CHAPTER – V

FINDINGS, INTERPRETATION, RECOMMENDATIONS
AND SUGGESTIONS

5.1 OVERVIEW

This chapter consists of fourteen sections. The first and second section gives the overview and introduction. The third and fourth section deals with significance and problems of the study. The fifth and sixth section explains the objectives and hypotheses of the study. The seventh section states the design of the study. The eighth, ninth and tenth sections deal with population, sample and tools used in the study. The eleventh section clearly gives the major findings and interpretation. The twelfth section gives the recommendations. The thirteenth section deals with suggestions for further research. The fourteenth section gives the conclusion.

5.2 INTRODUCTION

It is safe to conclude from the review of related studies and from the results of this research work that there is a positive relationship between Self Concept, Attitude towards English Teaching, Language Competence and Teaching Competence. SGTT Student Teachers who feel liked and respected by their teacher educators have higher Self Concept. The review of related studies shows that effective learning begins with promoting SGTT Student Teachers’ Self Concept, Attitude towards English Teaching, Language Competence and Teaching Competence as a key ingredient for cultivating autonomous and successful learners.

5.3 SIGNIFICANCE OF THE STUDY

Regarding the significance of the study, this type of study is a rare one. The significant differences between male and female SGTT Student Teachers, urban and rural SGTT Student Teachers, govt. and private aided school SGTT Student Teachers...
etc., are studied by various researchers. But measuring the Self Concept, Attitude towards English Teaching, Language Competence and Teaching Competence of SGTT Student Teachers is a novel one.

5.4 PROBLEMS OF THE STUDY

As the investigator is working in DIET, was interested to find out the Self Concept, Attitude towards English Teaching, Language Competence of SGTT Student Teachers and to guide them to improve their Teaching Competence.

“To what extent there is relationship among Self Concept / Attitude towards English Teaching / Language Competence and Teaching Competence of SGTT Student Teachers?”

5.5 OBJECTIVES OF THE STUDY

The investigator proposed the following general and specific objectives for the study undertaken.

5. 5.1 GENERAL OBJECTIVES

1. To find out the level of Self Concept of SGTT Student Teachers and its dimensions with regard to total sample.

2. To find out the level of Attitude towards English Teaching of SGTT Student Teachers and its dimensions with regard to total sample.

3. To find out the level of Language Competence of SGTT Student Teachers and its dimensions with regard to total sample.

4. To find out the level of Teaching Competence of SGTT Student Teachers and its dimensions with regard to total sample.
5. 5.2 SPECIFIC OBJECTIVES

1. To find out the level of Self Concept of SGTT Student Teachers and their dimensions with regard to gender, age, type of management, locality, religion, community and medium.

2. To find out the level of Attitude towards English Teaching of SGTT Student Teachers and their dimensions with regard to gender, age, type of management, locality, religion, community and medium.

3. To find out the level of Language Competence of SGTT Student Teachers and their dimensions with regard to gender, age, type of management, locality, religion, community and medium.

4. To find out the level of Teaching Competence of SGTT Student Teachers and their dimensions with regard to gender, age, type of management, locality, religion, community and medium.

5. To find out whether there is any significant difference between SGTT Student Teachers in their Self Concept and its dimensions with regard to gender, locality and medium.

6. To find out whether there is any significant difference between SGTT Student Teachers in their Attitude towards English Teaching and its dimensions with regard to gender, locality and medium.

7. To find out whether there is any significant difference between SGTT Student Teachers in their Language Competence and its dimensions with regard to gender, locality and medium.

8. To find out whether there is any significant difference between SGTT Student Teachers in their Teaching Competence and its dimensions with regard to gender, locality and medium.
9. To find out whether there is any significant difference in SGTT Student Teachers in their Self Concept and its dimensions with regard to age, type of management, religion and community.

10. To find out whether there is any significant difference in SGTT Student Teachers in their Attitude towards English Teaching and its dimensions with regard to age, type of management, religion and community.

11. To find out whether there is any significant difference in SGTT Student Teachers in their Language Competence and its dimensions with regard to age, type of management, religion and community.

12. To find out whether there is any significant difference in SGTT Student Teachers in their Teaching Competence and its dimensions with regard to age, type of management, religion and community.

13. To find out whether there is any relationship in SGTT Student Teachers’ between Self Concept in Total and its dimensions, Attitude towards English Teaching in Total and its dimensions, Language Competence in Total and its dimensions and Teaching Competence in Total and its dimensions.

14. To find out whether there is any significant influence of Self Concept in Total, Attitude towards English Teaching in Total and Language Competence in Total of SGTT Student Teachers’ on their Teaching Competence.

5.6 HYPOTHESES OF THE STUDY

1. There is no significant difference between gender, locality and medium with regard to Self Concept of SGTT Student Teachers and its dimensions.

2. There is no significant difference between gender, locality and medium with regard to Attitude towards English Teaching of SGTT Student Teachers and its dimensions.
3. There is no significant difference between gender, locality and medium with regard to Language Competence of SGTT Student Teachers and its dimensions.

4. There is no significant difference between gender, locality and medium with regard to Teaching Competence of SGTT Student Teachers and its dimensions.

5. There is no significant difference in SGTT Student Teachers Self Concept and its dimensions with regard to age, type of management, religion and community.

6. There is no significant difference in SGTT Student Teachers Attitude towards English Teaching and its dimensions with regard to age, type of management, religion and community.

7. There is no significant difference in SGTT Student Teachers Language Competence and its dimensions with regard to age, type of management, religion and community.

8. There is no significant difference in SGTT Student Teachers Teaching Competence and its dimensions with regard to age, type of management, religion and community.

9. There is no relationship between SGTT Student Teachers’ Self Concept in Total and its dimensions, Attitude towards English Teaching in total and its dimensions, Language Competence in Total and its dimensions and Teaching Competence in Total and its dimensions.

10. There is no significant influence of SGTT Student Teachers’ Self Concept in Total, Attitude towards English Teaching in Total, and Language Competence in Total of SGTT Student Teachers on their Teaching Competence.

5.7 DESIGN OF THE STUDY

The research design is built in the principle of maximization of the results of the study, control of extraneous factors and minimization of variance. The present
research aims to make an explorative study on the relationship among Self Concept, Attitude towards English Teaching, Language Competence and Teaching Competence of SGTT Student Teachers in Tirunelveli district.

5.8 POPULATION OF THE STUDY

The population for the investigation comprises of 1870 SGTT Student Teachers studying in First and Second Year D. El. Ed., course in DIET, Munanjipatti, Govt. TTI, Samugarengapuram, Three Govt. Aided TTIs and Twenty-One Private TTIs in Tirunelveli District, Tamil Nadu afflicted to SCERT, Chennai 600 006 for the academic year 2012-13.

5.9 SAMPLE OF THE STUDY

The investigator followed the random sampling method. The present study consists of 1014 SGTT Student Teachers from Tirunelveli District. The sum forms a representative to the total population. Due proportionate weightage was given to gender (male/female), age (18-20/21-23/24-26/27&above), type of management (Govt./Aided/Unaided), locality (Rural/Urban), religion (Christian/Hindu/Muslim), community (OC/BC/MBC/SC/ST) and medium (Tamil/English).

5.10 TOOLS USED IN THE STUDY

For the present study, the investigator and the guide developed and validated the five tools as given below.

1. Shanthi D & Denisia S.P. Self Concept Questionnaire.
4. ShanthiD & Denisia S.P. General Teacher Language Competence Scale
The Personal Data Form was also prepared by the investigator and the guide to collect information about the background variables.

5.11 FINDINGS AND INTERPRETATION

5.11.1 MAJOR FINDINGS IN TERMS OF OBJECTIVES

5.11.1.1 DESCRIPTIVE ANALYSIS

1. SELF CONCEPT

1. The findings revealed that 82%, 73.1%, 74 %, 83.2% and 83.4% of SGTT Student Teachers have moderate level of Self Concept in Total, Social, Emotional, Intellectual and Moral Self Concept.

2. The findings revealed that 84%, 73.5%, 74.6 %, 83.9% and 84.6% of Female SGTT Student Teachers have moderate level in Self Concept in Total, Social, Emotional, Intellectual and Moral Self Concept.

3. The findings revealed that 75.2% of 18-20 Age group SGTT Student Teachers have moderate level of Emotional Self Concept. 87.5%, 85.9% and 85.9% of 24-26 Age group SGTT Student Teachers have high moderate level of Self-Concept in Total, Intellectual and Moral Self Concept.

4. The findings revealed that 84.2%, 70.9%, 71%, 87% and 86.4% of SGTT Student Teachers teaching in Aided Schools have moderate level in Self Concept in Total, Social, Emotional, Intellectual and Moral Self Concept.

5. The findings revealed that 81.7%, 85.1% and 83.5% of Rural Locality SGTT Student Teachers have moderate level in Self Concept in Total, Intellectual and Moral Self Concept. 80% and 76.4% of Urban Locality SGTT Student Teachers have moderate level of Social and Emotional Self Concept.

6. The findings revealed 73.2% and 77.9% of Christian SGTT Student Teachers have moderate level in Social and Emotional Self Concept. 84.5% of Hindu SGTT Student Teachers have moderate level in Intellectual Self Concept. 83.9% and 87.1% of
Muslim SGTT Student Teachers have moderate level in Self Concept in Total and Moral Self Concept.

7. The findings revealed that 89.1% and 86.8% of OC SGTT Student Teachers have moderate level in Intellectual and Moral Self Concept. 83.9% of BC SGTT Student Teachers have moderate level of Social Self Concept. 76.8% of MBC SGTT Student Teachers have moderate level of Emotional Self Concept. 85.7% ST SGTT Student Teachers have moderate level of Self Concept in Total.

8. The findings revealed that 72.8% and 73.3% of Tamil Medium SGTT Student Teachers have moderate level of Social and Emotional Self Concept. 81.6%, 82.9% and 88.2% of English Medium SGTT Student Teachers have moderate level in Self-Concept in Total, Intellectual and Moral Self Concept.

2. ATTITUDE TOWARDS ENGLISH TEACHING

1. The findings revealed that 69.7%, 74.7%, 69.5%, 72.6%, 69.6%, 73.3% and 71.8% of SGTT Student Teachers have moderate level of Attitude towards English Teaching in Total, Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching. This finding is supported by the findings of Shaya Mary R & Manorama Samuel (2011).

2. The findings revealed that 76%, 69.6% and 73.6% of Male SGTT Student Teachers have moderate level of Commitment to Teaching, Skill Competence and Professional Excellence. 70.1%, 74.4%, 70% and 73.5% of Female SGTT Student Teachers have moderate level of Attitude towards English Teaching in Total, Subject Knowledge, Readiness to Technological Change and Learner Based Teaching.

3. The findings revealed that 79.9%, 77.5% and 78.7% of 21-23 Age group SGTT Student Teachers have moderate level of Commitment to Teaching, Subject Knowledge and Learner Based Teaching. 81.3%, 76.6% and 78.1% of 24-26 Age
group SGTT Student Teachers have moderate level of Attitude towards English Teaching in Total, Skill Competence and Readiness to Technological Change. 81.5% of 27 & above Age group SGTT Student Teachers have moderate level of Professional Excellence.

4. The findings revealed that 72.8%, 77.7%, 71.6%, 76%, 74.6% and 75% SGTT Student Teachers teaching in Aided Schools have moderate level of Attitude towards English Teaching in Total, Commitment to Teaching, Skill Competence, Subject Knowledge, Professional Excellence and Learner Based Teaching. 70.8% SGTT Student Teachers teaching in Unaided Schools have moderate level of Readiness to Technological Change.

5. The findings revealed that 77.3%, 76.7%, 74.5%, 80%, 68.2%, 77% and 78.2% of Urban Locality SGTT Student Teachers have moderate level of Attitude towards English Teaching in Total, Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching.

6. The findings revealed that 73.5%, 72.5% and 73.5% of Christian SGTT Student Teachers have moderate level of Attitude towards English Teaching in Total, Professional Excellence and Learner Based Teaching. 76.4% and 71.7% of Hindu SGTT Student Teachers have moderate level of Commitment to Teaching and Skill Competence. 77.4% and 80.6% of Muslim SGTT Student Teachers have moderate level of Subject Knowledge and Readiness to Technological Change.

7. The findings revealed that 70.9% and 72.4% of OC SGTT Student Teachers have moderate level of Readiness to Technological Change and Learner Based Teaching. 77.4% and 74.2% of BC SGTT Student Teachers have moderate level of Attitude towards English Teaching in Total, Skill Competence, Subject Knowledge and
Professional Excellence. 85.7% of ST SGTT Student Teachers have moderate level of Commitment to Teaching.

8. The findings revealed that 74.1%, 69.3%, 69.5% and 72.9% of Tamil Medium SGTT Student Teachers have moderate level of Commitment to Teaching, Skill Competence, Readiness to Technological Change and Professional Excellence. 75%, 80.3% and 72.4% of English Medium SGTT Student Teachers have moderate level of Attitude towards English Teaching in Total, Subject Knowledge and Learner Based Teaching.

3. LANGUAGE COMPETENCE

1. The findings revealed that 76.9%, 80.8%, 76.4%, and 71.2% of SGTT Student Teachers have moderate level of Language Competence in Total, Oral Competence, Reading Competence and Writing Competence.

2. The findings revealed that 82% of Female SGTT Student Teachers have moderate level of Oral Competence. 81.6%, 78.4% and 74.4% of Male SGTT Student Teachers have moderate level of Language Competence in Total, Reading Competence and Writing Competence.

3. The findings revealed that 73.4% of 21-23 Age group SGTT Student Teachers have moderate level of Writing Competence. 87.5% and 82.8% of 24-26 Age group SGTT Student Teachers have moderate level of Oral Competence, Reading Competence and Language Competence in Total.

4. The findings revealed that 77.4%, 83% and 80.4% of SGTT Student Teachers teaching in Aided Schools have moderate level of Language Competence in Total, Oral Competence and Writing Competence. 81.9% of SGTT Student Teachers teaching in Unaided Schools have moderate level of Reading Competence.
5. The findings revealed that 80.6%, 82.3%, 84.1% and 71.8% of Rural Locality SGTT Student Teachers have moderate level of Language Competence in Total, Oral Competence, Reading Competence and Writing Competence.

6. The findings revealed that 79.5%, 79.5% and 80.2% of Christian SGTT Student Teachers have moderate level of Language Competence in Total, Reading Competence and Writing Competence. 83.9% of Muslim SGTT Student Teachers have moderate level of Oral Competence.

7. The findings revealed that 81.1% and 83.1% of OC SGTT Student Teachers have moderate level of Oral Competence and Reading Competence. 85.7% of ST SGTT Student Teachers have moderate level of Writing Competence. 79.9% of SC SGTT Student Teachers have moderate level of Language Competence in Total.

8. The findings revealed that 77% and 71.2% of Tamil Medium SGTT Student Teachers have moderate level of Reading Competence and Writing Competence. 80.3% of English Medium SGTT Student Teachers have moderate level of Language Competence in Total and Oral Competence.

4. TEACHING COMPETENCE

1. The findings revealed that 80.2%, 80.4%, 78.5%, 69.9%, 67.2% and 76.3% of SGTT Student Teachers have moderate level of Teaching Competence in Total, Planning, Presentation, Evaluation, Closing and Class Management.

2. The findings revealed that 80.8% and 75.2% of Male SGTT Student Teachers have moderate level of Planning and Evaluation. 80.9%, 79%, 68.4% and 76.6% of Female SGTT Student Teachers have moderate level of Teaching Competence in Total, Presentation, Closing and Class Management.

3. The findings revealed that 80.2% of 18-20 Age group SGTT Student Teachers have moderate level of Planning. 78.7% of 21-23 Age group SGTT Student Teachers have
moderate level of Class Management. 85.9%, 85.9%, and 73.4% of 24-26 Age group SGTT Student Teachers have moderate level of Teaching Competence in Total, Presentation and Closing.

4. The findings revealed that 77.7% of SGTT Student Teachers teaching in Govt. Schools have moderate level of Class Management. 79%, 77.2% and 70.1% of SGTT Student Teachers teaching in Aided Schools have moderate level of Teaching Competence in Total, Planning, Presentation and Closing. 76.4% of SGTT Student Teachers teaching in Unaided Schools have moderate level of Evaluation.

5. The findings revealed that 81.3%, 79.1%, 77.2% and 68% of Rural Locality SGTT Student Teachers have moderate level of Teaching Competence in Total, Planning, Evaluation and Closing. 83.3% and 73.6% of Urban Locality SGTT Student Teachers have moderate level of Presentation and Class Management.

6. The findings revealed that 82.2%, 71.5% and 72.1% of Christian SGTT Student Teachers have moderate level of Planning, Evaluation and Closing. 83.9%, 80.6% and 77.4% of Muslim SGTT Student Teachers have moderate level of Teaching Competence in Total, Presentation and Class Management.

7. The findings revealed that 78.4% and 76.6% of OC SGTT Student Teachers have moderate level of Evaluation and Class Management. 81.4% and 71.1% of MBC SGTT Student Teachers have moderate level of Teaching Competence in Total and Closing. 82.8% and 84.3% of SC SGTT Student Teachers have moderate level of Planning and Presentation.

8. The findings revealed that 80%, 79.6%, 78.9% and 69.4% of Tamil Medium SGTT Student Teachers have moderate level of Teaching Competence in Total, Presentation, Evaluation and Closing. 78.9% and 76.3% of English Medium SGTT Student Teachers have moderate level of Planning and Class Management.
5.11.2 MAJOR FINDINGS IN TERMS OF HYPOTHESES

5.11.2.1 DIFFERENTIAL ANALYSIS

1. SELF CONCEPT

1. There is no significant difference between Male and Female SGTT Student Teachers in their Social and Intellectual Self Concept dimensions, whereas there is a significant difference in Self Concept in Total and in the dimensions like Emotional and Moral Self Concept. This finding is against the findings of Panimalar Roja, Sasikumar and Parimala Fathima, (2013), Siva Sankar and Viswanatha Reddy, (2014) and Thiagarajan P.A. Ramesh R (2005) which says that there is no significant difference between male and female in self concept.

From the mean values, it is found that Female SGTT Student Teachers (m=136.2891, 34.3138 and 34.7762 respectively) are better than the Male SGTT Student Teachers (m=131.3280, 33.0960 and 33.3520 respectively) in Self Concept in Total and its dimensions Emotional and Moral Self Concept. This may be due to the fact that the Female SGTT Student Teachers have positive attachment towards the work and serve as matured role models. This finding is supported by the findings of Ram Mangala B and Anwar G, (2011) which says, female are better than male. This finding is against the findings of Shri. Krishna Mishra and of Sivita Mishra (2013) which says, female have less self-concept than male, Badri Yadav (2012), which says male were better in emotional than female and Suman (2012) ), which says male perceived more intellectual, emotional and social self concept than female.

2. There is no significant difference between Rural and Urban SGTT Student Teachers in Self Concept in Total and its dimensions Social, Emotional and Moral Self Concept, whereas there is a significant difference in the dimension “Intellectual Self Concept”. This finding is supported by the findings of Siva Sankar and
Viswanatha Reddy, (2014), Thiagarajan P.A. Ramesh R (2005) and against the findings of Panimalar Roja, Sasikumar and Parimala Fathima, (2013), which says, that there is significant difference between rural and urban in self concept.

From the mean values, it is found that Urban SGTT Student Teachers (m= 39.1818) are better than the Rural SGTT Student Teachers (m= 38.0746) in Self-Concept dimension “Intellectual”. This may be due to the fact that the Urban SGTT Student Teachers are intellectually capable of thinking on many levels and apply what they know to make right decisions in order to gain mastery in all the teaching skills. This finding of is supported by the study of Ram Mangala B and Anwar G., (2011) which says, urban are better than rural and contrast to the study of Sivita Mishra, (2013) which says, rural have less self-concept than urban.

3. There is no significant difference between Tamil and English Medium SGTT Student Teachers in dimensions Emotional, Intellectual and Moral Self-Concept as well as Self Concept in Total, whereas there is significant difference in the dimension “Social Self Concept”.

From the mean values, it is found that the Tamil Medium SGTT Student Teachers (m= 28.6098) are better than the English Medium SGTT Student Teachers (m= 26.8553) in the Self Concept dimension “Social”. This may be due to the fact that Tamil Medium SGTT Student Teachers gain acceptance and play social roles and engage in positive face-to-face relationship with others in the class environment.

2. ATTITUDE TOWARDS ENGLISH TEACHING

1. There is no significant difference between Male and Female SGTT Student Teachers in their Attitude towards English Teaching in Total and its dimensions. This finding is supported by the findings of Patience Ufuophu Enaibe, (2012) and contrary

But the mean scores of the Male SGTT Student Teachers (m=196.1520, 31.9600, 55.4160, 23.7600 and 41.3440 respectively) are greater than the Female SGTT Student Teachers (m=192.9696, 31.3363, 53.4499, 23.4083 and 40.9291 respectively) in their Attitude towards English Teaching in Total and its dimensions such as Commitment to Teaching, Skill Competence, Subject Knowledge and Learner Based Teaching. This finding is against the findings of Esim Gursoy (2013), Mary R & Manorama Samuel (2011), Bisen Bagceri (2005) and A.Seda Saracalo glu (2004).

2. There is significant difference between Rural and Urban SGTT Student Teachers in their Attitude towards English Teaching in Total and its dimensions. This finding is supported by the findings of Gajalakshmi, (2013).

While comparing the mean scores of the Rural SGTT Student Teachers (m=199.6667, 31.7617, 55.9854, 24.4898, 24.2573, 20.9737 and 42.1988 respectively) are greater than the Urban SGTT Student Teachers (m= 180.2939, 30.6909, 48.9394, 21.3000, 21.6939, 19.2152 and 38.4545 respectively) in their Attitude towards English Teaching in Total and its dimensions such as Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Reaching. This may be due to the fact that the Rural SGTT Student Teachers involve themselves in multi-various activities inside as well as outside the school and they cultivate through experience a positive Attitude towards English Teaching.

3. There is no significant difference between Tamil and English Medium SGTT Student Teachers in their Attitude towards English Teaching dimensions such as Commitment to Teaching, Skill Competence and Readiness to Technological Change,
whereas there is significant difference between Attitude towards English Teaching in Total and its dimensions Professional Excellence and Learner Based Teaching. This finding is contrast to the findings of Gajalakshmi, (2013) which says, there is no significant difference in medium.

From the mean values, it is found that Tamil Medium SGTT Student Teachers (m=194.1439, 20.5277 and 41.2740 respectively) are better than the English Medium SGTT Student Teachers (m=183.7105, 18.8421 and 37.3553 respectively) in their Attitude towards English Teaching in Total and its dimensions Professional Excellence and Learner Based Teaching. This may be due to the fact that the Tamil Medium SGTT Student Teachers maintain and improve their professional excellence by keeping abreast of current trends in education through professional reading and annual participation in professional development activities, e.g. workshops and conferences.

3. LANGUAGE COMPETENCE

1. There is no significant difference between Male and Female SGTT Student Teachers in their Language Competence in Total and its dimensions Oral Competence and Reading Competence, whereas there is significant difference in the dimension “Writing Competence”.

While comparing the mean value it is found that the Male SGTT Student Teachers (m=32.7840) are better than the Female SGTT Student Teachers (m=32.1800) in the dimension “Writing Competence. This may be due to the fact that the Male SGTT Student Teachers are motivated to do extra practice in writing.

2. There is no significant difference between Rural and Urban SGTT Student Teachers in the dimension Writing Competence, whereas there is significant difference in their Language Competence in Total and its dimensions Oral Competence and Reading Competence.
From the mean values, it is found that the Urban SGTT Student Teachers (m=169.2121, 104.5939 and 32.3697 respectively) are better than the Rural SGTT Student Teachers (m=166.6170, 102.6506 and 31.7091 respectively) in their Language Competence in Total and its dimensions Oral Competence and Reading Competence. This may be due to the fact that Urban SGTT Student Teachers are exposed to better environment for reading aloud.

3. There is no significant difference between Tamil and English Medium SGTT Student Teachers in their Language Competence in Total and its dimensions.

From the mean values, it is found that English Medium SGTT Student Teachers (m=169.1316, 104.4474, 32.1842 and 32.5000 respectively) are better than the Tamil Medium SGTT Student Teachers (m=167.3262, 103.1887, 31.9030 and 32.2345 respectively) in Language Competence in Total and its dimensions.

4. TEACHING COMPETENCE

1. There is no significant difference between Male and Female SGTT Student Teachers in the dimensions Planning and Presentation, whereas there is significant difference in Teaching Competence in Total and in the dimensions Evaluation, Closing and Class Management.

From the mean values, it is found that Female SGTT Student Teachers (m=568.5861, 44.2013, 73.3318 and 71.5939 respectively) are better than the Male SGTT Student Teachers (m=558.4561, 42.9920, 69.6080 and 68.2720 respectively) in their Teaching Competence in Total and its dimensions Evaluation, Closing and Class Management. This may be due to the fact that Female SGTT Student Teachers are exposed to better classroom atmosphere. This finding is contrary to the findings of Vasantha. S and Ushalaya Raj D, (2014).
2. There is no significant difference between Rural and Urban SGTT Student Teachers in the dimensions Planning and Presentation, whereas there is significant difference in Teaching Competence in Total and its dimensions Evaluation, Closing and Class Management.

While comparing the mean scores it is found that Urban SGTT Student Teachers (m=572.5636, 44.7515, 74.5485 and 72.7424 respectively) are better than the Rural SGTT Student Teachers (m=564.8158, 43.7149, 72.0643 and 70.4327 respectively) in their Teaching Competence in Total and its dimensions Evaluation, Closing and Class Management. This may be due to the fact that the Urban SGTT Student Teachers evaluate the students’ performance in the class. This finding supports the findings of Binulal.K.R., (2015), as there exists a significant difference between the teaching competency of student teachers based on locality.

3. There is no significant difference between Tamil and English Medium SGTT Student Teachers in their Teaching Competence in Total and its dimensions.

But the mean scores of English Medium SGTT Student Teachers (m=572.7632, 110.9868, 271.0526, 44.6053, 73.9605 and 72.1579 respectively) are greater than the Tamil Medium SGTT Student Teachers (m=566.8977, 110.6205, 268.3795, 44.0075, 72.7846 and 71.1055 respectively) in their Teaching Competence in Total and its dimensions Planning, Presentation, Evaluation, Closing and Class Management. This may be due to the fact that the SGTT Student Teachers maintain class control and check the progress of their students by conducting unit test at the end of each unit and see whether the students have understood the lesson well.
5.11.2.2 ANALYSIS OF VARIANCE AND SCHEFFE TEST

1. SELF CONCEPT

1. There is no significant difference in SGTT Student Teachers Self Concept in Total and its dimensions with regard to Age. Age does not have any influence on SGTT Student Teachers in their Self Concept in Total and its dimensions. This finding is against the findings of Ram Mangala B, (2012) which says that Age has significant difference among the teacher trainees.

2. There is no significant difference in SGTT Student Teachers Self Concept dimension “Social Self Concept” with regard to Type of Management. Type of Management does not influence the SGTT Student Teachers Self Concept dimension “Social Self Concept”. There is significant difference in SGTT Student Teachers Self Concept in Total and its dimensions like Emotional, Intellectual and Moral Self Concept with regard to Type of Management. Type of Management has influence on SGTT Student Teachers in their Self Concept in Total and its dimensions like Emotional, Intellectual and Moral Self Concept. Scheffe Test shows that there is significant difference between Government and Aided with regard to Type of Management of SGTT Student Teachers in Self Concept dimension Moral Self Concept and there is significant difference between Aided and Government and difference between Unaided and Government with regard to Type of Management of SGTT Student Teachers in Self Concept of SGTT Student Teachers in Total. This may be due to the fact that Type of Management influences Self Concept in Total and its dimension “Moral Self Concept”. This finding is against the findings of Panimalar Roja, Sasikumar and Parimala Fathima, (2013).

3. The findings revealed that there is no significant difference between Religion of SGTT Student Teachers in their Self Concept in Total and its dimensions such as
Social, Emotional and Moral Concept. Religion has no influence on SGTT Student Teachers in their Self Concept in Total and in the dimensions Social, Emotional and Moral Self Concept. There is significant difference in SGTT Student Teachers Self Concept in the dimension like Intellectual Self Concept with regard to Religion. Religion has influence on SGTT Student Teachers “Intellectual Self Concept”

4. The findings revealed that there is no significant difference between SGTT Student Teachers with regard to Community in their Self Concept in Total and its dimensions such as Social, Intellectual and Moral Self Concept. Community does not have influence on SGTT Student Teachers in their Self Concept in Total and its dimensions such as Social, Intellectual and Moral Self Concept. This finding is supported by the findings of Thiagarajan P.A and Ramesh P (2005). There is a significant difference in SGTT Student Teachers Self Concept in the dimension “Emotional Self Concept” with regard to Community. Community has influence on the Self Concept dimension like “Emotional Self Concept”. Scheffe Test shows that there is significant difference between SC and ST, ST and MBC, BC and OC SGTT Student Teachers with regard to Community in Self Concept dimension like Emotional Self Concept. This may be due to the fact that Community influences SC, ST, MBC, BC and OC SGTT Student Teachers language acquisition and congenial environment for learning English etc.

2. ATTITUDE TOWARDS ENGLISH TEACHING
1. There is no significant difference in SGTT Student Teachers Attitude towards English Teaching and its dimensions like Skill Competence, Subject Knowledge and Readiness to Technological Change with regard to Age. Age does not have any influence on the SGTT Student Teachers Attitude towards English Teaching and its dimensions like Skill Competence, Subject Knowledge and Readiness to Technological Change. It is quite evident that Age of the SGTT Student Teachers

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does not play a vital role to enhance Skill Competence, Subject Knowledge and Readiness to Technological Change because everything depends upon the SGTT Student Teachers effort to acquire through practice. There is significant difference in Attitude towards English Teaching in Total and its dimensions such as Commitment to Teaching, Professional Excellence and Learner Based Teaching with regard to Age. Age has influence on Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Professional Excellence and Learner Based Teaching. This finding is against the findings of Vijayavardhini S and Shiva Kumar M (2014). Scheffe Test shows that there is significant difference between 24 to 26 and 18 to 20 Age group SGTT Student Teachers with regard to Age in Attitude towards English Teaching dimension “Commitment to Teaching”. This may be due to the fact that the Age influences 24 to 26 age group SGTT Student Teachers and make them to differ in their Commitment to Teaching than the 18 to 20 Age group SGTT Student Teachers. Scheffe Test shows that there is significant difference between 18 to 20 and 24 to 26 Age group SGTT Student Teachers with regard to Age in Attitude towards English Teaching in Total. This may be due to the fact that age influence of the 18 to 20 Age group SGTT Student Teachers makes them to differ in their Attitude towards English Teaching in Total than the 24 to 26 Age group SGTT Student Teachers.

2. The findings revealed that there is no significant difference in SGTT Student Teachers Attitude towards English Teaching in Total and its dimensions like Commitment to Teaching, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching with regard to Type of Management. Type of Management does not have any influence on the SGTT Student Teachers Attitude towards English Teaching. There is significant difference in SGTT Student Teachers Attitude towards English Teaching dimension Skill Competence
with regard to Type of Management. Type of Management has influence on the SGTT Student Teachers Attitude towards English Teaching dimension Skill Competence with regard to Type of Management.

3. The findings revealed that there is no significant difference in SGTT Student Teachers Attitude towards English Teaching in Total and its dimensions with regard to Religion. Religion does not have any influence on the SGTT Student Teachers Attitude towards English Teaching in Total and its dimensions. There is significant difference in SGTT Student Teachers Attitude towards English Teaching dimension Readiness to Technological Change with regard to Religion. Religion has influence on the SGTT Student Teachers Attitude towards English Teaching in the dimension “Readiness to Technological Change”.

4. The findings revealed that there is no significant difference in SGTT Student Teachers Attitude towards English Teaching in Total and in its dimensions with regard to Community. Community do not have any influence on the SGTT Student Teachers Attitude towards English Teaching in Total and its dimensions.

3. LANGUAGE COMPETENCE

1. The findings revealed that there is no significant difference in SGTT Student Teachers Language Competence in Total and its dimensions with regard to Age. Age does not influence the SGTT Student Teachers Language Competence in Total and its dimensions.

2. The findings revealed that there is no significant difference in SGTT Student Teachers Language Competence and its dimensions such as Oral Competence and Reading Competence with regard to Type of Management. Type of Management does not influence the SGTT Student Teachers Language Competence and its dimensions like Oral Competence and Reading Competence. There is significant difference in
SGTT Student Teachers Language Competence in Total and its dimension Writing Competence with regard to Type of Management. Type of Management has influence on the SGTT Student Teachers Language Competence in Total and its dimension Writing Competence. Scheffe Test shows that there is significant difference between Government and Aided with regard to Type of Management in Language Competence of SGTT Student Teachers in Total. This may be due to the fact that the Type of Management influences the Language Competence of SGTT Student Teachers in Total.

3. The findings revealed that there is no significant difference in SGTT Student Teachers Language Competence in Total and its dimensions like Oral Competence and Reading Competence with regard to Religion. Religion has no influence on the SGTT Student Teachers Language Competence in Total and its dimensions like Oral Competence and Reading Competence. There is significant difference in SGTT Student Teachers Language Competence and its dimension like Writing Competence with regard to Religion. Religion has influence on the SGTT Student Teachers Language Competence and its dimension “Writing Competence”. Scheffe Test shows there is significant difference between Christian and Hindu SGTT Student Teachers in Language Competence dimension “Writing Competence” with regard to Religion. This may be due to the fact that religion influences the Christian SGTT Student Teachers and makes them to differ in their Language Competence dimension “Writing Competence” than the Hindu SGTT Student Teachers.

4. The findings revealed that there is significant difference in SGTT Student Teachers Language Competence in Total and its dimensions with regard to Community. Community has influence on the SGTT Student Teachers Language Competence in Total and its dimensions.
4. TEACHING COMPETENCE

1. The findings revealed that there is no significant difference in SGTT Student Teachers Teaching Competence dimensions like Planning, Presentation and Evaluation with regard to Age. Age does not influence the SGTT Student Teachers Teaching Competence dimensions Planning, Presentation and Evaluation. There is significant difference in SGTT Student Teachers Teaching Competence in Total and its dimensions Closing and Class Management with regard to Age. Age has influence on the SGTT Student Teachers Teaching Competence dimensions like Closing and Class Management. Teachers play a vital role to enhance the Teaching Competence in Total and its dimensions Closing and Class Management because everything depends on the SGTT Student Teachers effort to acquire the required skills. Scheffe Test shows that there is significant difference between 18 to 20 and 24 to 26 Age group SGTT Student Teachers and 21 to 23 and 24 to 26 Age group SGTT Student Teachers with regard to Age in Teaching Competence dimension “Closing”. This may be due to the fact that Age influences the SGTT Student Teachers Teaching Competence dimension “Closing”.

2. The findings revealed that there is no significant difference in SGTT Student Teachers Teaching Competence in Total with regard to Type of Management. Type of Management has no influence on the SGTT Student Teachers Teaching Competence in Total. There is significant difference in SGTT Student Teachers Teaching Competence and its dimensions. Type of management has influence on the SGTT Student Teachers Teaching Competence dimensions. This may be due to the fact that SGTT Student Teachers have given importance to enrich themselves with the teaching skills. Scheffe Test shows that there is significant difference between Government and Aided with regard to Type of Management in Teaching Competence...
dimension “Presentation”. This may be due to the fact that Type of Management influences the Teaching Competence dimension “Presentation”.

3. The findings revealed that there is no significant difference in SGTT Student Teachers Teaching Competence in Total and its dimensions like Presentation, Evaluation, Closing and Class Management with regard to Religion. Religion does not influence the SGTT Student Teachers Teaching Competence in Total and its dimensions Presentation, Evaluation, Closing and Class Management. There is significant difference in SGTT Student Teachers Teaching Competence and its dimension “Planning” with regard to Religion. Religion has influence on the SGTT Student Teachers Teaching Competence dimension “Planning”. This may be due to the fact that Planning is very essential to enhance the SGTT Student Teachers Teaching Competence.

4. The findings revealed that there is no significant difference in SGTT Student Teachers Teaching Competence in Total and its dimensions such as Planning, Presentation and Evaluation with regard to Community. Community do not influence the SGTT Student Teachers Teaching Competence in Total and its dimensions Planning, Presentation and Evaluation. There is significant difference in SGTT Student Teachers Teaching Competence and its dimensions like Closing and Class Management with regard to Community. Community has influence on the SGTT Student Teachers Teaching Competence dimensions like Closing and Class Management. Teachers play a vital role to enhance the Teaching Competence in Total and its dimensions like Closing and Class Management because everything depends on the SGTT Student Teachers effort to acquire the required skills. Scheffe Test shows that there is significant difference between ST and MBC SGTT Student Teachers in Teaching Competence dimension “Class Management” with regard to
Community. This may be due to the fact that Community influences the ST SGTT Student Teachers to differ in their Teaching Competence dimension Class Management than the MBC SGTT Student Teachers.

5.11.2.3 Correlation Analysis

1. There is significant relationship between SGTT Student Teachers Self Concept and its dimensions in Total.

   There is significant relationship between Social Self Concept and Self Concept in Total and its dimensions such as Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching and Language Competence in Total and its dimension Oral Competence and Teaching Competence in Total and its dimension Planning and Presentation. This finding is supported by the study of Xin Tang, Shengquzhang, Yuconghi and Miquiang Zhao (2013), J.Anitha and G. Parameswari, (2013) and Hui-Ju Liu (2010) which says that there is a significant positive self-concept and contrary to the findings in the study of Mustafa ER (2012).

   There is significant relationship between Emotional Self Concept and Self Concept in Total and its dimensions Social Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching and Language Competence dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence dimension “Class Management”.

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There is significant relationship between Intellectual Self Concept and Self Concept in Total and its dimensions Social Self Concept, Emotional Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching and Language Competence in Total and its dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence in Total and its dimensions Presentation and Closing.

There is significant relationship between Moral Self Concept and Self Concept in Total and its dimensions Social Self Concept, Emotional Self Concept and Intellectual Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching and Language Competence in Total and its dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence dimensions Planning, Presentation and Closing.

There is significant relationship between Self Concept in Total and Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching and Language Competence in Total and its dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence in Total and its dimensions Planning, Presentation and Closing.
This may be due to the fact that the Self Concept of SGTT Student Teachers largely depends on the way they act in the given situation and how they react to a problem socially, emotionally, intellectually and morally. As it is correlated with Attitude towards English Teaching, Language Competence and Teaching Competence, it can bring great rewards.

2. There is no significant relationship between SGTT Student Teachers Attitude towards English Teaching and its dimensions in Total.

There is significant relationship between Commitment to Teaching and Self Concept in Total and its dimensions such as Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions such as Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence, Learner Based Teaching and Teaching Competence in Total and its dimension “Planning”.

There is significant relationship between Skill Competence and Self Concept in Total and its dimensions such as Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude Towards English Teaching in Total and its dimensions Commitment to Teaching, Subject Knowledge, Readiness to Technological Change, Professional Excellence, Learner Based Teaching and Language Competence in Total and its dimension Oral Competence, Teaching Competence in Total and its dimensions such as Evaluation and Class Management.

There is significant relationship between Subject Knowledge and Self-Concept in Total and its dimensions Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence,
Readiness to Technological Change, Professional Excellence and Learner Based Teaching.

There is significant relationship between Readiness to Technological Change and Self Concept in Total and its dimensions such as Social Self-Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence, Subject Knowledge, Professional Excellence and Learner Based Teaching.

There is significant relationship between Professional Excellence and Self-Concept in Total and its dimensions Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change and Learner Based Teaching.

There is significant relationship between Learner Based Teaching and Self-Concept in Total and its dimension Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching in Total and its dimensions Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change and Professional Excellence.

There is significant relationship between Attitude towards English Teaching in Total and Self Concept in Total and its dimensions Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept and Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching and Teaching Competence dimension “Evaluation”. 
This may be due to the fact that the Attitude towards English Teaching of SGTT Student Teachers depends on the opportunity they might have got to mingle with others for developing Self Concept, Language Competence and Teaching Competence in their school days. As it is correlated with Self Concept, Language Competence and Teaching Competence, it can bring great rewards.

3. There is significant relationship between SGTT Student Teachers Language Competence and its dimensions in Total.

There is significant relationship between Oral Competence and Self Concept in Total and its dimensions Social Self Concept, Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching dimension “Skill Competence” and Language Competence in Total and its dimensions Reading Competence and Writing Competence and Teaching Competence in Total and its dimensions Planning, Presentation, Evaluation, Closing and Class Management.

There is significant relationship between Reading Competence and Self Concept in Total and its dimensions Intellectual Self Concept and Moral Self Concept and Language Competence in Total and its dimensions Oral Competence and Writing Competence and Teaching Competence in Total and its dimensions Planning, Presentation, Evaluation, Closing and Class Management.

There is significant relationship between Writing Competence and Self-Concept in Total and its dimensions Intellectual Self Concept and Moral Self Concept and Language Competence in Total and its dimensions Oral Competence and Reading Competence and Teaching Competence in Total and its dimensions Planning, Presentation, Evaluation, Closing and Class Management.

There is significant relationship between Language Competence in Total and Self Concept in Total and its dimensions Social Self Concept, Intellectual Self

This may be due to the fact that the Language Competence of SGTT Student Teachers depends largely on practicing their skill to develop positive self concept, positive attitude towards teaching, language competence and reading competence. As it is correlated with Self Concept, Attitude towards English Teaching and Teaching Competence, it can bring great rewards.

4. There is significant relationship between SGTT Student Teacher Teaching Competence and its dimensions in Total.

There is significant relationship between Planning and Self Concept in Total and its dimensions Social Self Concept and Moral Self Concept and Attitude Towards English Teaching dimension “Commitment to Teaching” and Language Competence in Total and its dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence in Total and its dimensions Presentation, Evaluation, Closing and Class Management.

There is significant relationship between Evaluation and Attitude towards English Teaching in Total and Skill Competence and Language Competence in Total and its dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence in Total and its dimensions Planning, Presentation, Closing and Class Management.

There is significant relationship between Closing and Self Concept in Total and its dimensions Intellectual Self Concept and Moral Self Concept and Language Competence in Total and its dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence in Total and its dimensions Planning, Presentation, Evaluation and Class Management.

There is significant relationship between Class Management and Self Concept dimension “Emotional Self Concept” and Attitude towards English Teaching dimension “Skill Competence” and Language Competence in Total and its dimensions Oral Competence, Reading Competence and Writing Competence and Teaching Competence in Total and its dimensions Planning, Presentation, Evaluation and Closing.

There is significant relationship between Teaching Competence in Total and Self Concept in Total and its dimensions Social Self Concept and Intellectual Self Concept and Moral Self Concept and Attitude towards English Teaching dimensions Commitment to Teaching and Skill Competence and Language Competence in Total and its dimensions such as Oral Competence, Reading Competence and Writing Competence and Teaching Competence dimensions Planning, Presentation, Evaluation, Closing and Class Management. This finding supports the findings of Binulal K.R., (2015), as there is significant positive correlation.
This may be due to the fact that the Teaching Competence of SGTT Student Teachers depends on the congenial environment inside and outside the school for learning which is necessary to develop Self Concept, Attitude towards English Teaching and Language Competence. As it is correlated with Self Concept, Attitude towards English Teaching and Language Competence, it can bring great rewards. This finding supports the findings of Necla Koksal, (2014).

5.11.2.4. Regression Analysis

1. The findings revealed that the SGTT Student Teachers’ Self Concept in Total and its dimensions, Attitude towards English Teaching in Total and its dimensions, Language Competence in Total and its dimensions and background variables have significant influence on Teaching Competence in Total and its dimensions. This may be due to the fact that the background variables such as Gender, Age, Type of Management, Locality, Religion, Community and Medium depend on the Teaching Competence of SGTT Student Teachers. One’s Teaching Competence depends on various factors and brings changes in the individual. The findings related to the influence of the background variables on the Teaching Competence are similar to the findings of Self Concept, Attitude towards English Teaching and Language Competence. This finding supports the findings of Mandeep Kaur and Arti Talwar (2014).

2. The findings revealed that the SGTT Student Teachers Self Concept in Total with its dimensions and Attitude towards English Teaching in Total with its dimensions and Language Competence in Total with its dimensions made significant contribution to the Teaching Competence in Total and its dimensions.
5.12 RECOMMENDATIONS

The investigator keeping in view the present research findings suggests some recommendations to follow, in order to improve the Self Concept, Attitude towards English Teaching, Language Competence and Teaching Competence of SGTT Student Teachers.

(i) Recommendations to improve the Self Concept of SGTT Student Teachers

1. The present study revealed that the level of male SGTT Student Teachers is higher than the female SGTT Student Teachers in Self Concept in Total and its dimensions, Social, Emotional, Intellectual and Moral Self Concept. To improve their Self Concept female SGTT Student Teachers should be encouraged to be interested in constructive, original and co-operative activities.

2. All the self concept aspects, including social, emotional, intellectual and moral lead to better language learning and teaching process. Therefore, SGTT Student Teachers can establish a positive learning environment that is free, co-operative, affectionate and above all democratic for better teaching and learning.

3. Promoting positive feelings help students in creating better relationship with peers which will reduce the fear of making mistakes in class and have a high positive impact on the language process.

4. Results of the present study indicate that Self Concept, Attitude towards English Teaching and Language Competence are correlated with Teaching Competence. So it is recommended that Counselling Centers can be placed in TTIS to help the SGTT Student Teachers to build positive Self Concept as it will bring good rewards.

5. The Teacher Educators should use praise as the part of the learning process, and teach the SGTT Student Teachers to praise themselves and their peers as positive statements lead to positive self concept.
(ii) Recommendations to improve Attitude towards English Teaching of SGTT Student Teachers

1. Student teacher training programmes should be provided to student teacher candidates with knowledge and experiences with diversity, including cultural diversity.

2. Seminars and Workshops should be organized on regular basis for student teachers’ in English to update their proficiency skills to motivate them.

3. Student teachers should pay attention to students’ progress and actively involve them in learning activities, while offering guidance and praise for effort and accomplishments during their teaching practice session itself.

4. Lecturers and Senior Lecturers can make a valuable contribution in developing a friendly relationship with the student teachers, in order to develop a positive attitude towards teaching English language.

5. Positive psychological classroom atmosphere is needed for teaching language, and the errors are considered as natural part of the process of teaching English language.

(iii) Recommendations to improve the Language Competence of SGTT Student Teachers

1. Language laboratory and relevant English teaching materials, equipment and facilities should be provided by the government for all Teacher Training Institutes.

2. Educators and parents should always encourage the student teachers to read materials written in English like newspapers and magazines.

3. Educators who qualify to teach English must have received a relevant training and qualification in English. This will help to develop their self-confidence and to be competent.

4. Oral English Speech specialists should be trained in adequate number and posted in all the TTI’s to man the language laboratories.
5. SGTT Student Teachers should learn to prepare ample number of easy and simple classroom activities using teaching learning materials so that they can improve their language competence.

(iv) **Recommendations to improve the Teaching Competence of SGTT Student Teachers**

1. The results of the study emphasize the need for developmental programmes that focus on enhancement of teaching competence of SGTT Student Teachers.

2. Teacher Educators should encourage the student teachers to present the English lessons through activity oriented methods. Activities should be learner-centered, individual and co-operative.

3. The Teacher Educators should provide guidance, support and resources to enhance the SGTT Student Teachers teaching competence. Workshops and programmes may be conducted to help the SGTT Student Teachers to practice the skills of teaching.

4. Teacher Educators should be a role model to the SGTT Student Teachers and provide them the opportunity to make use of the library, audio-visual aids, etc., in the TTI’s.

**5.13 SUGGESTIONS FOR FURTHER RESEARCH**

The following are the suggestions for further research studies in the area related to present research.

1. The present study is confined to only SGTT Student Teachers. This can be extended to other levels and college students.

2. The investigator has limited the study by selecting Self Concept, Attitude towards English Teaching, English Language Competence and Teaching Competence in English the other subject areas can be taken up for further study.

3. The present study can be conducted to a large sample of students representing the whole in Tamil Nadu.
4. The present study is confined to Tirunelveli District. This study can be extended to other districts.

5. Experimental studies can be conducted to investigate the competence level of the students.

6. A long-term critical study can be done to examine high school teachers teaching competence in English.

7. The present study can be extended to self concept and attitude towards English teaching in relation to aesthetic value of high school students.

5.14 CONCLUSION

The result of the study revealed that Self Concept, Attitude towards English Teaching, English Language Competence of SGTT Student Teachers influences the Teaching Competence. The role of SGTT Student Teachers as future teachers is pivotal in improving the quality of education process. The present day SGTT Student Teachers should have sound Self Concept, positive Attitude towards English Teaching and enhance their Language Competence and Teaching Competence for the benefit of the future generation. This can be further explored by the researches.