Effectiveness between Low, Average and High Achievement Motivation groups**

Two-tailed test of significance of difference between means of large independent samples were used to test the significance of difference between mean scores of Teacher Effectiveness on the basis of three levels of Achievement Motivation, namely, Low, Average and High groups

#### 4.6.2.1 Test of Significance of Mean Difference in Teacher Effectiveness between Low and Average Achievement Motivation Groups

The data and results of the test of significance of mean difference in Teacher Effectiveness between Low and Average Achievement Motivation groups is presented in Table 26.

**Table 26**

#### **Test of Significance of Mean difference in Teacher Effectiveness between Low and Average Achievement Motivation Groups**

Sl. No.	Groups	N	Mean	SD	Critical Ratio
1.	Low Achievement Motivation Group	97	86.42	8.95	7.29**
2.	Average Achievement Group	295	94.00	8.00	

Note: \*\* Indicates significance at 0.01 level

The Critical Ratio obtained for the comparison of mean scores of Teacher Effectiveness for the Low and Average Achievement Motivation group is 7.29, which is greater than the value set for significance at 0.01 level. This suggests that there is significant difference in Teacher Effectiveness between Low and Average Achievement Motivation groups.

#### 4.6.2.2 Test of Significance of Mean Difference in Teacher Effectiveness between Low and High Achievement Motivation Groups

The data and results of the test of significance of mean difference in Teacher Effectiveness between Low and High Achievement Motivation groups is presented in Table 27.

**Table 27**

#### Test of Significance of Mean difference in Teacher Effectiveness between Low and High Achievement Motivation Groups

Sl. No.	Groups	N	Mean	SD	Critical Ratio
1.	Low Achievement Motivation Group	97	86.42	8.95	9.96**
2.	High Achievement Group	118	99.86	7.85	

Note: \*\* Indicates significance at 0.01 level

The value of Critical Ratio is 9.96 which is greater than the value fixed for significance at 0.01 level.

#### 4.6.2.3 Test of Significance of Mean Difference in Teacher Effectiveness between Average and High Achievement Motivation Groups

The data and results of the test of significance of mean difference in Teacher Effectiveness between Average and High Achievement Motivation groups is presented in Table 28.

**Table 28****Test of Significance of Mean difference in Teacher Effectiveness between Average and High Achievement Motivation Groups**

Sl. No.	Groups	N	Mean	SD	Critical Ratio
1.	Average Achievement Group	295	94.00	8.00	7.92**
2.	High Achievement Group	118	99.87	7.85	

Note: \*\* Indicates significance at 0.01 level

The Critical Ratio obtained for the comparison of mean scores of Teacher Effectiveness for the Average and High Achievement Motivation Group is 7.92, which is greater than the value fixed for significance at 0.01 level.

**4.7 FINDINGS OF THE STUDY**

1. Correlational analysis revealed significant (0.01 level) and positive relationship between Self Concept and Teacher Effectiveness of B.Ed. Trainees for the total sample and sub-samples based on gender, locale and type of management of the institution.
2. Significant (0.01 level) and positive relationship between Self Concept and Teacher Effectiveness was revealed for the Total

Science group (Physical Science, Mathematics and Natural Science taken together) and the Total Arts group (Social Studies, Malayalam and English taken together). The relationship was also significant and positive when the subject groups were taken independently.

3. The relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees revealed through correlational analysis was positive and significant (0.01 level) for the total sample and sub samples based on gender, locale and type of management of the institution.
4. Coefficients of correlations obtained for relationship of Achievement Motivation and Teacher Effectiveness for the Total Science group (Physical Science, Mathematics and Natural Science taken together) and the Total Arts group (Social Studies, Malayalam and English taken together) was significant at 0.01 level. Significant correlations are also obtained when the same relationship was studied for various subject groups taken separately.
5. The Shared Variance shows that:
  - i) nearly 36 per cent of Self Concept and Teacher Effectiveness are being shared by the two variables for the total sample. The Shared Variance ranged from nearly 11

per cent to 78 per cent in the case of the various sub-samples studied.

- ii) Nearly 27 per cent of Achievement Motivation and Teacher Effectiveness are being shared by the two variables for the total sample. The Shared Variance ranged from 17 per cent to 33 per cent in the case of the various sub samples studied.

6. The 99 per cent confidence interval:

- i) in the case of correlation between Self Concept and Teacher Effectiveness ( $R = 0.60$ ) is  $0.52 - 0.67$  for the total sample. This means that the correlation values lie between these two limits in the case of the population.
- ii) In the case of correlation between Achievement Motivation and Teacher Effectiveness ( $r = 0.52$ ) is  $0.44 - 0.61$ . This means that the correlation values lie between these two limits in the case of population.

7. The results of Regression analysis revealed that Self Concept and Achievement Motivation are effective in predicting Teacher Effectiveness of B.Ed. Trainees. Out of these two variables Self Concept having higher predictive efficiency (nearly 27 per cent) than

Achievement Motivation (nearly 14 per cent) combined predictive efficiency is found to be 40 per cent.

8. Partial correlation analysis revealed that Self Concept and Achievement Motivation have significant partial correlation. That is the partial correlation of Self Concept and Achievement Motivation are boosting the Teacher Effectiveness of B.Ed. Trainees. Further the analysis revealed that the relationship of Self Concept and Teacher Effectiveness is very high ( $r = 0.42$ ) when compared to the relationship of Achievement Motivation with Teacher Effectiveness ( $r = 0.26$ ) which was also significant.
9. The results of Two-ways analysis of variance revealed that the main effects of Self Concept and Achievement Motivation on Teacher Effectiveness are significant at (0.01 level). That means the direct effect of Self Concept and Achievement Motivation can contribute to difference in Teacher Effectiveness of B.Ed. trainees.
10. The results of the tests of significance of difference between means of large independent samples revealed that both Self Concept and Achievement Motivation can significantly differentiate (0.01 level) the B.Ed. trainees with Low, Average and High Teacher Effectiveness.

## **4.8 DISCUSSION**

The findings revealed significant and positive relationship between Self Concept and Teacher Effectiveness among the total sample and all the relevant sub samples. That means any increase in Self Concept will have an increase in Teacher Effectiveness. Teacher Effectiveness can be improved by bringing about high teacher Self Concept among the B.Ed. trainees. This teacher Self Concept will add to the self confidence of the teacher trainee which will indirectly contribute to the Teacher Effectiveness. The desire to become an ideal teacher always increases the teacher Self Concept which will in turn add to the efficiency of a teacher. A trainee with high teacher Self Concept will always try to keep a standard of excellence in teaching. The teacher Self Concept enables a trainee to make use of all the resources to the optimum level in the classroom to make teaching more effective.

1. The present study revealed significant and positive relationship between Achievement Motivation and Teacher Effectiveness among the B.Ed. trainees for the total sample and all the relevant sub samples classified on the basis of gender, locality, type of management and subject of specialization. That is any increase in Achievement Motivation will have an increase in Teacher Effectiveness. By increasing the level of Achievement Motivation, Teacher Effectiveness can be improved. Instead of general Achievement Motivation it is the Achievement Motivation for increased professional excellence that will contribute towards Teacher Effectiveness.

2. The results of multiple regression analysis reveals the efficiency of Self Concept and Achievement Motivation to predict the Teacher Effectiveness of the B.Ed. trainees. The two independent variables Self Concept and Achievement Motivation have predictive efficiency on Teacher Effectiveness. Out of these two variables Self Concept is having higher predictive efficiency when compared to Achievement Motivation in the case of B.Ed. trainees. Stated in other words, by knowing the scores of Self Concept and Achievement Motivation one can predict the score of Teacher Effectiveness for the B.Ed. trainees.
3. The result of partial correlation revealed that the two variables, Self Concept and Achievement Motivation have significant partial correlation. This shows that the role of Self Concept and Achievement Motivation can not be ignored while studying Teacher Effectiveness of B.Ed. trainees. The size of the values of partial correlation further indicates that the relationship of Self Concept on Teacher Effectiveness is very high when compared to the relationship of Achievement Motivation on Teacher Effectiveness. The partial effect of Self Concept and Achievement Motivation are boosting Teacher Effectiveness.
4. The results of two way analysis of variance with 3x3 factorial design revealed that the direct effects of Self Concept and Achievement Motivation on Teacher Effectiveness of B.Ed. trainees are significant (F-

value of Self Concept 54.16. F-value of Achievement Motivation 22.96) Whereas the interaction effects of these variables (F value 2.08) are not significant. That means the direct effect of independent variables Self Concept and Achievement Motivation can contribute to difference in Teacher Effectiveness of B.Ed. trainees. The interaction effect of these two variables cannot differentiate B.Ed. trainees in their Teacher Effectiveness.

#### **4.9 CONCLUSION**

The study was designed with the objective of finding out the relationship between Self Concept and Achievement Motivation on Teacher Effectiveness of B.Ed. trainees. Different statistical techniques like coefficient of correlation, step-wise regression analysis, two-way analysis of variance partial correlation and test of significance of difference between means are employed to test the hypothesis framed in the study.

After the analysis using different statistical techniques, it was found that the independent variables Self Concept and Achievement Motivation have significant relationship with Teacher Effectiveness of B.Ed. trainees. The relationships were at 0.01 level of significance for the total sample and for all the sub samples studied. The analysis also revealed that Self Concept and Achievement Motivation were capable of predicting Teacher Effectiveness of B.Ed. Trainees. These two variables together accounted for

40.30 per cent of variation in the variance of Teacher Effectiveness. The independent contribution of Self Concept and Achievement Motivation on Teacher Effectiveness was 26.60 per cent and 13.70 per cent respectively. When the two partial correlations were worked out for Self Concept and Achievement Motivation it was found that Achievement Motivation plays a role in boosting the relationship between Self Concept and Teacher Effectiveness from 0.421 to 0.598 ( $t = 10.46$ ); and Self Concept plays a very significant role in boosting the relationship between Achievement Motivation and Teacher Effectiveness from 0.264 to 0.523 ( $t = 6.17$ ). The role of these two variables cannot be ignored or eliminated when teacher effectiveness is considered.

The two way ANOVA revealed that the main effect of Self Concept and Achievement Motivation are significant since the F value for Self Concept 54.16 (0.01) and the F value for Achievement Motivation 22.96 (0.01) are significant. The interaction effect of these variables are not significant as the F value is 2.08.

Test of significance of difference between means for large independent samples based on Self Concept and Achievement Motivation (High, Average and Low) differed significantly at 0.01 level of significance of the test.

All these findings led to the conclusion that Self Concept and Achievement Motivation are contributing significantly to Teacher Effectiveness of the B.Ed. Trainees and these two variables are found to be effective predictors of Teacher Effectiveness. The role of Self Concept and Achievement Motivation cannot be neglected or ignored.

#### **4.10 TENABILITY OF HYPOTHESES**

- i) The first hypothesis states that “there will be significant and positive relationship between Self Concept and Teacher Effectiveness of B.Ed. trainees for the total sample and sub samples classified on the basis of gender, locale, type of management and subject of specialization.”

The coefficient of correlations (Pearson’s ‘r’) obtained between Self Concept and Teacher Effectiveness revealed that there is significant positive correlation between Self Concept and Teacher Effectiveness of B.Ed. trainees. Thus the first hypothesis is substantiated.

- ii) The second hypothesis states that “there will be significant and positive relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. trainees for the total sample and sub-samples classified on the basis of gender, locale, type of management and subject of specialization.”

The coefficient of correlations (Pearson’s ‘r’) obtained between Achievement Motivation and Teacher Effectiveness revealed that there

is significant positive correlation between Achievement Motivation and Teacher Effectiveness. Thus, the second hypothesis is substantiated.

- iii) The third hypothesis states that “Self Concept and Achievement Motivation together will have significant relationship with Teacher Effectiveness of B.Ed. trainees.”

The step wise Regression analysis (ANOVA Approach), the calculation of predictive efficiency of Self Concept and Achievement Motivation in predicting Teacher Effectiveness, the partial correlation values revealed that Self Concept and Achievement Motivation together have significant relationship on Teacher Effectiveness. Thus the third hypothesis is substantiated.

- iv) The fourth hypothesis states that “Self Concept and Achievement Motivation can predict Teacher Effectiveness.”

The calculation of predictive efficiency of Self Concept and Achievement Motivation on Teacher Effectiveness revealed that Self Concept and Achievement Motivation can predict Teacher Effectiveness. Thus the fourth hypothesis is substantiated.

- v) The fifth hypothesis states that “Self Concept and Achievement Motivation will have significant effect on Teacher Effectiveness.”

The results of two-way analysis of variance with 3x3 factorial design revealed that the main effects of Self Concept on Teacher Effectiveness

and Achievement Motivation on Teacher Effectiveness are highly significant. The interaction effects of these two variables are not significant. Thus the fifth hypothesis is also substantiated to a great extent.

## **SUMMARY, CONCLUSION AND SUGGESTIONS**

- 
- **Restatement of the problem**
  - **Variables**
  - **Objectives**
  - **Hypotheses**
  - **Methodology**
  - **Major findings of the study**
  - **Conclusion**
  - **Educational implications**
  - **Suggestions for further research**
-

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This chapter presents an overall summary of the study, the major findings, of the study conclusions arrived at, discussion on the findings, educational implications of the major findings, and suggestions for further research along with a perspective of the study in retrospect with details like title of the study, variables, objectives, hypotheses, sample, tools and statistical techniques employed for the study.

## **5.1 RESTATEMENT OF THE PROBLEM**

The study was entitled “A STUDY OF THE RELATIONSHIP OF SELF-CONCEPT AND ACHIEVEMENT MOTIVATION OF B.Ed. TRAINEES AS CONTRIBUTORY FACTORS OF TEACHER EFFECTIVENESS.”

## **5.2 VARIABLES**

The study was designed with Teacher Effectiveness as the criterion (dependent) variable and Self Concept and Achievement Motivation of B.Ed. trainees as associate (independent) variables.

### **5.3 OBJECTIVES**

The major objectives of the study were the following:

1. To study the relationship between Self Concept and Teacher Effectiveness of B.Ed. Trainees.
2. To study the relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. trainees.
3. To study the relationship of Self Concept and Achievement Motivation together on Teacher Effectiveness.
4. To study the efficiency of Self Concept and Achievement Motivation to predict Teacher Effectiveness of B.Ed. trainees.
5. To study the effect of Self Concept and Achievement Motivation on Teacher Effectiveness.

### **5.4 HYPOTHESES**

1. There will be significant and positive relationship between Self Concept and Teacher Effectiveness of B.Ed. trainees for the whole sample and sub-samples classified on the basis of gender, locale, type of management and subject of specialization.

2. There will be significant and positive relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees for the total sample and sub samples, classified on the basis of gender, locale, type of management and subjects of specialization.

The above mentioned hypotheses were tested by means of the following statistical procedures, the results of which led to the clarification (verification) of the hypotheses of the study.

- i) Correlational analysis of the relationship of Self Concept and Teacher Effectiveness.
- ii) Correlational analysis of the relationship of Achievement Motivation and Teacher Effectiveness.
- iii) Test of significance of the coefficient of correlations by Fisher's t-test.
- iv) The size and direction of 'r'.
- v) Ninety nine per cent confidence interval of 'r'.
- vi) Shared variance of the two relationships viz. relationship of Self Concept and Teacher Effectiveness, relationship of Achievement Motivation and Teacher Effectiveness.

3. Self concept and Achievement Motivation together will have significant relationship with Teacher Effectiveness of B.Ed. Trainees.

The hypothesis stated above was tested using the statistical techniques that led to the verification of the objective .

- i) Step wise Regression analysis (by ANOVA approach) of the relationship of Self Concept and Achievement Motivation on Teacher Effectiveness.
- ii) The calculation of partial correlations of Self Concept and Achievement Motivation.
- iii) The computation of main effects of Self Concept on Teacher Effectiveness, the main effect of Achievement Motivation on Teacher Effectiveness and the interaction effect of Self Concept and Achievement Motivation on Teacher Effectiveness.
- iv) Test of significance of difference between means of large independent samples for comparing Low, Average and High Self Concept and Achievement Motivation groups on their Teacher Effectiveness, to see whether the variables Self Concept and Achievement Motivation can differentiate the B.Ed. Trainees in their Teacher Effectiveness.

4. Self Concept and Achievement Motivation can predict the Teacher Effectiveness of B.Ed. Trainees.

The hypothesis stated above is tested using the calculation of coefficients of predictive efficiency of Self Concept and Achievement Motivation in predicting teacher Effectiveness.

5. Self Concept and Achievement Motivation will have significant effect on Teacher Effectiveness of B.Ed. Trainees

The hypothesis stated above is tested by two-way analysis of variance to find out the interaction effect of Self Concept and Achievement Motivation on Teacher Effectiveness.

## **5.5. METHODOLOGY**

### **5.5.1 Sample**

The study was conducted on a sample of 510 B.Ed. trainees drawn from aided, unaided, UTEC and government colleges of education coming under the universities of Calicut, Kannur, Mahatma Gandhi and Kerala by stratified random sampling technique.

### **5.5.2 Tools**

The tools employed for the study were:

- (i) Self Concept Scale developed and standardized by the investigator.
- (ii) Kerala Scale of Achievement Motivation (Nair, 1980).
- (iii) General Teaching Competency Scale (Passi & Lalitha, 1979).

### **5.5.3 Statistical Techniques Used**

Major statistical techniques used for the present study were the following.

- (i) Pearson's Product Moment Coefficient of Correlation.
- (ii) Test of significance of correlations by Fisher's t-test
- (iii) The 99 per cent confidence interval of 'r'
- (iv) Verbal descriptions of 'r'
- (v) Shared variance
- (vi) Stepwise Regression Analysis
- (vii) Partial Correlation
- (viii) Two-way Analysis of Variance
- (ix) Test of Significance of Difference between Means.

### **5.6 MAJOR FINDINGS OF THE STUDY**

The major findings of the study revealed through different statistical techniques of analysis are the following.

I. Comparison of Coefficient of correlations (Pearson’s Product Moment Correlations – ‘r’s) between Self Concept and Teacher Effectiveness revealed that there is significant relationship between Self Concept and Teacher Effectiveness of B.Ed. Trainees for the total sample and relevant sub samples. The values are presented below:

i)	Total sample	r = 0.60, (P<0.01)
		Cl <sub>99</sub> = (0.52, 0.67)
	Shared variance	(r <sup>2</sup> x100) = 35.76
ii)	Male	r = 0.51, (P<0.01)
		Cl <sub>99</sub> = (0.36, 0.66)
		r <sup>2</sup> x 100 = 25.70
iii)	Female	r = 0.62, (P<0.01)
		Cl <sub>99</sub> = (0.53, 0.70)
		r <sup>2</sup> x 100 = 38.19
vi)	Rural	r = 0.59, (P<0.01)
		Cl <sub>99</sub> = (0.51, 0.68)
		r <sup>2</sup> x 100 = 34.93
v)	Urban	r = 0.61, (P<0.01)
		Cl <sub>99</sub> = (0.47, 0.75)
		r <sup>2</sup> x 100 = 37.09

vi)	Aided	$r = 0.52, (P<0.01)$
		$Cl_{99} = (0.37, 0.66)$
		$r^2 \times 100 = 26.83$
vii)	Unaided	$r = 0.64, (P<0.01)$
		$Cl_{99} = (0.51, 0.77)$
		$r^2 \times 100 = 41.13$
viii)	UTEC	$r = 0.55, (P<0.01)$
		$Cl_{99} = (0.39, 0.72)$
		$r^2 \times 100 = 30.03$
ix)	Government	$r = 0.88, (P<0.01)$
		$Cl_{99} = (0.82, 0.94)$
		$r^2 \times 100 = 77.97$
x)	Total Science	$r = 0.67, (P<0.01)$
		$Cl_{99} = (0.58, 0.76)$
		$r^2 \times 100 = 45.02$
xi)	Total Arts	$r = 0.40, (P<0.01)$
		$Cl_{99} = (0.22, 0.59)$
		$r^2 \times 100 = 16.08$
xii)	Physical Science	$r = 0.73, (P<0.01)$
		$Cl_{99} = (0.61, 0.86)$
		$r^2 \times 100 = 53.88$

xiii)	Mathematics	$r = 0.71, (P < 0.01)$
		$Cl_{99} = (0.58, 0.84)$
		$r^2 \times 100 = 50.27$
xiv)	Natural Science	$r = 0.62, (P < 0.01)$
		$Cl_{99} = (0.46, 0.78)$
		$r^2 \times 100 = 38.07$
xv)	Social Studies	$r = 0.63, (P < 0.01)$
		$Cl_{99} = (0.46, 0.80)$
		$r^2 \times 100 = 39.19$
xvi)	Malayalam	$r = 0.52, (P < 0.01)$
		$Cl_{99} = (0.27, 0.77)$
		$r^2 \times 100 = 26.83$
xvii)	English	$r = 0.33$
		$Cl_{99} = (0.43, 0.62)$
		$r^2 \times 100 = 10.82$

II. The calculation of coefficient of correlation (Pearson's  $r$ 's) between Achievement Motivation and Teacher Effectiveness also revealed significant relationship between Achievement Motivation and Teacher

Effectiveness of B.Ed. Trainees for the total sample and relevant sub samples. The values are presented below:

i)	Total sample	$r = 0.52, (P < 0.01)$
		$Cl_{99} = (0.44, 0.61)$
		$(r^2 \times 100) = 27.35$
ii)	Male	$r = 0.51, (P < 0.01)$
		$Cl_{99} = (0.36, 0.65)$
		$r^2 \times 100 = 25.50$
iii)	Female	$r = 0.52, (P < 0.01)$
		$Cl_{99} = (0.41, 0.61)$
		$r^2 \times 100 = 26.42$
vi)	Rural	$r = 0.53, (P < 0.01)$
		$Cl_{99} = (0.43, 0.62)$
		$r^2 \times 100 = 27.98$
v)	Urban	$r = 0.48, (P < 0.01)$
		$Cl_{99} = (0.31, 0.66)$
		$r^2 \times 100 = 23.43$
vi)	Aided	$r = 0.48, (P < 0.01)$
		$Cl_{99} = (0.33, 0.63)$
		$r^2 \times 100 = 22.94$

vii)	Unaided	$r = 0.57, (P<0.01)$
		$Cl_{99} = (0.32, 0.72)$
		$r^2 \times 100 = 32.38$
viii)	UTECH	$r = 0.52, (P<0.01)$
		$Cl_{99} = (0.36, 0.69)$
		$r^2 \times 100 = 27.25$
ix)	Government	$r = 0.56, (P<0.01)$
		$Cl_{99} = (0.36, 0.76)$
		$r^2 \times 100 = 31.69$
x)	Total Science	$r = 0.56, (P<0.01)$
		$Cl_{99} = (0.47, 0.65)$
		$r^2 \times 100 = 31.25$
xi)	Total Arts	$r = 0.44, (P<0.01)$
		$Cl_{99} = (0.27, 0.62)$
		$r^2 \times 100 = 19.54$
xii)	Physical Science	$r = 0.57, (P<0.01)$
		$Cl_{99} = (0.40, 0.75)$
		$r^2 \times 100 = 32.95$
xiii)	Mathematics	$r = 0.52, (P<0.01)$
		$Cl_{99} = (0.33, 0.71)$
		$r^2 \times 100 = 26.83$

xiv)	Natural Science	$r = 0.56, (P < 0.01)$
		$CI_{99} = (0.38, 0.74)$
		$r^2 \times 100 = 31.36$
xv)	Social Studies	$r = 0.56, (P < 0.01)$
		$CI_{99} = (0.37, 0.75)$
		$r^2 \times 100 = 31.14$
xvi)	Malayalam	$r = 0.52, (P < 0.01)$
		$CI_{99} = (0.27, 0.76)$
		$r^2 \times 100 = 26.73$
xvii)	English	$r = 0.41$
		$CI_{99} = (0.15, 0.68)$
		$r^2 \times 100 = 17.06$

III. Multiple Regression Analysis (ANOVA approach) was employed to find out the efficiency of Self Concept and Achievement Motivation to predict Teacher Effectiveness of B.Ed. Trainees. Summary of results of step-wise Regression Analysis, and the multiple regression equation developed in successive steps are given as follows:

- i) Multiple Correlation (R) of Self Concept is 0.597 (Regression equation:  $Y = 0.2838 X_1 + 37.4344$ )

- ii) Multiple Correlation (R) of Achievement Motivation is 0.634  
(Regression equation:  $Y = 0.2108 X_1 + 0.3834 X_2 + 40.3038$ )

IV. The coefficient of determination of  $R^2$  as  $\Sigma \beta r = 0.403$  suggests that 40.30 per cent of variance in Teacher Effectiveness is attributable to two independent variables viz. Self Concept and Achievement Motivation. The results are presented as follows:

- i) Regression Coefficient ( $\beta$ ) of Self Concept is 0.444; coefficient of correlation ( $r$ ) = 0.598,  $\beta r = 0.266$ .
- ii) Regression Coefficient ( $\beta$ ) of Achievement Motivation is 0.262; coefficient of correlation ( $r$ ) = 0.523,  $\beta r = 0.137$ .

$$R^2 = 0.403$$

$$R = 0.635$$

The contribution of these predictor variables are as follows:

i) Self Concept	= 26.60 per cent
ii) Achievement Motivation	= 13.70 per cent
Total	= 40.30 per cent

V. Two way analysis of variance carried out to find out the main and interaction effects of Self Concept and Achievement Motivation

revealed that the main effects of Self Concept on Teacher Effectiveness and the main effect of Achievement Motivation on Teacher Effectiveness are significant whereas the interaction effect is not significant. The results are presented below:

Main effect of Self Concept on Teacher Effectiveness	=	54.16**
Main effect of Achievement Motivation and Teacher Effectiveness	=	22.96**
Interaction effect of Self Concept and Achievement Motivation	=	2.08

VI. Test of significance of mean difference in Teacher Effectiveness between Low, Average and High Self Concept groups revealed significant difference (0.01 level). The results are presented below:

Low Self Concept Group Vs Average Self Concept Group	CR =	12.51**
Low Self Concept Group Vs High Self Concept Group	CR =	15.22**
Average Self Concept Group Vs High Self Concept Group	CR =	7.32**

VII. Test of significance of mean difference in Teacher Effectiveness between Low, Average and High Achievement Motivation groups revealed significant difference (0.01). The results are presented below:

Low Achievement Motivation Group  
Vs  
Average Achievement Motivation Group                      CR = 7.29\*\*

Low Achievement Motivation Group  
Vs  
High Achievement Motivation Group                      CR = 9.96\*\*

Average Achievement Motivation Group  
Vs  
High Achievement Motivation Group                      CR = 7.92\*\*

The findings of the study presented as above can be summarized as follows:

1. Correlational analysis revealed significant (0.01 level) and positive relationship between Self Concept and Teacher Effectiveness of B.Ed. Trainees for the total sample and sub-samples based on gender, locale and type of management of the institution.
2. Significant (0.01 level) and positive relationship between Self Concept and Teacher Effectiveness was revealed for the Total Science

group (Physical Science, Mathematics and Natural Science taken together) and the Total Arts group (Social Studies, Malayalam and English taken together). The relationship was also significant and positive when the subject groups were taken independently.

3. The relationship between Achievement Motivation and Teacher Effectiveness of B.Ed. Trainees revealed through correlational analysis was positive and significant (0.01 level) for the total sample and sub samples based on gender, locale and type of management of the institution.
4. Coefficients of correlations obtained for relationship of Achievement Motivation and Teacher Effectiveness for the Total Science group (Physical Science, Mathematics and Natural Science taken together) and the Total Arts group (Social Studies, Malayalam and English taken together) was significant at 0.01 level. Significant correlation were also obtained when the same relationship was studied for various subject groups taken separately.
5. The Shared Variance shows that:
  - i) nearly 36 per cent of Self Concept and Teacher Effectiveness are being shared by the two variables for the

total sample. The Shared Variance ranged from nearly 11 per cent to 78per cent in the case of the various sub-samples studied.

- ii) Nearly 27 per cent of Achievement Motivation and Teacher Effectiveness are being shared by the two variables for the total sample. The Shared Variance ranged from 17 per cent to 33 per cent in the case of the sub samples studied.

6. The 99 per cent confidence interval:

- i) In the case of correlation between Self Concept and Teacher Effectiveness ( $r = 0.60$ ) is  $0.52 - 0.67$  for the total sample. This means that the correlation values lie between these two limits in the case of the population.
- ii) In the case of correlation between Achievement Motivation and Teacher Effectiveness ( $r = 0.52$ ) is  $0.44 - 0.61$ . This means that the correlation values lie between these two limits in the case of population.

7. The results of Regression analysis revealed that Self Concept and Achievement Motivation are effective in predicting Teacher Effectiveness of B.Ed. Trainees. Out of these two variables Self Concept is having higher predictive efficiency (nearly 27 per cent)

than Achievement Motivation (nearly 14 per cent) and the combined predictive efficiency is found to be 40 per cent.

8. Partial correlation analysis revealed that Self Concept and Achievement Motivation have significant partial correlation. That is, the partial correlation of Self Concept and Achievement Motivation are boosting the Teacher Effectiveness of B.Ed. Trainees. Further the analysis revealed that the Relationship of Self Concept and Teacher Effectiveness is very high ( $r = 0.42$ ) when compared to the relationship of Achievement Motivation and Teacher Effectiveness ( $r = 0.26$ ) which was also significant.
9. The results of Two-ways analysis of variance revealed that the main effects of Self Concept and Achievement Motivation on Teacher Effectiveness are significant at (0.01 level). That means the direct effect of Self Concept and Achievement Motivation can contribute to difference in Teacher Effectiveness of B.Ed. trainees.
10. The results of the tests of significance of difference between means of large independent samples revealed that both Self Concept and Achievement Motivation can significantly differentiate (0.01 level) the B.Ed. trainees with Low, Average and High Teacher Effectiveness.

## **5.7 CONCLUSION**

The study was designed with the objective of finding out the relationship between Self Concept and Achievement Motivation on Teacher Effectiveness of B.Ed. trainees. Different statistical techniques like coefficient of correlation, step-wise regression analysis, two-way analysis of variance, partial correlation and test of significance of difference between means were employed to test the hypothesis framed in the study.

After the analysis using different statistical techniques, it was found that the independent variables Self Concept and Achievement Motivation have significant relationship with Teacher Effectiveness of B.Ed. trainees. The relationships were significant at 0.01 level of significance for the total sample and all the sub samples studied. The analysis also revealed that Self Concept and Achievement Motivation are capable of predicting Teacher Effectiveness of B.Ed. Trainees. These two variables together accounted for 40.30 per cent of variation in the variance of Teacher Effectiveness. The independent contribution of Self Concept and Achievement Motivation on Teacher Effectiveness were 26.60 per cent and 13.70 per cent respectively. When the two partial correlations worked out for Self Concept and Achievement Motivation it was found that Achievement Motivation plays a role in boosting the relationship between Self Concept and Teacher Effectiveness from 0.421 to 0.598 ( $t = 10.46$ ); and Self Concept plays a very

significant role in boosting the relationship between Achievement Motivation and Teacher Effectiveness from 0.264 to 0.523 ( $t= 6.17$ ). The role of these two variables cannot be ignored or eliminated when teacher effectiveness is considered.

The two way ANOVA revealed that the main effect of Self Concept and Achievement Motivation are significant since the F value for Self Concept 54.16 (0.01) and the F value for Achievement Motivation 22.96 (0.01) are significant. The interaction effect of these variables are not significant as the F value is 2.08.

Test of significance of difference between means for large independent samples based on Self Concept and Achievement Motivation (High, Average and Low) differed significantly at 0.01 level of significance of the test.

All these findings led to the conclusion that Self Concept and Achievement Motivation are contributing significantly to Teacher Effectiveness of the B.Ed. Trainees and these two variables are found to be effective predictors of Teacher Effectiveness. The role of Self Concept and Achievement Motivation cannot be neglected or ignored.

## **5.8 EDUCATIONAL IMPLICATIONS**

The analysis of the present study revealed that Self Concept and Achievement Motivation of the B.Ed. trainees has a significant relationship with Teacher Effectiveness. This made the investigator to perceive the following implications in the field of Teacher Training.

The Self Concept is gradually developed in a B.Ed. Trainee as the trainee progresses with various types of work during the one year training period. The trainees should be given a number of experiences that will enhance their perception of an ideal teacher. For this the training programme must include.

- i) Provisions for observation of classes of effective teachers in their subject area and other subject areas.
- ii) Provisions for observation of video lessons, demonstration lessons by experts in the field.
- iii) Career talks by expert teachers from different fields.
- iv) Include experiences of great educators in the curriculum. This will provide a better insight in the concept of an ideal teacher. Along with the above programme the following programmes are also to be provided.

- v) Provide adequate time to practice the skills of teaching by each trainee.
- vi) Provide teacher and peer feedback for every programme with constructive suggestions for improvement.
- vii) Provide more time for teaching practice.
- viii) Make student evaluation compulsory for a teacher trainee during practice teaching.
- ix) Provide up-to-date information regarding the technological assistance in the field of education and the techniques of using it for the improvement of classroom instruction.
- x) Provision for testing the personality factors that are more associated with teaching; the results should be made known to the trainees
- xi) Psychological tests to measure Self-Concept, Achievement Motivation and other variables can be administered prior to training and after the completion of training and the gain, if any, can be attributed to the effectiveness of the curriculum.
- xii) A uniform pattern for the B.Ed. training programme throughout the state can be suggested.

These types of experiences will help B.Ed. trainees to have a better idea about the concept of “Real Self” and will help to improve the concept of real self. When a B.Ed. trainee has the correct perception of ideal and real self as a teacher, it will help in bridging the gap between ideal and real self which will help in attaining a high self concept as a teacher. A B.Ed. trainee with high self concept as a teacher will have more self confidence and this self confidence will help the trainee in striving for excellence.

Thus, it seems logical to conclude that if our teaching force has positive self concept we might presumably have high quality student educational outcome in terms of students’ self concept, achievement motivation and their attitude towards peers, teachers and school.

However positive teacher self concept is something that our teacher education institutions cannot promise in the course of training teachers. Moreover, the significance of positive self concept is often, neglected among practising teachers and school administrators. Training programmes or activities related to the development of positive self concept should be included as one of the core elements in all pre-service and in-service teacher training programme. This is extremely important in the creation of a population of teachers with healthy self concept. This will definitely help student teachers to acquire a better social status which in turn facilitates them to have a relatively higher positive self concept.

Since teachers' self concept and achievement motivation are found to have predictive power of their teacher effectiveness, care must be taken when recruiting new teachers. We should not assume that all applicants possess healthy teacher self concept and are achievement oriented. In other words, teacher educators must provide unconditional positive regard to the prospective teachers. Teacher educators can also make sure that the trainees are involved in various programmes and activities for their self-development.

## **5.9 SUGGESTIONS FOR FURTHER RESEARCH**

1. The present study found that about 40 per cent of the variance in Teacher Effectiveness is due to Self Concept and Achievement Motivation. This further indicates that about 60 per cent of variation in Teacher Effectiveness is due to some other variables. Therefore a study on the identification of significant predictor variables incorporating other cognitive and affective variables.
2. A study on select cognitive and affective variables discriminating between Effective and Less Effective teachers can be conducted.
3. Since aptitude is an important determinant of teacher effectiveness, the interaction effect of Self Concept, Achievement Motivation and Teaching Aptitude on Teacher Effectiveness can be investigated.

4. The Effect of type of management of the institution and locale on Teacher Effectiveness can be explored in detail.
5. Relationship of Self Concept and Classroom Climate on Teacher Effectiveness can be investigated.
6. Criteria for teacher effectiveness can be explored in detail.
7. The role of institutional climate on the development and sustenance of achievement Motivation can be explored in detail.

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# **APPENDICES**

**SELF CONCEPT SCALE**  
[Draft Scale]  
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### **Instructions**

Some statements are given below under Section A and Section B. Kindly mark your responses to each of the statements to show your agreement or disagreement against the five circles marked 'A', 'B', 'C', 'D' and 'E' in the score sheet provided. If you strongly agree to a statement then mark 'X' against 'A'; if you agree mark against 'B'; if you are undecided mark against 'C'; if you disagree mark against 'D'; and, if you strongly disagree to a statement mark against 'E'. Kindly make it a point to **mark only one response against each statement.**

### **SECTION A**

1. I wish I could find out and state instructional objectives appropriate to the content.
2. I wish I could systematically organize the content according to the inter relationships of the content.
3. I wish I could present facts and concepts after thorough analysis.
4. I wish I could provide learning experiences which are most appropriate to attain the specifications and are easily understandable.
5. I wish I could prepare year plan, unit plans and lesson plans effectively.

6. I wish I could systematically arrange classroom activities after prior organisation.
7. I wish I could plan the lessons suitable for even the most difficult content.
8. I wish I could effectively utilize the time that I get for teaching.
9. I wish I could present ideas very clearly and in detail.
10. I wish I could provide suitable learning experiences according to the context and to take lessons in depth.
11. I wish I could explain the ideas according to the mental level of the learners.
12. I wish I could take lessons in such a way that even the least capable pupil of my class could understand it.
13. I wish I could give activities appropriate to the mental level of the most brilliant learners in the class.
14. I wish I could clear the doubts of the pupils in my class.
15. I wish I could correlate the subject I teach with other subjects.
16. I wish I could take the daily life situations that learners come across and use them as examples.
17. I wish I could make clear the ideas using appropriate examples.
18. I wish I could familiarise good books to those pupils who wish to know more.
19. I wish I could give proper direction to the more inquisitive learners.
20. I wish I could use simple language so that all pupils can understand.
21. I wish I could use the necessary facial expressions while taking classes.
22. I wish I could provide frequent pause wherever necessary while taking classes.

23. I wish I could effectively modulate my voice while taking classes.
24. I wish I could make clear the ideas through speech, gestures and body languages.
25. I wish I could notice the responses from the facial expressions of every pupil while teaching.
26. I wish I could develop a lesson through simple and situational questions.
27. I wish I could develop the lesson through thought provoking questions.
28. I wish I could ask questions to most of the pupils and develop the lesson.
29. I wish I could take care in making the question clear.
30. I wish I could establish very good relationship with pupils in my class.
31. I wish I could deal the problems of pupils with care and sympathy.
32. I wish I could give attention to all the pupils while teaching
33. I wish my pupils viewed me as the best teacher.
34. I wish I could give enough freedom to pupils in my class.
35. I wish I had many friends
36. I wish my pupils could openly and sincerely discuss their problems with me.
37. I wish my pupils could sincerely cooperate with me.
38. I wish I could cheerfully shoulder the difficult matters which require high responsibility.
39. I wish I could introduce a lesson through the pupils' own experience.
40. I wish I could adopt instructional methods appropriate to the lesson
41. I wish I could experiment with newer instructional methods.

42. I wish I could lead the lesson without hindering the natural flow of the lesson.
43. I wish I could keenly observe punctuality as a teacher.
44. I wish I could avoid the method of lecturing and take classes.
45. I wish I could take classes giving due importance to the learning activities
46. I wish I could utilize projects, discussions and debates in learning activities
47. I wish I could give due importance to practical training while taking classes.
48. I wish I could make my pupils aware of the significance of observation in the process of learning.
49. I wish I could provide exercises to pupils which can generate interest in their subject of study.
50. I wish I could take classes using the most appropriate teaching-learning aids.
51. I wish I could utilize the chalk board neatly and systematically for taking classes.
52. I wish I could adopt the method of seeking answers to the 'why's rather than the 'what's of everything I teach.
53. I wish I could establish an ideal teacher pupil relationship with my pupils.
54. I wish I could work beyond the regular class hours for the betterment of the pupils and of the school.
55. I wish I could observe regularity as a teacher
56. I wish I could enthusiastically participate in the co-curricular activities.
57. I wish I had the qualities to become an ideal teacher.
58. I wish I could cheerfully face my students and speak to them

59. I wish I could control my movements and gestures appropriate to the class.
60. I wish I had no gestures inappropriate to a teacher
61. I wish I could face my students with self confidence
62. I wish I could never lose temper even under the most provoking situations
63. I wish I could understand the individual capacities of all the pupils I teach
64. I wish I could co-operate and work with all types of persons in society.
65. I wish time never becomes a hindrance to me in social service.

## SECTION B

1. I can find out and state instructional objectives appropriate to the content.
2. I can systematically organize the content according to the inter relationships of the content.
3. I can present facts and concepts after thorough analysis.
4. I can provide learning experiences which are most appropriate to attain the specifications and are easily understandable.
5. I can prepare year plan, unit plans and lesson plans effectively.
6. I can systematically arrange classroom activities after prior organisation.
7. I can plan the lessons suitable for even the most difficult content.
8. I can effectively utilize the time that I get for teaching.
9. I can present ideas very clearly and in detail.
10. I can provide suitable learning experiences according to the context and to take lessons in depth.
11. I can explain the ideas according to the mental level of the learners.
12. I can take lessons in such a way that even the least capable pupil of my class could understand it.
13. I can give activities appropriate to the mental level of the most brilliant learners in the class.
14. I can clear the doubts of the pupils in my class.
15. I can correlate the subject I teach with other subjects.
16. I can take the daily life situations that learners come across and to use them as examples.

17. I can make clear the ideas using appropriate examples.
18. I can familiarise good books to those pupils who wish to know more.
19. I can give proper direction to the more inquisitive learners.
20. I can use simple language so that all pupils can understand.
21. I can use the necessary facial expressions while taking classes.
22. I can provide frequent pause wherever necessary while taking classes.
23. I can effectively modulate my voice while taking classes.
24. I can make clear the ideas through speech, gestures and body languages.
25. I can notice the responses from the facial expressions of every pupil while teaching.
26. I can develop a lesson through simple and situational questions.
27. I can analyse the lesson through thought provoking questions.
28. I can ask questions to most of the pupils and develop the lesson.
29. I can take care in making the question clear.
30. I can establish very good relationship with pupils in my class.
31. I can deal the problems of pupils with care and sympathy.
32. I can give attention to all the pupils while teaching
33. My pupils view me as the best teacher.
34. I can give enough freedom to pupils in my class.
35. I have many friends.
36. My pupils openly and sincerely discuss their problems with me.
37. My pupils sincerely co-operate with me.

38. I can cheerfully shoulder the difficult matters which require high responsibility.
39. I can introduce a lesson through the pupils' own experience.
40. I can adopt instructional methods appropriate to the lesson.
41. I can experiment with newer instructional methods.
42. I can lead the lesson without hindering the natural flow of the lesson.
43. I can keenly observe punctuality as a teacher.
44. I can avoid the method of lecturing and take classes.
45. I can take classes giving due importance to the learning activities.
46. I can utilize projects, discussions and debates in learning activities.
47. I can give due importance to practical training while taking classes.
48. I can make my pupils aware of the significance of observation in the process of learning.
49. I can provide exercises to pupils which can generate interest in their subject of study.
50. I can take classes using the most appropriate teaching-learning aids.
51. I can utilize the chalk board neatly and systematically for taking classes.
52. I can adopt the method of seeking answers to the 'why's rather than the 'what's of everything I teach.
53. I can establish an ideal teacher-pupil relationship with my pupils.
54. I can work beyond the regular class hours for the betterment of the pupils and of the school.
55. I can observe regularity as a teacher.
56. I can enthusiastically participate in the co-curricular activities.

57. I have the qualities to become an ideal teacher.
58. I can cheerfully face my students and speak to them.
59. I can control my movements and gestures appropriate to the class.
60. I have no gestures inappropriate to a teacher.
61. I can face my students with self confidence.
62. I never lose temper even under the most provoking situations.
63. I can understand the individual capacities of all the pupils I teach.
64. I can co-operate and work with all types of persons in society.
65. Time never becomes a hindrance to me in social service.

**SELF CONCEPT SCALE**  
[Draft Scale]  
**DEPARTMENT OF EDUCATION**  
**UNIVERSITY OF CALICUT**

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**നിർദ്ദേശങ്ങൾ**

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നിനോടും നിങ്ങൾ എത്രമാത്രം യോജിക്കുന്നു എന്ന് ഉത്തരക്കുടലിയിൽ താഴെപ്പറഞ്ഞിരിക്കുന്ന രീതിയിൽ രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയേയും സൂചിപ്പിക്കുന്ന നമ്പറിനെതിരെ 'A', 'B', 'C', 'D', 'E' എന്നിങ്ങനെ അഞ്ച് വൃത്തങ്ങൾ കൊടുത്തിരിക്കുന്നു. പരിപൂർണ്ണമായി യോജിക്കുന്ന പ്രസ്താവനയുടെ നമ്പറിനെതിരെ 'A' എന്ന വൃത്തത്തിലും, യോജിക്കുന്നവയുടെ നേരെ 'B' എന്ന വൃത്തത്തിലും, പ്രത്യേക അഭിപ്രായം ഇല്ലെങ്കിൽ (നിഷ്പക്ഷത പാലിക്കുന്നുവെങ്കിൽ) 'C' എന്ന വൃത്തത്തിലും, വിയോജിക്കുന്നുവെങ്കിൽ 'D' എന്ന വൃത്തത്തിലും, ശക്തിയായി വിയോജിക്കുന്നുവെങ്കിൽ 'E' എന്ന വൃത്തത്തിലും 'X' ഓർക്ക് കൊണ്ട് അടയാളപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയും എതിരെ ഒരഭിപ്രായം മാത്രം രേഖപ്പെടുത്തേണ്ടതാണ് എന്ന കാര്യം പ്രത്യേകം ശ്രദ്ധിക്കുക.

**SECTION – A**

1. പാഠ ഭാഗത്തിന് എറ്റവും അനുയോജ്യമായ ബോധനോദ്ദേശങ്ങൾ കണ്ടുപിടിക്കാനും രേഖപ്പെടുത്താനും കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
2. പാഠ ഭാഗത്തെ പരസ്പര ബന്ധത്തിനനുസരിച്ച് ചിട്ടയായി ക്രമീകരിക്കാൻ എനിക്ക് കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
3. വസ്തുതകൾ, ആശയങ്ങൾ എന്നിവ അപഗ്രഥിച്ച് അവതരിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
4. സ്പഷ്ടീകരണങ്ങൾ നേടാൻ എറ്റവും അനുയോജ്യമായതും വളരെ എളുപ്പത്തിൽ കാര്യങ്ങൾ മനസ്സിലാക്കാൻ കഴിയുന്നതുമായ പഠനാനുഭവങ്ങൾ കൊടുക്കാനുള്ള കഴിവ് എന്നിങ്ങനെയിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
5. ഈയർ പ്ലാൻ, യൂണിറ്റ് പ്ലാൻ, ലസ്സൻ പ്ലാൻ എന്നിവ നന്നായി തയ്യാറാക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.

6. ക്ലാസ്സിൽ നടത്തുന്ന ഓരോ പ്രവർത്തിയും മുൻകൂട്ടിത്തന്നെ ചിട്ടയായി ക്രമീകരിക്കുവാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
7. എത്ര വിഷയം പഠിച്ചു പാഠഭാഗത്തിനും അനുയോജ്യമായ പാഠസൂത്രണം നടത്താൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
8. ക്ലാസ്സെടുക്കാൻ കിട്ടുന്ന മുഴുവൻ സമയവും ഫലപ്രദമായി ഉപയോഗിക്കാനുള്ള കഴിവ് എന്തിനുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
9. ആശയങ്ങൾ വളരെ വ്യക്തമായും വിശദമായും അവതരിപ്പിക്കാനുള്ള കഴിവ് എന്തിനുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
10. സന്ദർഭോചിതമായ പഠനാനുഭവങ്ങൾ നൽകി പാഠഭാഗം ഗഹനമായി പഠിപ്പിക്കാൻ എന്തിന് കഴിവുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
11. കുട്ടികളുടെ നിലവാരമനുസരിച്ച് ആശയങ്ങൾ വിശദീകരിച്ചുകൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
12. ക്ലാസ്സിലെ ഏറ്റവും ജോശിപ്പുകുട്ടിക്കും മനസ്സിലാവുന്ന രീതിയിൽ പഠിപ്പിക്കാൻ എന്തിനു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
13. ക്ലാസ്സിലെ ഏറ്റവും മിടുക്കരായ കുട്ടികൾക്ക് അവരുടെ മാനസികനിലവാരത്തിനനുസരിച്ചുള്ള ജോലി കൾ നൽകാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
14. കുട്ടികളുടെ സംശയങ്ങൾക്ക് മറുപടി നൽകാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
15. ഒരുവിഷയം പഠിപ്പിക്കുമ്പോൾ മറ്റുവിഷയങ്ങളുമായി ബന്ധപ്പെടുത്തി പഠിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
16. കുട്ടികളുടെ ചുറ്റും കാണുന്ന കാര്യങ്ങൾ സന്ദർഭോചിതമായി ഉദാഹരണങ്ങളായി എടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
17. ആശയങ്ങൾ ഉചിതമായ ഉദാഹരണങ്ങൾ ഉപയോഗിച്ച് വ്യക്തമാക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
18. കൂടുതൽ അറിയാനുള്ള ആഗ്രഹം കാണിക്കുന്ന കുട്ടികളെ നല്ല പുസ്തകങ്ങൾ പരിചയപ്പെടുത്തിക്കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
19. അന്വേഷണകൃത്യങ്ങളായ കുട്ടികൾക്ക് ശരിയായ ലക്ഷ്യബോധം നൽകാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
20. കുട്ടികൾക്കെല്ലാം മനസ്സിലാവുന്ന ലളിതമായ ഭാഷ ഉപയോഗിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
21. ക്ലാസെടുക്കുമ്പോൾ ആവശ്യമായ ഭാവങ്ങൾ മുഖത്ത് പ്രകടിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
22. ക്ലാസെടുക്കുമ്പോൾ ഇടക്കിടക്ക് ആവശ്യമായ വിരാമം കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.

- 23. ക്ലാസെടുക്കുമ്പോൾ ആവശ്യാനുസരണം ശബ്ദ ക്രമീകരണം നടത്തി പഠിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
- 24. ക്ലാസെടുക്കുമ്പോൾ സംസാരത്തിലൂടെയും ഭാവപ്രകരണങ്ങളിലൂടെയും അംഗവിക്ഷേപങ്ങളിലൂടെയും ആശയങ്ങൾ വ്യക്തമാക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
- 25. പഠിപ്പിച്ചുകൊണ്ടിരിക്കുമ്പോൾ ഓരോ വിദ്യാർത്ഥിയുടെയും ജുഖത്തെ പ്രതികരണം ശ്രദ്ധിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
- 26. ലഘുവായതും സന്ദർഭോചിതവുമായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വികസിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
- 27. ചിന്തോദ്ദീപകങ്ങളായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വിശകലനം ചെയ്യാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 28. ക്ലാസിലെ എല്ലാകുട്ടികളോടും ചോദ്യം ചോദിക്കാനും അതിൽകൂടി പാഠം വികസിപ്പിച്ചെടുക്കാനും കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 29. ചോദ്യങ്ങൾ വ്യക്തമായിരിക്കാൻ ശ്രദ്ധിച്ചിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 30. ക്ലാസിലെ കുട്ടികളുമായി വളരെ നല്ല ഒരു ബന്ധം ഉണ്ടാക്കിയെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 31. കുട്ടികളുടെ പ്രശ്നങ്ങളെ സഹാനുഭൂതിയോടെ നോക്കിക്കാണാൻ എനിക്ക് കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 32. പഠിപ്പിച്ചുകൊണ്ടിരിക്കുമ്പോൾ ക്ലാസിലുള്ള എല്ലാകുട്ടികളെയും ശ്രദ്ധിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 33. എന്റെ കുട്ടികൾ എന്നെ ഏറ്റവും നല്ല അധ്യാപകനായി കണ്ടിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 34. കുട്ടികൾക്ക് ക്ലാസിൽ ആവശ്യത്തിന് സ്വാതന്ത്ര്യം കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 35. എനിക്ക് ധാരാളം സുഹൃത്തുക്കൾ ഉണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 36. എന്റെ കുട്ടികൾ എന്നോട് ആത്മാർത്ഥമായി കാര്യങ്ങൾ തുറന്നുപറയുകയും ചർച്ച ചെയ്യുകയും ചെയ്തിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 37. എന്റെ കുട്ടികൾ എന്നോട് ആത്മാർത്ഥമായി സഹകരിച്ചിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 38. ചുരുക്കല ഏറിയതും ചെയ്യാൻ ബുദ്ധിമുട്ടുള്ളതുമായ കാര്യങ്ങൾ സന്തോഷത്തോടെ ഏറ്റെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 39. ഒരു പാഠഭാഗം കുട്ടികളുടെ അനുഭവത്തിലൂടെ അവയിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 40. പാഠഭാഗത്തിനനുയോജ്യമായ ബോധനരീതികൾ അവലംബിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

- 41. പുതുമുഖങ്ങളുള്ള ബോധനരീതികൾ പരീക്ഷിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 42. പാഠഭാഗത്തിന്റെ സ്വതസിദ്ധമായ ഒഴുക്കിന് തടസ്സം വരാത്തരീതിയിൽ ക്ലാസ് മുന്പോട്ടു കൊണ്ടുപോകാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 43. സഭയനിഷ്ഠ കൃത്യമായി പാലിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 44. പ്രസംഗരീതി ഒഴിവാക്കി ക്ലാസെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 45. പഠന പ്രവർത്തനങ്ങൾക്ക് പ്രാജുവ്യം നൽകി ക്ലാസെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 46. പഠനപ്രവർത്തനങ്ങളിൽ പ്രോജക്റ്റ്, ചർച്ചകൾ, സംവാദങ്ങൾ എന്നിവ പ്രയോജനപ്പെടുത്താൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 47. പരിശീലനത്തിന് കൂടുതൽ പ്രാധാന്യം കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 48. പഠനത്തിൽ നിരീക്ഷണത്തിനുള്ള പ്രാധാന്യം മനസ്സിലാക്കിക്കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 49. കുട്ടികൾക്ക് പാഠ്യവിഷയത്തിൽ താല്പര്യംജനിപ്പിക്കത്തക്കത്തരത്തിലുള്ള അഭ്യാസങ്ങൾ കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 50. ഏറ്റവും അനുയോജ്യമായ പഠനസഹായികൾ ഉപയോഗിച്ച് ക്ലാസെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 51. ക്ലാസെടുക്കുമ്പോൾ ചിട്ടയായും ഭംഗിയായും ബ്ലാക്ക് ബോർഡ് ഉപയോഗിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 52. ക്ലാസിൽ എന്ത് എന്ന ചോദ്യത്തേക്കാളുപരി എന്തുകൊണ്ട് എന്ന ചോദ്യത്തിന് ഉത്തരം തേടുന്ന രീതി സ്വീകരിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 53. എന്റെ വിദ്യാർത്ഥികളുമായി ജാതുകാപരമായ ഒരു അഡ്വാപക വിദ്യാർത്ഥി ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 54. കുട്ടികളുടെയും സ്കൂളിന്റെയും നന്മക്കുവേണ്ടി ക്ലാസ് സഭയം കഴിഞ്ഞും പ്രവർത്തിക്കാൻ എനിക്ക് കഴിഞ്ഞെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 55. ഒരു അഡ്വാപകൻ എന്നനിലയിൽ കൃത്യനിഷ്ഠപാലിക്കാൻ എനിക്കു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 56. പാഠ്യപ്രവർത്തനങ്ങളിൽ വളരെ ശുഷ്കാന്തിയോടെ പ്രവർത്തിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 57. ജാതുകാഡ്വാപകനാകാനുള്ള കഴിവുകൾ എനിക്കുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 58. വളരെ പ്രസന്നവദനനായി കുട്ടികളെ അഭിമുഖീകരിച്ചുസംസാരിക്കാനുള്ള കഴിവ് എനിക്കുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

- 59. ക്ലാസിന് അനുയോജ്യമായവിധത്തിൽ ചലനങ്ങളും അംഗവിക്ഷേപങ്ങളും നിയന്ത്രിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 60. അദ്ധ്യാപകന് അനുയോജ്യമായ ചേഷ്ടകൾ നന്നും തന്നെ എനിക്കില്ലായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 61. ആത്മവിശ്വാസത്തോടെ കൂട്ടികളെ അഭിമുഖീകരിക്കാൻ എനിക്കു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 62. എത്രപ്രകോപനപരമായ സാഹചര്യത്തിലും മനസ്സാന്നിദ്ധ്യം വിടാതെപ്രവർത്തനം എനിക്കു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 63. പരിചിതരായ എല്ലാകൂട്ടികളുടെയും വ്യക്തിപരമായ കഴിവുകൾ മനസ്സിലാക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 64. സമൂഹത്തിലെ എല്ലാത്തരം വ്യക്തികളുമായി സഹകരിച്ച് പ്രവർത്തിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 65. സാമൂഹ്യസേവനത്തിന് സജ്ജനം എനിക്കൊരുപ്രതിബദ്ധമായിവാദിയിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

SECTION – B

- 1. പാഠഭാഗത്തിനനുയോജ്യമായ ബോധനോദ്ദേശ്യങ്ങൾ കണ്ടുപാടിക്കാനും രേഖപ്പെടുത്താനും എനിക്കു കഴിയും.
- 2. പാഠഭാഗത്തെ പരസ്പരബന്ധത്തിനനുസരിച്ച് ചിട്ടയായിക്രമീകരിക്കാൻ എനിക്കു കഴിയും.
- 3. വസ്തുതകൾ ആശയങ്ങൾ എന്നിവ അപഗ്രഥിച്ച് അവതരിപ്പിക്കുവാൻ എനിക്കു കഴിയും.
- 4. സ്പഷ്ടീകരണങ്ങൾ നേടാൻ എറ്റവും അനുയോജ്യമായതും വളരെ എളുപ്പത്തിൽ കാര്യങ്ങൾ മനസ്സിലാക്കാൻ കഴിയുന്നതുമായ പഠനാനുഭവങ്ങൾ കൊടുക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.
- 5. ഈയർ പ്ലാൻ, യൂണിറ്റ് പ്ലാൻ, ലസ്സൻ പ്ലാൻ എന്നിവനുമായി തയ്യാറാക്കാനുള്ള കഴിവി എനിക്കുണ്ട്.
- 6. ക്ലാസ്സിൽ നടത്തുന്ന ഓരോപ്രവർത്തിയും മുൻകൂട്ടിത്തന്നെ ചിട്ടയായി ക്രമീകരിക്കാൻ എനിക്കുകഴിയും.
- 7. എത്ര വിഷയം പഠിച്ച പാഠഭാഗത്തിനുംഅനുയോജ്യമായ പാഠസൂത്രണം നടത്താൻ എനിക്കുകഴിയും.
- 8. ക്ലാസ്സെടുക്കാൻ കിട്ടുന്ന മുഴുവൻ സമയവും ഫലപ്രദമായി ഉപയോഗിക്കാൻ എനിക്കു കഴിയും.
- 9. ആശയങ്ങൾ വളരെ വ്യക്തമായിരീതിയിൽ അവതരിപ്പിക്കുവാനും വിശദീകരിക്കു വാനും ഉള്ള കഴിവ് എനിക്കുണ്ട്.

10. സന്ദർഭോചിതമായ പഠനാനുഭവങ്ങൾ നൽകി പാഠഭാഗം ഗഹനമായി പരിഷ്കാർണ് എനിക്ക് കഴിവുണ്ട് .
11. കൂട്ടികളുടെ ജാനസിക നിലവാരമനുസരിച്ച് ആശയങ്ങൾ വിശദീകരിച്ചുകൊടുക്കുവാൻ എനിക്കുകഴിയും.
12. ക്ലാസ്സിലെ ഏറ്റവും ജോശപ്പെട്ടകൂട്ടിക്കും മനസ്സിലാവുന്ന രീതിയിൽ പരിഷ്കാർണ് എനിക്കുകഴിയും.
13. ക്ലാസ്സിലെ ഏറ്റവും മിടുക്കരായ കൂട്ടികൾക്ക് അവരുടെ ജാനസികനിലവാരമനുസരിച്ചുള്ള ജോലികൾ ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്.
14. കൂട്ടികളുടെ സംശയങ്ങൾക്ക് മറുപടി നൽകാൻ എനിക്കുകഴിയും.
15. ഒരുവിഷയം മറ്റുവിഷയങ്ങളുമായി ബന്ധപ്പെടുത്തി പരിഷ്കാർണ് എനിക്കുകഴിയും.
16. കൂട്ടികളുടെ ചുറ്റും കാണുന്ന കാര്യങ്ങൾ സന്ദർഭോചിതമായി ഉദാഹരണങ്ങളായി എടുക്കാറുണ്ട്.
17. ആശയങ്ങൾ ഉചിതമായ ഉദാഹരണങ്ങൾ ഉപയോഗിച്ച് വ്യക്തമാക്കാൻ എനിക്കുകഴിയും.
18. കൂടുതൽ അറിയാനുള്ള ആഗ്രഹം കാണിക്കുന്ന കൂട്ടികളെ നല്ല പുസ്തകങ്ങൾ പരിചയപ്പെടുത്തിക്കൊടുക്കാൻ എനിക്കുകഴിയും.
19. അന്വേഷണകൃത്യകിയായ ഒരുകൂട്ടിയെ ശരയായ ലക്ഷ്യത്തിലേക്ക് നയിക്കാൻ എനിക്ക് കഴിയും.
20. കൂട്ടികൾക്കെല്ലാം മനസ്സിലാവുന്ന ലളിതമായ ഭാഷ ഉപയോഗിച്ച് പരിഷ്കാർണ് എനിക്കുകഴിയും.
21. ക്ലാസെടുക്കുമ്പോൾ ആവശ്യമായ ഭവപ്രകടനങ്ങൾ വരുത്താൻ എനിക്കുകഴിയും.
22. ക്ലാസെടുക്കുമ്പോൾ ഇടയിൽ വിരാമം കൊടുക്കാൻ എനിക്കുകഴിയും.
23. പരിഷ്കാർണ് എനിക്കുകഴിയും ആവശ്യാനുസരണം ശബ്ദ ക്രമീകരണം നടത്താൻ എനിക്കുകഴിയും.
24. ക്ലാസെടുക്കുമ്പോൾ സംസാരത്തിലൂടെയും ഭവപ്രകടനങ്ങളിലൂടെയും അംഗവിക്ഷേപങ്ങളിലൂടെയും ആശയങ്ങൾ വ്യക്തമാക്കാൻ എനിക്കുകഴിയും.
25. പരിഷ്കാർണ് എനിക്കുകഴിയും ഞാനോ വിദ്യാർത്ഥിയുടെയും മുഖത്തെ പ്രതികരണങ്ങൾ ശ്രദ്ധിക്കാൻ എനിക്കുകഴിയും.
26. ലഘുവായതും സന്ദർഭോചിതവുമായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വികസിപ്പിക്കാൻ എനിക്കുകഴിയും.
27. ചിന്തോദ്ദീപകങ്ങളായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വിശകലനം ചെയ്യാൻ എനിക്കുകഴിയും.
28. ക്ലാസിലെ മിക്ക കൂട്ടികളോടും ചോദ്യംചോദിക്കാനും അതിൽകൂടി പാഠഭാഗം വികസിപ്പിക്കുവാനും എനിക്കുകഴിയും.
29. വ്യക്തമായി ചോദ്യങ്ങൾ ചോദിക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.

- 30. ക്ലാസിലെ കുട്ടികളുമായി വളരെ നല്ല ഒരു ബന്ധം എനിക്കുണ്ട്.
- 31. കുട്ടികളുടെ പ്രശ്നങ്ങളെ സഹാനുഭൂതിയോടെ നോക്കിക്കാണാൻ എനിക്ക് കഴിയും.
- 32. പഠിപ്പിച്ചുകൊണ്ടിരിക്കുമ്പോൾ ക്ലാസിലുള്ള എല്ലാകുട്ടികളെയും ശ്രദ്ധിക്കാൻ എനിക്ക് കഴിയും.
- 33. എന്റെ കുട്ടികൾ എന്നെ ഏറ്റവും നല്ല അധ്യാപകനായി കാണുന്നു.
- 34. കുട്ടികൾക്ക് ആവശ്യത്തിന് സ്വാതന്ത്ര്യം കൊടുക്കുന്നു.
- 35. എനിക്ക് ധാരാളം സുഹൃത്തുക്കൾ ഉണ്ട് .
- 36. എന്റെ കുട്ടികൾ എന്നോട് ആത്മാർത്ഥമായി കാര്യങ്ങൾ തുറന്നുപറയുകയും ചർച്ച ചെയ്യുകയും ചെയ്യുന്നു.
- 37. എന്റെ കുട്ടികൾ എന്നോട് അങ്ങേയറ്റം ആത്മാർത്ഥമായി സഹകരിക്കുന്നു.
- 38. ചുരുക്കമെ എറിയതും ചെയ്യാൻ ബുദ്ധിമുട്ടുള്ളതുമായ കാര്യങ്ങൾ ഞാൻ സന്തോഷത്തോടെ എറ്റെടുക്കാറുണ്ട്.
- 39. ഒരു പാഠഭാഗം കുട്ടികളുടെ അനുഭവത്തിലൂടെ എനിക്കുകഴിയും.
- 40. പഠത്തിനനുയോജ്യമായ ബോധനരീതികൾ അവലംബിക്കാൻ എനിക്കു കഴിയും.
- 41. പുതുമയുള്ള ബോധനരീതികൾ പരീക്ഷിക്കാൻ എനിക്കു കഴിയും.
- 42. പാഠഭാഗത്തിന്റെ സ്വതസിദ്ധമായ ഷെക്കിന് തടസ്സം വരാതെ പാഠം ജന്മോദ്യമൊഴുകുക പോകാൻ എനിക്കു കഴിയും.
- 43. സമയനിഷ്ഠ കൃത്യമായി പാലിക്കാൻ എനിക്കു കഴിയും.
- 44. പ്രസംഗരീതി ഒഴിവാക്കി ക്ലാസെടുക്കാൻ എനിക്കു കഴിയും.
- 45. പഠനപ്രവർത്തനങ്ങൾക്ക് പ്രാജക്ടും നൽകി ക്ലാസെടുക്കാൻ എനിക്കു കഴിയും.
- 46. പഠനപ്രവർത്തനങ്ങളിൽ പ്രോജക്റ്റ്, പരീക്ഷണങ്ങൾ, ചർച്ചകൾ, സംവാദങ്ങൾ എന്നിവ പ്രയോജനപ്പെടുത്താൻ എനിക്കു കഴിയും.
- 47. പരിശീലനത്തിന് കൂടുതൽ പ്രാധാന്യം കൊടുക്കാൻ എനിക്കു കഴിയും.
- 48. പഠനത്തിൽ നിരീക്ഷണത്തിനുള്ള പ്രാധാന്യം മനസ്സിലാക്കിക്കൊടുക്കാൻ എനിക്കു കഴിയും.
- 49. കുട്ടികൾക്ക് പാവവിഷയത്തിൽ താല്പര്യം ജനിപ്പിക്കാൻ ഉതകുന്ന അല്ലാസങ്ങൾ കൊടുക്കാൻ എനിക്കു കഴിയും.
- 50. ഏറ്റവും അനുയോജ്യമായ പഠനസഹായി ഉപയോഗിച്ച് ക്ലാസെടുക്കാൻ എനിക്കു കഴിയും.
- 51. ക്ലാസെടുക്കുമ്പോൾ ചിട്ടയായും ഭംഗിയായും ബ്ലാക്ക് ബോർഡ് ഉപയോഗിക്കാൻ എനിക്കു കഴിയും.

- 52. ക്ലാസെടുക്കുമ്പോൾ എന്ത് എന്ന ചോദ്യത്തേക്കൊരുപരി എന്തുകൊണ്ട് എന്ന ചോദ്യത്തിന് ഉത്തരം തേടുന്ന രീതി സ്വീകരിക്കാൻ എനിക്കു കഴിയും.
- 53. എന്റെ വിദ്യാർത്ഥികളുമായി ഭായുകാപരമായ ഒരു അഡ്വാപക വിദ്യാർത്ഥി ബന്ധം സ്ഥാപിക്കാൻ എനിക്കു കഴിയും.
- 54. കുട്ടികളുടെയും സ്കൂളിന്റെയും നന്മക്കുവേണ്ടി ക്ലാസ് സഭയം കഴിഞ്ഞും പ്രവർത്തിക്കാൻ എനിക്കു കഴിയും.
- 55. ഒരു അഡ്വാപകൻ എന്നനിലയിൽ കൃത്യനിഷ്പാലിക്കാൻ എനിക്കു കഴിയും.
- 56. പാഠ്യതരപ്രവർത്തനങ്ങളിലും വളരെ ശുഷ്കാന്തിയോടെ പ്രവർത്തിക്കാൻ എനിക്കു കഴിയും.
- 57. ഒരു ഭായുകാ അഡ്വാപകനാകാനുള്ള കഴിവുകൾ എനിക്കുണ്ട് .
- 58. വളരെ പ്രസന്നവദനനായി കുട്ടികളെ അഭിമുഖീകരിച്ച് സംസാരിക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.
- 59. ക്ലാസിന് അനുയോജ്യമാവിധം ചലനങ്ങളും അംഗവിക്ഷേപങ്ങളും നിയന്ത്രിക്കാൻ എനിക്കു കഴിയും.
- 60. അഡ്വാപകന് അനുയോജ്യമല്ലാത്ത തരത്തിലുള്ള ഒരു ചേഷ്ടകളും എനിക്കില്ല.
- 61. ആത്മവിശ്വാസത്തോടുകൂടി കുട്ടികളെ അഭിമുഖീകരിക്കാൻ എനിക്കു കഴിയും.
- 62. എത്രപ്രകോപനപരമായ സാഹചര്യത്തിലും മനസ്സാന്നിദ്ധ്യം വിടാതെപെരുമാറാൻ എനിക്കു കഴിയും.
- 63. പരിചിക്കുന്ന എല്ലാകുട്ടികളുടെയും വ്യക്തിപരമായ കഴിവുകൾ എനിക്കറിയാം.
- 64. സമൂഹത്തിലെ എല്ലാത്തരം വ്യക്തികളുമായി ഞാൻ വളരെ നല്ല ബന്ധം പുലർത്തുന്നു.
- 65. സാമൂഹ്യസേവനത്തിന് സഭയം എന്തിക്കൊരുപ്രതിബന്ധമായിരുന്നുവല്ല.

**SELF CONCEPT SCALE**  
**DEPARTMENT OF EDUCATION**  
**UNIVERSITY OF CALICUT**

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### **Instructions**

Some statements are given below under Section A and Section B. Kindly mark your responses to each of the statements to show your agreement or disagreement against the five circles marked 'A', 'B', 'C', 'D' and 'E' in the score sheet provided. If you strongly agree to a statement then mark 'X' against 'A'; if you agree mark against 'B'; if you are undecided mark against 'C'; if you disagree mark against 'D'; and, if you strongly disagree to a statement mark against 'E'. Kindly make it a point to mark only one response against each statement.

### **SECTION A**

1. I wish I could systematically organize the content according to the inter relationships of the content.
2. I wish I could present facts and concepts after thorough analysis.
3. I wish I could provide learning experiences which are most appropriate to attain the specifications and are easily understandable.
4. I wish I could prepare year plan, unit plans and lesson plans effectively.
5. I wish I could systematically arrange classroom activities after prior organisation.
6. I wish I could present ideas very clearly and in detail.

7. I wish I could provide suitable learning experiences according to the context and to take lessons in depth.
8. I wish I could explain the ideas according to the mental level of the learners.
9. I wish I could take lessons in such a way that even the least capable pupil of my class could understand it.
10. I wish I could clear the doubts of the pupils in my class.
11. I wish I could correlate the subject I teach with other subjects.
12. I wish I could take the daily life situations that learners come across and use them as examples.
13. I wish I could make clear the ideas using appropriate examples.
14. I wish I could familiarise good books to those pupils who wish to know more.
15. I wish I could give proper direction to the more inquisitive learners.
16. I wish I could use the necessary facial expressions while taking classes.
17. I wish I could provide frequent pause wherever necessary while taking classes.
18. I wish I could effectively modulate my voice while taking classes.
19. I wish I could make clear the ideas through speech, gestures and body languages.
20. I wish I could notice the responses from the facial expressions of every pupil while teaching.

21. I wish I could develop a lesson through simple and situational questions.
22. I wish I could develop the lesson through thought provoking questions.
23. I wish I could establish very good relationship with pupils in my class.
24. I wish I could deal the problems of pupils with care and sympathy.
25. I wish I could give attention to all the pupils while teaching
26. I wish my pupils viewed me as the best teacher.
27. I wish I could give enough freedom to pupils in my class.
28. I wish I had many friends
29. I wish my pupils could openly and sincerely discuss their problems with me.
30. I wish my pupils could sincerely cooperate with me.
31. I wish I could cheerfully shoulder the difficult matters which require high responsibility.
32. I wish I could introduce a lesson through the pupils' own experience.
33. I wish I could adopt instructional methods appropriate to the lesson
34. I wish I could experiment with newer instructional methods.
35. I wish I could lead the lesson without hindering the natural flow of the lesson.
36. I wish I could keenly observe punctuality as a teacher.
37. I wish I could avoid the method of lecturing and take classes.
38. I wish I could take classes giving due importance to the learning activities

39. I wish I could utilize projects, discussions and debates in learning activities
40. I wish I could give due importance to practical training while taking classes.
41. I wish I could establish an ideal teacher pupil relationship with my pupils.
42. I wish I could work beyond the regular class hours for the betterment of the pupils and of the school.
43. I wish I could observe regularity as a teacher
44. I wish I could enthusiastically participate in the co-curricular activities.
45. I wish I had the qualities to become an ideal teacher.
46. I wish I could cheerfully face my students and speak to them
47. I wish I could control my movements and gestures appropriate to the class.
48. I wish I had no gestures inappropriate to a teacher
49. I wish I could face my students with self confidence
50. I wish I could never lose temper even under the most provoking situations

## **SECTION B**

1. I can systematically organize the content according to the inter relationships of the content.
2. I can present facts and concepts after thorough analysis.

3. I can provide learning experiences which are most appropriate to attain the specifications and are easily understandable.
4. I can prepare year plan, unit plans and lesson plans effectively.
5. I can systematically arrange classroom activities after prior organisation.
6. I can present ideas very clearly and in detail.
7. I can provide suitable learning experiences according to the context and to take lessons in depth.
8. I can explain the ideas according to the mental level of the learners.
9. I can take lessons in such a way that even the least capable pupil of my class could understand it.
10. I can clear the doubts of the pupils in my class.
11. I can correlate the subject I teach with other subjects.
12. I can take the daily life situations that learners come across and to use them as examples.
13. I can make clear the ideas using appropriate examples.
14. I can familiarise good books to those pupils who wish to know more.
15. I can give proper direction to the more inquisitive learners.
16. I can use the necessary facial expressions while taking classes.
17. I can provide frequent pause wherever necessary while taking classes.
18. I can effectively modulate my voice while taking classes.
19. I can make clear the ideas through speech, gestures and body languages.

20. I can notice the responses from the facial expressions of every pupil while teaching.
21. I can develop a lesson through simple and situational questions.
22. I can analyse the lesson through thought provoking questions.
23. I can establish very good relationship with pupils in my class.
24. I can deal the problems of pupils with care and sympathy.
25. I can give attention to all the pupils while teaching
26. My pupils view me as the best teacher.
27. I can give enough freedom to pupils in my class.
28. I have many friends
29. My pupils openly and sincerely discuss their problems with me.
30. My pupils sincerely co-operate with me.
31. I can cheerfully shoulder the difficult matters which require high responsibility.
32. I can introduce a lesson though the pupils' own experience.
33. I can adopt instructional methods appropriate to the lesson.
34. I can experiment with newer instructional methods.
35. I can lead the lesson without hindering the natural flow of the lesson.
36. I can keenly observe punctuality as a teacher.
37. I can avoid the method of lecturing and take classes.
38. I can take classes giving due importance to the learning activities.
39. I can utilize projects, discussions and debates in learning activities.
40. I can give due importance to practical training while taking classes.

41. I can establish an ideal teacher-pupil relationship with my pupils.
42. I can work beyond the regular class hours for the betterment of the pupils and of the school.
43. I can observe regularity as a teacher.
44. I can enthusiastically participate in the co-curricular activities.
45. I have the qualities to become an ideal teacher.
46. I can cheerfully face my students and speak to them.
47. I can control my movements and gestures appropriate to the class.
48. I have no gestures inappropriate to a teacher.
49. I can face my students with self confidence.
50. I never lose temper even under the most provoking situations.

**SELF CONCEPT SCALE  
DEPARTMENT OF EDUCATION  
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താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നിനോടും നിങ്ങൾ എത്രമാത്രം യോജിക്കുന്നു എന്ന് ഉത്തരക്കടലാസ്സിൽ താഴെപ്പറഞ്ഞിരിക്കുന്ന രീതിയിൽ രേഖപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയേയും സൂചിപ്പിക്കുന്ന നമ്പറിനെതിരെ ‘A’, ‘B’, ‘C’, ‘D’, ‘E’ എന്നിങ്ങനെ അഞ്ച് വൃത്തങ്ങൾ കൊടുത്തിരിക്കുന്നു. പരിപൂർണ്ണമായി യോജിക്കുന്ന പ്രസ്താവനയുടെ നമ്പറിനെതിരെ ‘A’ എന്ന വൃത്തത്തിലും, യോജിക്കുന്നവയുടെ നേരെ ‘B’ എന്ന വൃത്തത്തിലും, പ്രത്യേക അഭിപ്രായം ഇല്ലെങ്കിൽ (നിഷ്പക്ഷത പാലിക്കുന്നുവെങ്കിൽ) ‘C’ എന്ന വൃത്തത്തിലും, വിയോജിക്കുന്നുവെങ്കിൽ ‘D’ എന്ന വൃത്തത്തിലും, ശക്തിയായി വിയോജിക്കുന്നുവെങ്കിൽ ‘E’ എന്ന വൃത്തത്തിലും ‘X’ മാർക്ക് കൊണ്ട് അടയാളപ്പെടുത്തുക. ഓരോ പ്രസ്താവനയും എന്തിനെ ഒരഭിപ്രായം മാത്രം രേഖപ്പെടുത്തിയാൽ മതി എന്ന കാര്യം പ്രത്യേകം ശ്രദ്ധിക്കുക.

**SECTION – A**

1. പാഠ ഭാഗത്തെ പരസ്പര ബന്ധത്തിനനുസരിച്ച് ചിട്ടയായി ക്രമീകരിക്കാൻ എനിക്ക് കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
2. വസ്തുതകൾ, ആശയങ്ങൾ എന്നിവ അപഗ്രഥിച്ച് അവതരിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
3. സ്വപക്ഷീകരണങ്ങൾ നേടാൻ എറ്റവും അനുയോജ്യമായതും വളരെ എളുപ്പത്തിൽ കാര്യങ്ങൾ മനസ്സിലാക്കാൻ കഴിയുന്നതുമായ പഠനാനുഭവങ്ങൾ കൊടുക്കാനുള്ള കഴിവ് എനിക്കുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
4. ഇഊയർ പ്ലാൻ, യൂണിറ്റ് പ്ലാൻ, ലസ്സൻ പ്ലാൻ എന്നിവ നന്നായി തയ്യാറാക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
5. ക്ലാസ്സിൽ നടത്തുന്ന ഓരോ പ്രവർത്തിയും മുൻകൂട്ടിത്തന്നെ ചിട്ടയായി ക്രമീകരിക്കുവാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.

6. ആശയങ്ങൾ വളരെ വ്യക്തമായും വിശദമായും അവതരിപ്പിക്കാനുള്ള കഴിവ് എന്തിനുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
7. സന്ദർഭഭാഷിതമായ പഠനാനുഭവങ്ങൾ നൽകി പാഠഭാഗം ഗഹനമായി പഠിപ്പിക്കാൻ എന്തിന് കഴിവുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
8. കൂട്ടികളുടെ നിലവാരമനുസരിച്ച് ആശയങ്ങൾ വിശദീകരിച്ചുകൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
9. ക്ലാസ്സിലെ ഏറ്റവും മോശപ്പെട്ടകൂട്ടിക്കും മനസ്സിലാവുന്ന രീതിയിൽ പഠിപ്പിക്കാൻ എന്തിനു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
10. കൂട്ടികളുടെ സംശയങ്ങൾക്ക് മറുപടി നൽകാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
11. ഒരുവിഷയം പഠിപ്പിക്കുമ്പോൾ മറ്റുവിഷയങ്ങളുമായി ബന്ധപ്പെടുത്തി പഠിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാനാശിക്കുന്നു.
12. കൂട്ടികളുടെ ചുറ്റും കാണുന്ന കാര്യങ്ങൾ സന്ദർഭഭാഷിതമായി ഉദാഹരണങ്ങളായി എടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
13. ആശയങ്ങൾ ഉചിതമായ ഉദാഹരണങ്ങൾ ഉപയോഗിച്ച് വ്യക്തമാക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
14. കൂടുതൽ അറിയാനുള്ള ആഗ്രഹം കാണിക്കുന്ന കൂട്ടികളെ നല്ല പുസ്തകങ്ങൾ പരിചയപ്പെടുത്തിക്കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
15. അന്വേഷണകൃത്യകളായ കൂട്ടികൾക്ക് ശരിയായ ലക്ഷ്യബോധം നൽകാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
16. ക്ലാസെടുക്കുമ്പോൾ ആവശ്യമായ ഭാവങ്ങൾ മുഖത്ത് പ്രകടിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
17. ക്ലാസെടുക്കുമ്പോൾ ഇടക്കിടക്ക് ആവശ്യമായ വിരാമം കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
18. ക്ലാസെടുക്കുമ്പോൾ ആവശ്യാനുസരണം ശബ്ദ ക്രമീകരണം നടത്തി പഠിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
19. ക്ലാസെടുക്കുമ്പോൾ സംസാരത്തിലൂടെയും ഭാവപ്രകരണങ്ങളിലൂടെയും അംഗവിക്ഷേപങ്ങളിലൂടെയും ആശയങ്ങൾ വ്യക്തമാക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
20. പഠിപ്പിച്ചുകൊണ്ടിരിക്കുമ്പോൾ ഓരോ വിദ്യാർത്ഥിയുടെയും മുഖത്തെ പ്രതികരണം ശ്രദ്ധിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
21. ലഘുവായതും സന്ദർഭഭാഷിതവുമായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വികസിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ആശിക്കുന്നു.
22. ചിന്തോദ്ദീപകങ്ങളായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വിശകലനം ചെയ്യാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

- 23. ക്ലാസിലെ കുട്ടികളുമായി വളരെ നല്ല ഒരു ബന്ധം ഉണ്ടാക്കിയെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 24. കുട്ടികളുടെ പ്രശ്നങ്ങളെ സഹാനുഭൂതിയോടെ നോക്കിക്കാണാൻ എനിക്ക് കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 25. പഠിപ്പിച്ചുകൊണ്ടിരിക്കുമ്പോൾ ക്ലാസിലുള്ള എല്ലാ കുട്ടികളെയും ശ്രദ്ധിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 26. എന്റെ കുട്ടികൾ എന്നെ ഏറ്റവും നല്ല അദ്ധ്യാപകനായി കണ്ടിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 27. കുട്ടികൾക്ക് ക്ലാസിൽ ആവശ്യത്തിന് സ്വാതന്ത്ര്യം കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 28. എനിക്ക് ധാരാളം സുഹൃത്തുക്കൾ ഉണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 29. എന്റെ കുട്ടികൾ എന്നോട് ആത്മാർത്ഥമായി കാര്യങ്ങൾ തുറന്നുപറയുകയും ചർച്ച ചെയ്യുകയും ചെയ്തിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 30. എന്റെ കുട്ടികൾ എന്നോട് ആത്മാർത്ഥമായി സഹകരിച്ചിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 31. ചുരുടെ എറിയയും ചെയ്യാൻ ബുദ്ധിമുട്ടുള്ളതുമായ കാര്യങ്ങൾ സന്തോഷത്തോടെ ഏറ്റെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 32. ഒരു പാഠഭാഗം കുട്ടികളുടെ അനുഭവത്തിലൂടെ അവയിപ്പിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 33. പാഠഭാഗത്തിനനുയോജ്യമായ ബോധനരീതികൾ അവലംബിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 34. പുതുക്കിയുള്ള ബോധനരീതികൾ പരീക്ഷിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 35. പാഠഭാഗത്തിന്റെ സ്വതസിദ്ധമായ ഷെക്കിന് തടസ്സം വരാത്തരീതിയിൽ ക്ലാസ് മുന്നോട്ടു കൊണ്ടുപോകാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 36. സഭയനിഷ്ഠ കൃത്യമായി പാലിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 37. പ്രസംഗരീതി ഒഴിവാക്കി ക്ലാസെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 38. പഠന പ്രവർത്തനങ്ങൾക്ക് പ്രാജക്ടും നൽകി ക്ലാസെടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 39. പഠനപ്രവർത്തനങ്ങളിൽ പ്രോജക്ട്, ചർച്ചകൾ, സംവാദങ്ങൾ എന്നിവ പ്രയോജനപ്പെടുത്താൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 40. പരിശീലനത്തിന് കൂടുതൽ പ്രാധാന്യം കൊടുക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

- 41. എന്റെ വിദ്യാർത്ഥികളുടേയും ഭാര്യകൾക്കുമായ ഒരു അദ്ധ്യാപക വിദ്യാർത്ഥി ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 42. കുട്ടികളുടെയും സ്കൂളിന്റെയും നന്മക്കുവേണ്ടി ക്ലാസ് സഭയും പ്രവർത്തിക്കാൻ എനിക്ക് കഴിഞ്ഞെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 43. ഒരു അദ്ധ്യാപകൻ എന്നനിലയിൽ കൃത്യനിഷ്പാലിക്കാൻ എനിക്കു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 44. പാഠ്യപുസ്തകപ്രവർത്തനങ്ങളിൽ വളരെ ശുഷ്കാന്തിയോടെ പ്രവർത്തിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 45. ഭാര്യകൾക്കുവേണ്ടി കഴിവുകൾ എനിക്കുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 46. വളരെ പ്രസന്നവദനനായി കുട്ടികളെ അഭിമുഖീകരിച്ചിട്ടുണ്ടാകാനുള്ള കഴിവ് എനിക്കുണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 47. ക്ലാസിന് അനുയോജ്യമായവിധത്തിൽ ചലനങ്ങളും അംഗവിക്ഷേപങ്ങളും നിയന്ത്രിക്കാൻ കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 48. അദ്ധ്യാപകൻ അനുയോജ്യമല്ലാത്ത ചേർപ്പുകൾ ഒന്നും തന്നെ എനിക്കില്ലാതിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 49. ആത്മവിശ്വാസത്തോടെ കുട്ടികളെ അഭിമുഖീകരിക്കാൻ എനിക്കു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.
- 50. എത്രപ്രകോപനപരമായ സാഹചര്യത്തിലും മനഃസ്ഥിരനായി വിടാതെപെരുമാറാൻ എനിക്കു കഴിഞ്ഞിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആശിക്കുന്നു.

SECTION - B

- 1. പാഠഭാഗത്തെ പരസ്പരബന്ധത്തിനനുസരിച്ച് ചിട്ടയായിക്രമീകരിക്കാൻ എനിക്കു കഴിയും.
- 2. വസ്തുതകൾ ആശയങ്ങൾ എന്നിവ അപഗ്രഥിച്ച് അവതരിപ്പിക്കുവാൻ എനിക്കു കഴിയും.
- 3. സ്വപക്ഷീകരണങ്ങൾ നേടാൻ എറ്റവും അനുയോജ്യമായതും വളരെ എളുപ്പത്തിൽ കാര്യങ്ങൾ മനസ്സിലാക്കാൻ കഴിയുന്നതുമായ പഠനാനുഭവങ്ങൾ കൊടുക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.
- 4. ഈയർ പ്ലാൻ, യൂണിറ്റ് പ്ലാൻ, ലസ്സൻ പ്ലാൻ എന്നിവയുമായി തയ്യാറാക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.
- 5. ക്ലാസ്സിൽ നടത്തുന്ന ഓരോപ്രവർത്തിയും മുൻകൂട്ടിത്തന്നെ ചിട്ടയായി ക്രമീകരിക്കാൻ എനിക്കുകഴിയും.

- 6. ആശയങ്ങൾ വളരെ വ്യക്തമായരീതിയിൽ അവതരിപ്പിക്കുവാനും വിശദീകരിക്കുവാനും ഉള്ള കഴിവ് എനിക്കുണ്ട്.
- 7. സന്ദർഭോചിതമായ പഠനാനുഭവങ്ങൾ നൽകി പാഠഭാഗം ഗഹനമായി പഠിപ്പിക്കാൻ എനിക്ക് കഴിവുണ്ട് .
- 8. കുട്ടികളുടെ ജാനസീക നിലവാരമനുസരിച്ച് ആശയങ്ങൾ വിശദീകരിച്ചുകൊടുക്കുവാൻ എനിക്കു കഴിയും.
- 9. ക്ലാസ്സിലെ ഏറ്റവും ജോശപ്പെട്ടകുട്ടിക്കും മനസ്സിലാവുന്ന രീതിയിൽ പഠിപ്പിക്കാൻ എനിക്കു കഴിയും.
- 10. കുട്ടികളുടെ സംശയങ്ങൾക്ക് മറുപടി നൽകാൻ എനിക്കു കഴിയും.
- 11. ഒരുവിഷയം മറ്റുവിഷയങ്ങളുമായി ബന്ധപ്പെടുത്തി പഠിപ്പിക്കാൻ എനിക്കു കഴിയും.
- 12. കുട്ടികളുടെ ചുറ്റും കാണുന്ന കാര്യങ്ങൾ സന്ദർഭോചിതമായി ഉദാഹരണങ്ങളായി എടുക്കുവാൻ എനിക്കു കഴിയും.
- 13. ആശയങ്ങൾ ഉചിതമായ ഉദാഹരണങ്ങൾ ഉപയോഗിച്ച് വ്യക്തമാക്കാൻ എനിക്കു കഴിയും.
- 14. കൂടുതൽ അറിയാനുള്ള ആഗ്രഹം കാണിക്കുന്ന കുട്ടികളെ നല്ല പുസ്തകങ്ങൾ പരിചയപ്പെടുത്തിക്കൊടുക്കാൻ എനിക്കു കഴിയും.
- 15. അന്വേഷണകൃത്യമായ ഒരു കുട്ടിയെ ശരിയായ ലക്ഷ്യത്തിലേക്ക് നയിക്കാൻ എനിക്ക് കഴിയും.
- 16. ക്ലാസെടുക്കുമ്പോൾ ആവശ്യമായ ഭവപ്രകടനങ്ങൾ വരുത്താൻ എനിക്കു കഴിയും.
- 17. ക്ലാസെടുക്കുമ്പോൾ ഇടയിൽ വിരാമം കൊടുക്കാൻ എനിക്കു കഴിയും.
- 18. പഠിപ്പിക്കുമ്പോൾ ആവശ്യാനുസരണം ശബ്ദ ക്രമീകരണം നടത്താൻ എനിക്കു കഴിയും.
- 19. ക്ലാസെടുക്കുമ്പോൾ സംസാരത്തിലൂടെയും ഭാവപ്രകടനങ്ങളിലൂടെയും അംഗവിക്ഷേപങ്ങളിലൂടെയും ആശയങ്ങൾ വ്യക്തമാക്കാൻ എനിക്കു കഴിയും.
- 20. പഠിപ്പിച്ചുകൊണ്ടിരിക്കുമ്പോൾ ഓരോ വിദ്യാർത്ഥിയുടെയും മുഖത്തെ പ്രതികരണങ്ങൾ ശ്രദ്ധിക്കാൻ എനിക്കു കഴിയും.
- 21. ലഘുവായതും സന്ദർഭോചിതവുമായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വികസിപ്പിക്കാൻ എനിക്കു കഴിയും.
- 22. ചിന്തോദ്ദീപകങ്ങളായ ചോദ്യങ്ങളിൽകൂടി ഒരു പാഠഭാഗം വിശകലനം ചെയ്യാൻ എനിക്കു കഴിയും.
- 23. ക്ലാസിലെ കുട്ടികളുമായി വളരെ നല്ല ഒരു ബന്ധം എനിക്കുണ്ട്.
- 24. കുട്ടികളുടെ പ്രശ്നങ്ങളെ സഹാനുഭൂതിയോടെ നോക്കിക്കാണാൻ എനിക്ക് കഴിയും.

- 25. പരിഷ്ചിക്തകൊണ്ടരിക്കുമ്പോൾ ക്ലാസിലുള്ള എല്ലാകുട്ടികളെയും ശ്രദ്ധിക്കാൻ എനിക്ക് കഴിയും.
- 26. എന്റെകുട്ടികൾ എന്നെ ഏറ്റവും നല്ല അധ്യാപകനായി കാണുന്നു.
- 27. കുട്ടികൾക്ക് ആവശ്യത്തിന് സ്വാതന്ത്ര്യം കൊടുക്കുന്നു.
- 28. എനിക്ക് ധാരാളം സുഹൃത്തുക്കൾ ഉണ്ട് .
- 29. എന്റെ കുട്ടികൾ എന്നോട് ആത്മാർത്ഥമായി കാര്യങ്ങൾ തുറന്നുപറയുകയും ചർച്ച ചെയ്യുകയും ചെയ്യുന്നു.
- 30. എന്റെ കുട്ടികൾ എന്നോട് അങ്ങേയറ്റം ആത്മാർത്ഥമായി സഹകരിക്കുന്നു.
- 31. ചുരുതല എന്നിയ്യം ചെയ്യാൻ ബുദ്ധിമുട്ടുള്ളതുമായകാര്യങ്ങൾ ഞാൻ സന്തോഷത്തോടെ ഏറ്റെടുക്കാറുണ്ട്.
- 32. ഒരു പാഠഭാഗം കുട്ടികളുടെ അനുഭവത്തിലൂടെ എനിക്കുകഴിയും.
- 33. പാഠത്തിനനുയോജ്യമായ ബോധനരീതികൾ അവലംബിക്കാൻ എനിക്കു കഴിയും.
- 34. പുതുക്കിയുള്ള ബോധനരീതികൾ പരീക്ഷിക്കാൻ എനിക്കു കഴിയും.
- 35. പാഠഭാഗത്തിന്റെ സ്വതസിദ്ധമായ ഷെക്കിന് തടസ്സം വരാതെ പാഠം മുന്നോട്ടുകൊണ്ടു പോകാൻ എനിക്കു കഴിയും.
- 36. സമയനിഷ്ഠ കൃത്യമായി പാലിക്കാൻ എനിക്കു കഴിയും.
- 37. പ്രസംഗരീതി ഒഴിവാക്കി ക്ലാസെടുക്കാൻ എനിക്കു കഴിയും.
- 38. പഠനപ്രവർത്തനങ്ങൾക്ക് പ്രാജക്ടും നൽകി ക്ലാസെടുക്കാൻ എനിക്കു കഴിയും.
- 39. പഠനപ്രവർത്തനങ്ങളിൽ പ്രോജക്റ്റ്, പരീക്ഷണങ്ങൾ, ചർച്ചകൾ, സംവാദങ്ങൾ എന്നിവ പ്രയോജനപ്പെടുത്താൻ എനിക്കു കഴിയും.
- 40. പരിശീലനത്തിന് കുടുതൽ പ്രാധാന്യം കൊടുക്കാൻ എനിക്കു കഴിയും.
- 41. എന്റെ വിദ്യാർത്ഥികളുമായി ജാതുകാപരമായ ഒരു അധ്യാപക വിദ്യാർത്ഥി ബന്ധം സ്ഥാപിക്കാൻ എനിക്കു കഴിയും.
- 42. കുട്ടികളുടെയും സ്കൂളിന്റെയും നന്മക്കുവേണ്ടി ക്ലാസ് സമയം കഴിഞ്ഞും പ്രവർത്തിക്കാൻ എനിക്കു കഴിയും.
- 43. ഒരു അധ്യാപകൻ എന്നനിലയിൽ കൃത്യനിഷ്ഠപാലിക്കാൻ എനിക്കു കഴിയും.
- 44. പാഠ്യതരപ്രവർത്തനങ്ങളിലും വളരെ ശുഷ്കാന്തിയോടെ പ്രവർത്തിക്കാൻ എനിക്കു കഴിയും.
- 45. ഒരു ജാതുകാ അധ്യാപകനാകാനുള്ള കഴിവുകൾ എനിക്കുണ്ട് .
- 46. വളരെ പ്രസന്നവദനനായി കുട്ടികളെ അഭിമുഖീകരിച്ച് സംസാരിക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.

27

- 47. ക്ലാസിന് അനുയോജ്യമാംവിധം ചലനങ്ങളും അംഗവിക്ഷേപങ്ങളും നിയന്ത്രിക്കാൻ എനിക്കു കഴിയും.
- 48. അദ്ധ്യാപകന് അനുയോജ്യമല്ലാത്ത തരത്തിലുള്ള ഒരു ചേഷ്ടകളും എനിക്കില്ല.
- 49. ആത്മവിശ്വാസത്തോടുകൂടി കൂട്ടികളെ അഭിമുഖീകരിക്കാൻ എനിക്കു കഴിയും.
- 50. എത്രപ്രകോപനപരമായ സാഹചര്യത്തിലും മനസ്സാന്നിദ്ധ്യം വിടാതെപെരുമാറാൻ എനിക്കു കഴിയും.

## SELF CONCEPT SCALE SCORE SHEET - DRAFT SCALE

Name : .....Subject: .....Class No.....

SECTION A					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	0	0	0
31	0	0	0	0	0

SECTION B					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	0	0	0
31	0	0	0	0	0

SECTION A					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	0
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	0	0	0	0	0
39	0	0	0	0	0
40	0	0	0	0	0
41	0	0	0	0	0
42	0	0	0	0	0
43	0	0	0	0	0
44	0	0	0	0	0
45	0	0	0	0	0
46	0	0	0	0	0
47	0	0	0	0	0
48	0	0	0	0	0
49	0	0	0	0	0
50	0	0	0	0	0
51	0	0	0	0	0
52	0	0	0	0	0
53	0	0	0	0	0
54	0	0	0	0	0
55	0	0	0	0	0
56	0	0	0	0	0
57	0	0	0	0	0
58	0	0	0	0	0
59	0	0	0	0	0
60	0	0	0	0	0
61	0	0	0	0	0
62	0	0	0	0	0
63	0	0	0	0	0
64	0	0	0	0	0
65	0	0	0	0	0

SECTION B					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	0
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	0	0	0	0	0
39	0	0	0	0	0
40	0	0	0	0	0
41	0	0	0	0	0
42	0	0	0	0	0
43	0	0	0	0	0
44	0	0	0	0	0
45	0	0	0	0	0
46	0	0	0	0	0
47	0	0	0	0	0
48	0	0	0	0	0
49	0	0	0	0	0
50	0	0	0	0	0
51	0	0	0	0	0
52	0	0	0	0	0
53	0	0	0	0	0
54	0	0	0	0	0
55	0	0	0	0	0
56	0	0	0	0	0
57	0	0	0	0	0
58	0	0	0	0	0
59	0	0	0	0	0
60	0	0	0	0	0
61	0	0	0	0	0
62	0	0	0	0	0
63	0	0	0	0	0
64	0	0	0	0	0
65	0	0	0	0	0

2/4

# SELF CONCEPT SCALE SCORE SHEET

Name : .....Subject: .....Class No.....

SECTION A					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0

SECTION B					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0

u

SECTION A					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	0	0	0
31	0	0	0	0	0
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	0
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	0	0	0	0	0
39	0	0	0	0	0
40	0	0	0	0	0
41	0	0	0	0	0
42	0	0	0	0	0
43	0	0	0	0	0
44	0	0	0	0	0
45	0	0	0	0	0
46	0	0	0	0	0
47	0	0	0	0	0
48	0	0	0	0	0
49	0	0	0	0	0
50	0	0	0	0	0

SECTION B					
Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	0	0	0
31	0	0	0	0	0
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	0
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	0	0	0	0	0
39	0	0	0	0	0
40	0	0	0	0	0
41	0	0	0	0	0
42	0	0	0	0	0
43	0	0	0	0	0
44	0	0	0	0	0
45	0	0	0	0	0
46	0	0	0	0	0
47	0	0	0	0	0
48	0	0	0	0	0
49	0	0	0	0	0
50	0	0	0	0	0

Name : ..... Subject : ..... Class No. : .....

**KERALA SCALE OF ACHIEVEMENT MOTIVATION****UNIVERSITY OF CALICUT****SCORE SHEET**

Serial No.	Y അവത	U തീർച്ചയില്ല	O അല്ല
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Serial No.	Y അവത	U തീർച്ചയില്ല	O അല്ല
31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**GENERAL TEACHING COMPETENCY SCALE****B. K. Passi & M. S. Lalitha**

Name of the student teacher :

Class : ..... Topic : .....

Date : ..... Time/Duration : .....

Not at all	Very much
---------------	--------------

**PLANNING (Pre-instructional)**

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1. Objectives of the lesson were appropriate: clearly stated, relevant to the content, adequate and attainable                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Content selected was appropriate: relevant and adequate with respect to the objectives of the lesson, and accurate                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Content selected was properly organized: Logical continuity and psychological organization   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Audio-visual material chosen were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**PRESENTATION (instructional)**

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 5. Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/technique | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Questions were appropriate: well structured, properly put, adequate in number and made pupils participate  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

The obtained F-value 170.52 is very much higher than the value set for significance at 0.01 level for (2,507) df which is indicative of the significance of  $X_2$  in predicting the criterion variable. Hence Achievement Motivation is highly significant in predicting the criterion variable Teacher Effectiveness.

The index of predictability 'R' is 0.63 and the percentage of variance accounted for by the variables Self Concept and Achievement Motivation in predicting Teacher Effectiveness is 40.19.

This again suggests that by adding Achievement Motivation to Self Concept 'R' the index of prediction has changed from 0.60 to 0.63 and the percentage variance has increased from 35.64 to 40.19. The increase in R is 0.04 and in percentage variance is 4.55.

Summary of the step-wise Regression Analysis is presented as Table 17.

**Table 17**

**Summary of Results of Step wise Regression Analysis**

Step	Variables Entered	R	Increase in R	Percentage variance ( $R^2 \times 100$ )	Increase in percentage variance
1	Self Concept	0.60	-	35.64	-
2	Achievement Motivation	0.63	0.03	40.19	4.55

- 22
7. Critical awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness 1 2 3 4 5 6 7
  8. Concepts and principles were explained (understanding brought about) with the help of clear, interrelated and meaningful statements; statements to create set, to conclude, statements which had relevancy, continuity, appropriate vocabulary, explaining links, fluency and had no vague words and phrases. 1 2 3 4 5 6 7
  9. The concepts and principles were illustrated with the help of appropriate examples through appropriate media (verbal and non verbal): example, relevant to the content and interest level of pupils 1 2 3 4 5 6 7
  10. Pupils' attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral visual switching: Pupils' postures, and listening, observing, and responding behaviour of pupils. 1 2 3 4 5 6 7
  11. Deliberate silence and nonverbal cues were used to increase pupils participation. 1 2 3 4 5 6 7
  12. Pupils' participation (responding and initiating) was encouraged using verbal and nonverbal reinforcers) 1 2 3 4 5 6 7
  13. Speed of presentation of ideas was appropriate: matched with the rate of pupils' understanding and there was proper budgeting of time 1 2 3 4 5 6 7
  14. Pupils participated in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to other's ideas. 1 2 3 4 5 6 7
  15. The blackboard work was good: legible, neat, appropriateness of the content written and adequate. 1 2 3 4 5 6 7

**Not  
at all**

**Very  
much**

### **CLOSING**

16. The closure was achieved appropriately: main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge was linked with future learning (assignment) 1 2 3 4 5 6 7
17. The assignment given to the pupils was appropriate: suited to individual differences, relevant to the content taught, and adequate 1 2 3 4 5 6 7

### **EVALUATION**

18. Pupils' progress towards the objectives of the lesson was checked and the procedures of evaluation were appropriate: relevant to the objectives, valid, reliable, and objective 1 2 3 4 5 6 7
19. Pupil's difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken 1 2 3 4 5 6 7

### **MANAGERIAL**

- 20 Both attending and non-attending behaviours of the pupils were recognized: attending behaviour was rewarded, directions were given to eliminate non-attending behaviour, questions were asked to check pupils' attending behaviour, pupils' feelings and ideas were accepted, and non verbal cues were used to recognize pupils' attending and non-attending behaviours 1 2 3 4 5 6 7
21. Classroom discipline was maintained in the class: pupils followed teacher's instructions that were not related to the content. 1 2 3 4 5 6 7

Comments (if any) :

## COLLEGE-WISE DISTRIBUTION OF THE FINAL SAMPLE

Sl. No.	Name of the college	Type of Management	University	Number of trainees
1	N.S.S. Training College, Ottapalam	Private Aided	Calicut	49
2	N.S.S. Training College, Pandalam	-do-	Kerala	48
3.	N.S.S. Training College, Changanacherry	-do-	Mahatma Gandhi	30
4.	St. Joseph's Training College, Mannanam	-do-	Mahtma Gandhi	44
5.	P.K.M. College of Education, Madampam	Unaided	Kannur	41
6.	Keyi Sahib Memorial Training College, Karimpam	-do-	Kannur	37
7.	Dr. Palpu Memorial Trining College, Kodungloor	-do-	Calicut	41
8.	National Training College, Trivandrum	-do-	Kerala	16
9.	University Teacher Education Centre (UTECE) Ollur	Univ. Centre	Calicut	41
10.	University Teacher Education Centre (UTECE) Thettakkad	-do-	Mahatma Gandhi	34
11.	University Teacher Education Centre (UTECE) Paipad	-do-	Mahatma Gandhi	26
12.	University Teacher Education Centre (UTECE) Adoor	-do-	Kerala	23
13.	Government College of Teacher Education, Kozhikode	Government	Calicut	29
14.	Government College of Teacher Education, Trivandrum	-do-	Kerala	18
15.	Institute of Advanced Studies in Education, Thrissur	-do-	Calicut	33
	<b>TOTAL</b>			<b>510</b>