CHAPTER V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND
SUGGESTIONS

5.01 FINDINGS

A. Percentage Analysis

1. Teaching competency and its dimensions in D.T.Ed. students:
   a. Teaching competency in D.T.Ed. students in Kanyakumari, Tirunelveli and
      Tuticorin is found to be moderate (70%).
   b. The teaching competency of D.T.Ed. students with regard to its various
      dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials
      (iv) blackboard work and illustrations (v) teaching learning activities (vi)
      questioning (vii) classroom management and (viii) closure of lesson is
      moderate.(66%, 65.3%, 70.7%, 68.7%, 69.7%, 76.7%, 70%, 69.7%).
   c. Among the eight dimensions of teaching competency in D.T.Ed. students,
      questioning has the highest score (76.7%) and lesson plan has the lowest score
      (66%).

2. Teaching aptitude in D.T.Ed. students is found to be average (67%).

3. Most of the D.T.Ed. students are ambiverts (72.7%).

4. Self-concept and its dimensions in D.T.Ed. students:
   a. Self-concept in D.T.Ed. students in Kanyakumari, Tirunelveli and Tuticorin is
      found to be average (74.7%).
b. The self-concept of D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (80.3%, 64%, 75%, 74.7%, 64%, 67.3%).

c. Among the six dimensions of self-concept in D.T.Ed. students, the dimension physical has the highest score (80.3%) and the dimension social and moral has the lowest score (64%).

5. Teaching competency and its dimensions in D.T.Ed. students in terms of sex:

a. Teaching competency and its dimensions in D.T.Ed. students in terms of sex are moderate (67.2% and 72.1%).

b. The teaching competency of male and female D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (64.8%, and 66.9%, 60.9% and 68.6%, 70.3% and 70.9%, 65.6% and 70.9%, 67.2% and 71.5%, 72.7% and 79.7%, 67.2% and 72.1%, 63.3% and 74.4%).

6. Teaching competency and its dimensions in D.T.Ed. students in terms of age:

a. Teaching competency and its dimensions in D.T.Ed. students in terms of age are moderate (68.5%, 72.8% and 70.7%).

b. The teaching competency of D.T.Ed. students in terms of age with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (66.3%, 69.1% and 58.5%), (62.9%, 67.9% and 70.7%), (69.7%,
7. Teaching competency and its dimensions in D.T.Ed. students in terms of religion:
   a. Teaching competency and its dimensions in D.T.Ed. students in terms of religion are moderate (73.8%, 63.4% and 66.7%).
   b. The teaching competency of Hindu, Christian and Muslim D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (66.3%, 64.4% and 75%), (67.9%, 61.4% and 58.3%), (75.4%, 62.4% and 66.7%), (72.7%, 61.4% and 66.7%), (72.7%, 63.4% and 75%), (79.1%, 72.3% and 75%), (70.1%, 71.3% and 58.3%), (71.7%, 66.3% and 66.7%).

8. Teaching competency and its dimensions in D.T.Ed. students in terms of community:
   a. Teaching competency and its dimensions in D.T.Ed. students in terms of community are moderate (100%, 69.2% and 70.4%).
   b. The teaching competency of FC, BC/MBC, SC/ST D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (83.3%, 65.8% and 64.8%), (100%, 65% and 63%), (100%, 69.6% and 72.2%), (100%, 68.3% and 66.7%), (100%, 68.8%
and 70.4%), (100%, 75.4% and 79.6%), (100%, 70.4% and 64.8%), (100%, 69.2% and 68.5%).

9. Teaching competency and its dimensions in D.T.Ed. students in terms of locality:

i. Teaching competency and its dimensions in D.T.Ed. in terms of locality are moderate (69.1% and 70.8%).

ii. The teaching competency of rural and urban D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (64.9% and 67.9%), (65.5% and 65.1%), (70.6% and 70.8%), (67.5% and 70.8%), (70.1% and 68.9%), (77.3% and 75.5%), (73.2% and 64.2%), (69.1% and 70.8%).

10. Teaching competency and its dimensions in D.T.Ed. students in terms of the type of the institute:

i. Teaching competency and its dimensions in D.T.Ed. students in terms of the type of the institute are moderate (70% and 70%).

ii. The teaching competency of Government and Private D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (58.9% and 69%), (67.8% and 64.3%), (74.4% and 69%), (73.3% and 66.7%), (70% and 69.5%), (76.7% and 76.7%), (68.9% and 70.5%), (70% and 69.5%).
11. Teaching competency and its dimensions in D.T.Ed. students in terms of the nature of the institute:

i. Teaching competency and its dimensions in D.T.Ed. students in terms of the nature of the institute are moderate (70.2%, 65.5% and 71.4%).

ii. The teaching competency D.T.Ed. students of Boys’, Girls’ and Co-education institutes with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (68.4%, 67.2% and 64.9%), (64.9%, 63.8% and 65.9%), (70.2%, 69% and 71.4%), (64.9%, 69% and 69.7%), (66.7%, 69% and 70.8%), (71.9%, 77.6% and 77.8%), (70.2%, 69% and 70.3%), (64.9%, 67.2% and 71.9%).

12. Teaching competency and its dimensions in D.T.Ed. students in terms of +2 group of study:

i. Teaching competency and its dimensions in D.T.Ed. students in terms of +2 group of study are moderate (67.9%, 73.3% and 71.2%).

ii. The teaching competency of science, arts and vocational group D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (64.2%, 68% and 68.2%), (61.6%, 69.3% and 69.7%), (70.4%, 69.3% and 72.7%), (66.7%, 70.7% and 71.2%), (69.2%, 72% and 68.2%), (77.4%, 80% and 71.2%), (67.9%, 76% and 68.2%), (67.9%, 73.3% and 69.7%).
13. Teaching competency and its dimensions in D.T.Ed. students in terms of +2 marks:

i. Teaching competency and its dimensions in D.T.Ed. students in terms of +2 marks are moderate (74.4%, 67.5% and 69.6%).

ii. The teaching competency of D.T.Ed. students who have scored marks below 800, between 800 and 999 & 1000 and above at +2 level, with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (74.4%, 63.3% and 62.7%), (70.5%, 60.8 % and 66.7%), (74.4%, 67.5% and 71.6%), (75.6%, 64.2% and 68.6%), (73.1%, 68.3% and 68.6%), (79.5%, 76.7% and 74.5%), (75.6%, 69.2% and 66.7%), (76.9%, 67.5% and 66.7%).

14. Teaching competency and its dimensions in D.T.Ed. students in terms of the year of study:

i. Teaching competency and its dimensions in D.T.Ed. students in terms of the year of study are moderate (67.9% and 74.4%).

ii. The teaching competency of I year and II year D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (66.1% and 65.9%), (62.4% and 73.2%), (67.4% and 79.3%), (65.6% and 76.8%), (67% and 76.8%), (74.3% and 82.9%), (68.3% and 74.4%), (67.9% and 74.4%).
15. Teaching competency and its dimensions in D.T.Ed. students in terms of the batch of study:

i. Teaching competency and its dimensions in D.T.Ed. students in terms of the batch of study are moderate (68.5% and 77.6%).

ii. The teaching competency of fresh and special D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (65.7% and 67.3%), (63.7% and 73.5%), (69.3% and 77.6%), (66.9% and 77.6%), (68.1% and 77.6%), (75.3% and 83.7%), (68.9% and 75.5%), (68.1% and 77.6%).

16. Teaching competency and its dimensions in D.T.Ed. students in terms of residence:

i. Teaching competency and its dimension in D.T.Ed. students in terms of residence are moderate (70.2% and 69.8%).

ii. The teaching competency of hosteler and day-scholar D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (64.5% and 67.3%), (63.8% and 66.7%), (70.9% and 70.4%), (68.8% and 68.6%), (71.6% and 67.9%), (78.7% and 74.8%), (68.1% and 71.7%), (70.9% and 68.6%).

17. Teaching competency and its dimensions in D.T.Ed. students in terms of the mode of admission:
i. Teaching competency and its dimensions in D.T.Ed. students in terms of the mode of admission are moderate (70% and 69%).

ii. Teaching competency of management quota and government quota D.T.Ed. students, with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (65.5% and 67%), (68% and 60%), (74.5% and 63%), (69.5% and 67%), (71.5% and 66%), (77% and 76%), (70.5% and 69%), (70% and 69%).

18. The teaching aptitude of D.T.Ed. students in terms of the background variables is average (67.1%).

19. Most of the D.T.Ed. students (75.7%) are ambivert in terms of the background factors.

20. Self-concept and its dimensions in D.T.Ed. students in terms of sex:

   i. Self-concept and its dimensions in D.T.Ed. students in terms of sex are average (72.7% and 76.2%).

   ii. The self-concept of male and female D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (77.3% and 82.6%), (62.5% and 65.1%), (76.6% and 73.8%), (73.4% and 75.6%), (57% and 69.2%), (64.8% and 69.2%).

21. Self-concept and its dimensions in D.T.Ed. students in terms of age:

   i. Self-concept and its dimensions in D.T.Ed. students in terms of age are average (75.8%, 74.1% and 70.7%).
ii. The self-concept of D.T.Ed. students of age group (17-20), (21-30) and (31-40) with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (77.5%, 59.3% and 75.6%), (63.5%, 59.3% and 75.6%), 68.5%, 80.2% and 92.7%), (80.3%, 70.4% and 58.5%), (62.9%, 67.9% and 61%), (69.7%, 70.4% and 51.2%).

22. Self concept and its dimensions in D.T.Ed. students in terms of religion:

i. Self concept and its dimensions in D.T.Ed students in terms of religion are average (75.9%, 73.3% and 66.7%).

ii. The self-concept of Hindu, Christian and Muslim D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (80.7%, 78.2% and 91.7%), (64.2%, 61.4% and 83.3%), (80.7%, 67.3% and 50%), (74.9%, 74.3% and 75%), (63.6%, 64.4% and 66.7%), (67.9%, 68.3% and 50%).

23. Self-concept and its dimensions of D.T.Ed. students in terms of community:

i. Self-concept and its dimensions in D.T.Ed. students in terms of community are average (66.7%, 74.2% and 77.8%).

ii. The self-concept of FC, BC/MBC and SC/ST D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (83.3%, 79.6% and 83.3%), (66.7%, 64.2% and 63%), (83.3%, 74.2% and 77.8%), (50%, 73.3% and 83.3%), (50%, 64.6% and 63%), (83.3%, 66.3% and 70.4%).
24. Self-concept and its dimensions in D.T.Ed. students in terms of locality:
   
   i. Self-concept and its dimensions in D.T.Ed. students in terms of locality are average (75.8% and 72.6%).
   
   ii. The self-concept of rural and urban D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (79.4%, and 82.1%), (70.1%, and 52.8%), (77.3%, and 70.8%), (73.2%, and 77.4%), (57.2%, and 76.4%), (66.5%, and 68.9%).

25. Self-concept and its dimensions in D.T.Ed. students in terms of the type of the institute:
   
   i. Self-concept and its dimensions in D.T.Ed. students in terms of the type of the institute are average (72.2% and 75.7%).
   
   ii. The self-concept of government and private D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (75.6%, and 82.4%), (73.3%, and 60%), (87.8%, and 69.5%), (70%, and 76.7%), (50%, and 70%), (60%, and 70.5%).

26. Self-concept and its dimensions in D.T.Ed. students in terms of the nature of the institute:
   
   i. Self-concept and its dimensions in D.T.Ed. students in terms of the nature of the institute are average (75.4%, 84.5% and 71.4%).
   
   ii. The self-concept of the D.T.Ed. students of Boy’s, Girl’s and Co-education institutes, with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average
(80.7%, 87.9% and 77.8%), (57.9%, 60.3% and 67%), (68.4%, 62.1% and 81.1%), (77.2%, 82.8% and 71.4%), (63.2%, 77.6% and 60%), (68.4%, 82.8% and 62.2%).

27. Self-concept and its dimensions in D.T.Ed. students in terms of +2 group of study:
   i. Self-concept and its dimensions in D.T.Ed. students in terms of +2 group of study are average (75.5%, 72% and 75.8%).
   ii. The self-concept of D.T.Ed. students of science, arts and vocational groups with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (79.2%, 82.7% and 80.3%), (64.8%, 64% and 62.1%), (74.2%, 73.3% and 78.8%), (77.4%, 69.3% and 74.2%), (64.2%, 64% and 63.6%), (66.7%, 68% and 68.2%).

28. Self-concept and its dimensions in D.T.Ed. students in terms of +2 marks:
   i. Self-concept and its dimensions in D.T.Ed. students in terms of +2 marks are average (70.5%, 76.7% and 75.5%).
   ii. The self-concept of D.T.Ed. students who have scored marks below 800, between 800 and 999 and 1000 and above at +2 level, with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (75.6%, 85.8% and 77.5%), (65.4%, 65% and 61.8%), (74.4%, 75% and 75.5%), (69.2%, 76.7% and 76.5%), (61.5%, 67.5% and 61.8%), (57.7%, 72.5% and 68.6%).

29. Self-concept and its dimensions in D.T.Ed. students in terms of the year of study:
   i. Self-concept and its dimensions in D.T.Ed. students in terms of the year of study are average (76.6% and 69.5%).
ii. The self-concept of I year and II year D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (81.2% and 78%), (61% and 72%), (72% and 82.9%), (77.1% and 68.3%), (68.3% and 52.4%), (70.2% and 59.8%).

30. Self-concept and its dimensions in D.T.Ed. students in terms of the batch of study:
   i. Self-concept and its dimensions in D.T.Ed. students in terms of the batch of study are average (74.9% and 73.5).
   ii. The self-concept of fresh and special D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (80.1% and 81.6%), (62.2% and 73.5%), (72.5% and 87.8%), (76.9% and 63.3%), (65.3% and 57.1%), (69.3% and 57.1%).

31. Self-concept and its dimensions in D.T.Ed. students in terms of residence:
   i. Self-concept and its dimensions in D.T.Ed. students in terms of residence are average (75.9%, 73.6%).
   ii. The self-concept of hosteler and day-scholar D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (80.9% and 79.9%), (61.7% and 66%), (73% and 76.7%), (73% and 76.1%), (67.4% and 61%), (72.3% and 62.9%).

32. Self-concept and its dimensions in D.T.Ed. students in terms of the mode of admission:
i. Self-concept and its dimensions in D.T.Ed. students in terms of the mode of admission are average (75.5% and 73%).

ii. The self-concept of government quota and management quota D.T.Ed. students with regard to its various dimensions - (i) physical (ii) social (iii) temperamental (iv) educational (v) moral and (vi) intellectual is average (81.5% and 78%), (67.5% and 57%), (80% and 65%), (75.5% and 73%), (60% and 72%), (66% and 70%).

B. Differential Analysis - ‘t’ test

On testing the significant difference in the teaching competency and its dimensions in terms of selected background factors the following findings were made:

33. In terms of sex:

i. The dimensions - (i) lesson plan and (ii) motivation are found to be significant at 5% level. The other dimensions - (i) teaching learning materials (ii) blackboard work and illustrations, (iii) questioning (iv) classroom management and (v) closure of lesson are found to be non-significant.

34. In terms of locality:

There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance.

35. In terms of the type of the institute:

The dimensions - (i) teaching learning materials, (ii) black board work and illustrations (iii) teaching learning activities and (iv) questioning are found to be significant at 5% level. The other dimensions - (i) lesson plan (ii) motivation (iii) classroom management and (iv) closure of lesson are found to be non-significant.
36. In terms of the year of study:

There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance.

37. In terms of the batch of study:

There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance.

38. In terms of residence:

There is significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance.

39. In terms of the mode of admission:

There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance.

40. There is no significant difference in the teaching aptitude of D.T.Ed. students with regard to the background factors - (a) sex (b) type of the institute (c) year of study (d) batch of study (e) residence and (f) mode of admission at 5% level of significance, whereas there is significant difference with regard to the background factor - locality.

41. There is no significant difference in the personality type of D.T.Ed. students with regard to the background factors - (a) locality (b) year of study and (c) mode of admission at 5% level of significance, whereas there is significant difference with regard to the background factors - (a) sex (b) type of the institute (c) batch of study and (d) residence.
On testing the significant difference in the self-concept and its dimensions in terms of selected background factors the following findings were made:

42. In terms of sex:

There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance.

43. In terms of locality:

The dimension - educational is found to be significant at 5% level. The other dimensions - physical, social, temperamental, moral and intellectual are found to be non-significant.

44. In terms of the type of the institute:

The dimensions - physical, social, educational, moral and intellectual are found to be significant at 5% level. The other dimension temperamental is found to be non-significant.

45. In terms of the year of study:

There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance.

46. In terms of batch:

There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance.

47. In terms of residence:

There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance.
48. In terms of mode of admission:

There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance.

C. Differential Analysis - ANOVA

On testing the significant difference in teaching competency and its dimensions in terms of selected background factors, the following results were obtained:

49. There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of age.

50. There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of religion.

51. There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of community.

52. There is significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of the nature of the institute.

53. There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of +2 group of study.

54. There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of +2 marks.

55. There is significant difference in the teaching aptitude of the D.T.Ed. students in terms of the background factors - (i) religion and (ii) nature of the institute. Other factors (i) age, (ii) community, (iii) +2 group of study and (iv) +2 marks are non-significant.
56. Personality type of D.T.Ed. students in terms of the background factors - (i) age and (ii) +2 marks are significant at 5% level. Factors like community, religion, group of study and the nature of the institute are non-significant.

On testing the significant difference of self-concept and its dimensions at 5% level, the following results were obtained:

57. There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance in terms of age.

58. In terms of religion:

The dimensions - (i) social and (ii) temperamental are found to be significant at 5% level. The other dimensions - (i) physical (ii) educational (iii) moral and (iv) intellectual are found to be non-significant.

59. There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance in terms of community.

60. There is no significant difference in self-concept and its dimensions in the D.T.Ed. students at 5% level of significance in terms of the nature of the institute.

61. In terms of +2 group of study:

The dimension intellectual is found to be significant at 5% level. The other dimensions physical, social, temperamental, educational, and moral are found to be non-significant.

62. In terms of +2 marks:

The dimensions social, educational, moral and intellectual are found to be significant at 5% level. The other dimensions such as physical and temperamental are found to be non-significant.
D. Correlation Analysis

Correlation among the variables is as follows:

63. There is no significant relationship between teaching competency and teaching aptitude in the D.T.Ed. students.

64. There is no significant relationship between teaching competency and personality type in the D.T.Ed. students.

65. There is no significant relationship between teaching competency and self-concept in the D.T.Ed. students.

66. There is no significant relationship between teaching aptitude and personality type in the D.T.Ed. students.

67. There is significant relationship between teaching aptitude and self-concept in the D.T.Ed. students.

68. There is no significant relationship between personality type and self-concept in the D.T.Ed. students.

69. There is no significant relationship between teaching competency and teaching aptitude in the D.T.Ed. students in terms of the background factors at 5% level.

70. There is significant relationship between teaching competency and the personality type in the female D.T.Ed. students at 5% level of significance, whereas there is no significant relationship as for as (i) male, (ii) rural and (iii) urban students are concerned.

71. There is significant relationship between teaching competency and self-concept in the (i) urban D.T.Ed. students at 5% level of significance, whereas there is no
significant relationship as far as (i) male, (ii) female and (iii) rural students are concerned.

72. There is significant relationship between teaching aptitude and personality type in the male D.T.Ed. students at 5% level of significance, whereas there is no significant relationship as far as (i) female, (ii) rural and (iii) urban students are concerned.

73. There is significant relationship between teaching aptitude and self-concept in the female D.T.Ed. students at 5% level of significance, whereas there is no significant relationship as far as (i) male, (ii) rural and (iii) urban students are concerned.

74. There is no significant relationship between personality type and self-concept in the D.T.Ed. students in terms of the background factors at 5% level.

E. Multiple Correlations

75. There is no influence of teaching aptitude, personality type and self-concept on the teaching competency of D.T.Ed. students.

76. There is no influence of teaching aptitude, personality type and self-concept on the teaching competency of male D.T.Ed. students.

77. There is influence of teaching aptitude, personality type and self-concept on the teaching competency of female D.T.Ed. students.

78. There is no influence of teaching aptitude, personality type and self-concept on the teaching competency of rural D.T.Ed. students.

79. There is no influence of teaching aptitude, personality type and self-concept on the teaching competency of urban D.T.Ed. students.
5.02 INTERPRETATIONS

A. Percentage Analysis

The study is undertaken to assess the teaching competency of D.T.Ed. students in relation to certain personality factors. As far as the teaching competency of D.T.Ed. students with regard to its various dimensions and in toto in Kanyakumari, Tirunelveli and Tuticorin Districts is concerned it is found to be moderate (70%). Their teaching competency is analysed in terms of different dimensions. Among the different dimensions, questioning has got the highest score. Unless the teacher asks different types of questions according to the situation from the introduction part to the closure he/she can not be an effective teacher. This study has substantiated this. The dimension – lesson plan has got the lowest score. This may be due to the fact that now-a-days most of the students have no patience to write the lesson plan logically. There are a number of factors determining teaching competency. The present study has tried to find out the level of selected personality factors viz 1. teaching aptitude 2. personality types 3. Self-concept and their effect on the teaching competency of D.T.Ed. students. Teaching aptitude is found to be average. Most of the D.T.Ed. students are ambiverts. The self-concept of D.T.Ed. students is found to be average. Their teaching competency is studied in relation to thirteen background variables. The result has revealed that residence, nature of the institute and the type of the institute have a role in teaching competency.

The teaching aptitude of D.T.Ed. students in terms of the background factors is found to be average (67%). Of these background factors II year students have high teaching aptitude (74.4%). Students of age group 21-30 have lowest score in teaching aptitude. In the case of female students above 25 years, family burden is one of the reasons for having low teaching aptitude. As regards personality type of D.T.Ed.
students in terms of the background factors, most of the D.T.Ed. students (72.7%) are ambiverts. Muslim students have the highest score (83.3%). Arts group students have the lowest score (65.3%). Art students are slightly ambivert. Muslim students are purely ambivert. The self-concept of D.T.Ed. students is analyzed in its different dimensions. All the dimensions are found to be average (74.7%). Among the different dimensions physical got the highest score (80.3%). Most of the D.T.Ed. students have a high concept about their body health, physical appearance and strength. The dimensions moral and social got the lowest score (64%). Most of the students have a low concept in social interactions, their moral outlook and their sense of right or wrong.

B. Differential Analysis - t-test

Teaching competency in terms of sex has some significance. However, female D.T.Ed. students are more competent than male students. Female students have higher scores in the dimensions-lesson plan, motivation, blackboard work and illustrations than male students. That means the female students plan the lesson better than male students. The students are motivated by using modern techniques. Female students write on the blackboard clearly and in a planned manner and their blackboard work is visible.

Teaching competency in terms of the location of the institute is non-significant. In teaching competency, urban students have higher scores in the dimensions-lesson plan, motivation, questioning, classroom management and closure of lesson. In urban areas one could make use of the infrastructure. The facilities are available more in the urban area. Rural students have higher scores in the dimensions, teaching learning material, blackboard work and illustrations and teaching learning activities. Rural students organize the teaching learning activities systematically. They
have no facilities to access modern technology, and so they use the blackboard appropriately. With the help of improvised aids, they teach the pupils effectively.

Teaching competency in terms of the type of the institute has some significance. There is significant difference between government and private institutes. The dimensions teaching learning materials, blackboard work and illustrations, teaching learning activities and questioning are found to be significant at 5% level. The other dimensions - lesson plan, motivation, class room management and closure of lesson are found to be non - significant. Government Institute students are more competent than private institute students. Meritorious students may join government institutes. The fee structure is moderate in Govt. institutes. Here the teachers have adequate training in teaching and utilize the available resources. Action research programmes take place in Government institutions. So the students of private institutes are less competent than those in government institutes. Teachers in private institutes have no government salary and no refresher courses. They are daily wage earners and consolidated payees, so they do not take their teaching seriously. They have no job satisfaction.

Teaching competency in terms of the year of study is non-significant. II year students are more competent than I year students. II year students have higher scores in all the eight dimensions than I year students. They have one year training in teaching when compared to I year students. They know how to organize and teach the subject matter as per the need of the pupil. They have practised teaching and they know how to manage the pupils. So II year students are more competent than I year students.

Teaching competency in terms of the batch of study is non-significant. Special batch students are more competent than fresh batch students. Special batch students have higher scores in the dimensions teaching learning materials, blackboard work and
illustrations, teaching learning activities, questioning, classroom management and closure of lesson. Re-training is one of the reasons. They mentally mature and learn a lot as they grow. Their knowledge becomes vast and up-to-date. Fresh batch students have higher scores in the dimensions lesson plan and motivation. They are beginners and mentally not matured, but they are young and interested in motivating the children. They have more knowledge of the subject matter than the special batch students because they have no break in their study.

Teaching competency in terms of **residence** is significant. Hostelers are more competent than day-scholars. Hostelers have higher scores in eight dimensions than the day-scholars. Hostel students can discuss with their mates, clear their doubts and find solutions to the problems that arise. Hence their skill in teaching is higher than that of the day-scholars, who spend a lot of time in traveling from institute to home. They are not able to discuss or clear doubts with their friends. Personal qualities are not developed. The home environment may affect their competency in teaching.

Teaching competency in terms of the **mode of admission** is non-significant. However, government quota students are more competent than management quota students, because government quota students are meritorious. The management quota students are exam oriented. Because in the Government Examination, ten marks are allotted to lesson plan. So they have higher scores in the dimension lesson plan. Government quota students have higher scores in the dimensions motivation, teaching learning material, blackboard work and illustrations, teaching learning activities, questioning, classroom management and closure of lesson. They have competency in the above dimensions. They utilize the micro teaching methods and the skill training given to them.
Difference in the teaching aptitude of D.T.Ed. students in terms of the background factor - locality is found to be significant. Other background factors, (i) sex, (ii) the mode of admission, (iii) residence, (iv) the batch of study, (v) the year of study and (vi) the type of institute are non-significant.

Difference in personality type in D.T.Ed. students in terms of the background factors - (i) sex, (ii) residence, (iii) the batch of study, (iv) the type of institute are found to be significant. The other factors - (i) mode of admission, (ii) the year of study and (iii) locality are found to be non-significant.

The findings of the study reveal that there is no significant difference between male and female, Government quota and Management quota, Hosteler and day-scholar, Fresh and Special batch of study, I year and II year D.T.Ed. students in their self-concept and in all the dimensions of self-concept namely - (i) physical, (ii) social, (iii) moral, (iv) temperamental, (v) educational and (vi) intellectual.

The findings of the study reveal that there is significant difference between rural and urban D.T.Ed. students in the dimension - educational. Other dimensions, namely - physical, social, temperamental, moral and intellectual are non-significant. In the dimension educational, urban D.T.Ed. students have higher score than rural D.T.Ed. students. Urban students have a positive view about teaching and extra curricular activities and a positive concept about education.

There is significant difference between government and private D.T.Ed. students in the dimensions namely physical, social, educational, moral and intellectual. Private institution D.T.Ed. students have high score for all the dimensions. In private institutions faculty members are given encouragement, and adequate training in handling audio-visual support materials, and there is good rapport among the teachers.
and students. The management consults the teachers in day-to-day school activities, and honors them in their achievements etc. (high mean scores). Bridge course for developing communication skills is introduced. Private institutions give more importance for physical development activities that may be the reason for the development of self-concept regarding their physique. Activities are given to develop their social interactions, so they have high concept in the dimension-social. They get chances to solve problems and exercise judgment in private institutions. So their concept in intellectual is developed. Moral development activities like community camp and moral instruction are introduced. So their concept in moral behavior is developed. In private institutes, staff are duty conscious and through so many activities their education is developed. This is the reason for their high concept regarding educational. The dimension temperamental is non-significant

**C. Differential Analysis - ANOVA**

There is no significant difference between teaching competency and age. The level of teaching competency and its dimensions in terms of age is average. However the D.T.Ed. students belonging to the age group 31-40 have high score for the dimensions and motivation, teaching learning materials, teaching learning activities and for teaching competency in toto. The sociological factor may be the reason. They are having no frustration and stress. So they are free to concentrate on teaching. They may deal with small children at home, so they know the art of managing. Students belonging to the age group 21-30 have high scores in the dimensions lesson plan, blackboard work and illustrations, questioning, classroom management and closure of lesson. This is because of they are young and energetic to introduce new educational techniques for better achievement. The students of the age group 31-40 are competent in arranging learning activities, handling suitable teaching learning materials and
motivating students. The students of the age group 17-20 are better in subject matter, but less competent in teaching.

There is no significant relationship between teaching competency and religion in D.T.Ed. students. Hindu students have higher scores in the dimensions motivation, teaching learning materials, blackboard work and illustrations, questioning and closure of lesson. In five out of eight dimensions their scores are higher. That means they may be duty conscious. They have a pleasing personality. Christian students have higher scores in classroom management. Since they attend churches, they have the managing behavior. Muslim students have higher scores in the dimensions lesson plan and teaching learning activities. They are talented in arranging activities. Religion and religious practices, cultural practices, and traditional values indirectly contribute to the development of the students. As research experience increases, there is a decline in religious value.

There is no significant difference between teaching competency and community. Students belonging to FC community are more competent than BC/MBC/and SC/ST students. FC community has a tradition of being intellectuals. They also easily get an opportunity to study in government institutes (Meritorious students) and they are capable of learning and teaching. FC community students are more competent in all dimensions. BC/MBC students have higher scores in the dimensions lesson plan, motivation, blackboard work and illustrations, classroom management and closure of lesson than SC/ST students. Cultural background may be the reason for this. They may mingle with the society and village children.

There is significant difference between teaching competency and nature of the institute. The students of boys’ institutes have higher scores in the dimension lesson plan only. Co-education institute students are more competent than those of
other institutes. The reason is that in co-education institutes social, and cultural cooperation among students may developed and the students’ stage fear is overcome. Generally girl students in co-education schools are studying well. This may be due to the competition.

There is no significant difference between teaching **competency and +2 group of study** in D.T.Ed. students. Arts group D.T.Ed. students have higher scores in the dimensions teaching learning activities, questioning, classroom management, and closure of lesson. It seems they are superior in the art of teaching. Vocational group students have higher scores in the dimensions lesson plan, motivation, teaching learning materials, and blackboard work and illustrations. This means that they are practically alert and their vocational training in Hr.Sec. classes stands them in good stead.

There is no significant difference between **teaching competency and +2 marks** in D.T.Ed. students. +2 marks show only their intelligence in content. Of these students, those with below 800 are more competent than the others. This seems to show that training can develop teaching competency. Students who have scored above 1000 and between 800 and 999 are good in subject matter and problem solving skills.

Difference in teaching aptitude of D.T.Ed. students in terms of the background factors - age, community, group of study and +2 marks is found to be non-significant. The factors religion and the nature of the institute are found to be significant.

Difference in personality type of D.T.Ed. students in terms of the background factors - community, religion, group of study and the nature of the institute are not significant. The factors age and +2 marks are significant.
The findings of the study reveal that there is no significant difference between age, community and the nature of the institute in D.T.Ed. students in their self-concept and in all the dimensions of self-concept namely physical, social, moral, temperamental, educational and intellectual.

The findings of the study reveal that there is significant difference in religion, of D.T.Ed. students in the dimensions social and temperamental. Other dimensions – physical, educational, moral and intellectual are not significant. Students’ concept about social and temperamental is developed through religion. In churches, temples and in mosques there are activities for social development and emotional maturity.

Difference in self-concept and its dimensions in D.T.Ed. students in terms of group of study is significant in the dimension intellectual. D.T.Ed. students in terms of the group of study have an awareness of their intelligence and their ability. So they have positive concept about the intellectual. Other dimensions - physical, social, temperamental, educational and moral are non-significant in terms of the group of study.

Difference in self-concept and its dimension in D.T.Ed students in terms of +2 marks is significant in the dimensions social, educational, moral and intellectual since D.T.Ed. students have a sense of worth in social interactions, awareness of their intelligence, estimation of their moral worth, and a sense of right or wrong. This is the reason for their positive concept. The other dimensions namely, physical and temperamental are not significant.

D. Correlation Analysis

There is no significant relationship between teaching competency and teaching aptitude in D.T.Ed. students. It is believed that every individual is born with
latent potentials and education helps in its further development. Education needs to aim at the development of power of adaptation to an ever changing social environment. So training can develop the teaching competency of the students. There is no significant relationship between teaching competency and personality type in D.T.Ed. students. There is significant relationship between teaching competency and self-concept in urban D.T.Ed. students. Urban students may have a high concept in teaching. They are economically oriented because of the demand from the society. Urban students have more self-concept than the rural group.

The study reveals that there is no significant relationship between teaching aptitude and personality type in D.T.Ed. students. There is significant relationship between teaching aptitude and self-concept in D.T.Ed. students. When the student’s aptitude in teaching increases, their self-concept also increases. Aptitude is an innate trait. The students develop their own aptitude by means of experience and hence there is significant relationship between teaching aptitude and self-concept. The aptitude for teaching implies the prediction of the students’ future performance in the occupation. Teaching aptitude reveals the present condition of the students, with a future reference and it is symptomatic of potentiality. Teaching aptitude is not only related to efficiency of the students in teaching, but it is also related to the self-concept and its dimensions namely, social, moral, intellectual, physical, educational and temperamental. There is no significant relationship between personality type and self-concept in D.T.Ed. students at 5% level of significance.

There is significant relationship between teaching competency and personality type of female D.T.Ed. students. From the percentage analysis it is clear that most of the D.T.Ed. students are ambiverts and the level of their teaching competency is moderate. Female D.T.Ed. students have better teaching competency
than male students. Gupta (1976) reported that high effective teachers are significantly more intelligent emotionally stable, assertive, controlled, less suspicious, less experimenting, less self-sufficient, less tense and less frustrated than average effective teachers. According to Sidney Hook, (1996), “Educators should be chosen not merely for their special qualifications, but more for their personality and their character, because we teach more by what we are than by what we teach”. Will Durant (1997).

There is significant relationship between teaching competency and self-concept of urban D.T.Ed. students. The development of personality of an individual is to a great extent dependent upon his view about himself. The emergence of positive self-concept is likely to lead a well-developed, harmoniously developed personally. The level of self-concepts of the urban D.T.Ed. students is slightly higher than that of rural D.T.Ed. students. This may be due to peer influence, impact of mass media, urge to win the future, and they are highly motivated by their teachers as well as parents. But the rural students lag behind in their self-concept and teaching competency as their (environment) both (school and home) are not supportive for their proper performance. So the urban students are better than the rural students.

According to the correlation analysis there is significant relationship between teaching aptitude and personality type of male D.T.Ed. students. It may be due to the fact that students having high teaching aptitude can easily understand the concepts of teaching.

There is significant relationship between teaching aptitude and self-concept in female D.T.Ed. students. Female students have a positive concept in teaching. Female students may select teaching as their profession. So they have high aptitude in teaching. In general, female students are more responsible, tolerant and committed to their duties. The present study supports this truth. The teaching aptitude of female
students seems to be higher than that of their male counterparts. This may be clear due
to their commitment, involvement in duties, dedication and devotion to teaching,
punctuality, clear voice, systematic and planned work and sense of absolute values,
cordial relationship with students, co-workers, the Principal and the Management.

E. Multiple Correlations

There is significant influence of teaching aptitude, personality type and self-concept on the teaching competency of female and male D.T.Ed. students. Female students are better than male students in academic achievement and self-concept. This may be due to the fact that the government might have given more importance to women’s education. Usually male students have more curiosity, rapport with peer group, self-confidence, involvement, competitiveness than female students.

There is significant influence of teaching aptitude, personality type and self-concept on the teaching competency of rural and urban D.T.Ed. students. Usually there is a rush for admissions to urban schools and rural schools are neglected and looked down upon by the educated parents. The present study sees no difference between rural and urban D.T.Ed. students regarding their teaching competency which is the single most important factor in the success of any educational programme.

So, from this study, multiple correlation between teaching competency and a combination of the variables of teaching aptitude, personality type and self-concept of rural/urban and male/female D.T.Ed. students is significant. Under the above situations, it is suggested to give stress on the development of teaching aptitude, personality type and self-concept, so that ultimately teaching competency can be enhanced. Steps may also taken to provide congenial environment for the enhancement of teaching aptitude, personality type and self-concept.
Again this study gives a message for the educational planners, educational administrators and teacher educators, while screening and selecting candidates for admission to teacher education institutions as well as for selection of teachers for educational institutions. Instead of selecting on the basis of academic achievement, individuals with superior teaching aptitude and self-concept should be selected for improving their teaching competency so that ultimately the adjective of improvements in standard of education can be achieved. The study further indicated that teaching aptitude and self-concept can form a battery of tests to predict teaching competency of teacher trainees as well as of working teachers.

5.03 RECOMMENDATIONS

The present study reports that the teaching competency of D.T.Ed. students in Kanyakumari, Tirunelveli and Tuticorin Districts is only at average level. The study reveals that a majority of D.T.Ed. students have average level of teaching competency. Hence, these students should be motivated to go for high competency level through training, conferences and informal chats. They should become aware of their strengths and weaknesses so that, they can develop their teaching.

In general, girls are more responsible or committed in their duties. The present study supports this truth. The competency of female D.T.Ed. students seems to be higher than that of their male counterparts. This may be due to the commitment of female students who prefer teaching as their profession. Male students may have more responsibility in and outside home, which makes a great demand on their time and energy. The responsibility of female students may be restricted only to home. By sharing the responsibilities with female partners at home and outside home the competency of male students can be improved. Also male students should be given training to be committed and devoted to the teaching profession.
The study reveals that the teaching competency of Hindu students is more than that of Christian and Muslim students. The basic religious instinct Karmayoga or duty consciousness may be the reason for their high level of competency. Most of the Hindu students are studying in govt. institutions. To improve the standard and the results they may need to put in a lot of effort. That may be the reason for their high level of competency. By constant monitoring of the teacher behaviour, the teaching activity namely competency can be improved.

The study indicates that FC community D.T.Ed. students have higher competency when compared to BC/MBC and SC/ST students. The cultural, socio and economic background may be a significant factor leading to higher competency in FC community. Proper socio-economic and cultural backgrounds may be made available to BC/MBC and SC/ST students also.

The eight dimensions of teaching competency help one to improve his/her teaching competency. If a student concentrates on these different dimensions surely he/she will become a competent teacher. The student should be trained and given a chance to cultivate and improve these different dimensions. First of all they should become aware of these different dimensions and the different aspects covering these dimensions. They must know the importance of these dimensions.

Self-concept also affects teaching. Hence students should be trained and given guidance and counseling.
5.04 SUGGESTIONS FOR FURTHER RESEARCH

The findings recorded in the present study are limited to the teaching competency of D.T.Ed. students in Kanyakumari, Tirunelveli, Tutucorin Districts. This study opens up a fresh avenue to research in the field of teaching competency to fill up a gap perceived by the investigator.

Teaching competency of D.T.Ed. students is found to be average. It is meaningful to identify the teaching competency of D.T.Ed. students in all subjects. Therefore the following comparative study is suggested.

“A comparative study of teaching competency of D.T.Ed. students in Tamil, English, Maths, Science, Social Science”

The present study reveals that teaching competency is possibly correlated to the eight dimensions of teaching competency.

Teaching competency of D.T.Ed. students belonging to the Backward community is found to be low. They are found to fall far below the students of most backward and SC/ST communities. Therefore, an in-depth study of teaching competency in terms of community is found to be necessary to find out their peculiar problem.

“A critical study on teaching competency of D.T.Ed. students of backward communities”

The present study has brought to light certain peculiarities in the field of education pertaining to the nature of the institute and teaching competence. Co-education institutions have higher score than other institutions.

Therefore the investigator feels that it is of utmost importance to make a probe in this direction. Hence, the following research may be undertaken:
“Correlation of teaching competency of D.T.Ed. students in terms of the nature of schools”

5. Students may be trained in different dimensions. Teaching competency can be assessed before and after the training. If the results are in favour of the experimental group, one can be sure of the effectiveness of the dimensions. Therefore the following study is suggested.

“Enhancing Teaching Competency of D.T.Ed students- An Experimental study”

5.05 CONCLUSIONS

The present study has brought forth valid findings regarding the teaching competency of D.T.Ed. students in relation to certain personality factors in Kanyakumari, Tirunelveli and Tuticorin Districts of Tamil Nadu. The same may be true in most of the D.T.Ed. students in the whole of Tamil Nadu because of similarity in learning methods and the tradition and customs of educational methods in general. Thus the findings of this study may help those engaged in educational innovations to frame relevant programmes for inculcation of purposeful teaching skills and competence in D.T.Ed. students.

There is an increasing urge in enhancing the competency of teachers. In this competitive world, mere academic qualification does not generate and guarantee any job opportunity. Only the competent person can get through an interview and win a job in any educational institution. We are in a global village, where the media dominates everything. The students are aware of this multimedia domination. There is an explosion of knowledge. Unless a student is well versed and up-to-date, the student community will not enjoy employability. The UGC Task Force (1988) insists on the need for competency. It can not be achieved overnight but has to be built up gradually.
The individual’s interest and involvement are necessary to build this competency. Institutions also must see to the need for improving the competency of student teachers. They must organize or give training in leadership, yoga, physical as well as mental growth, modern techniques of teaching etc, which will surely enhance the teaching competency of the D.T.Ed. students. The students should devote themselves sincerely to teaching by way of improving their competency to a great extent, so that money and effort invested on education would yield fruitful results.