CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

“What sculpture is to a block of marble, education is to the soul?”

- Joseph Addison.

1.1 OVERVIEW

This chapter consists of twenty one sections. The first and second sections present an overview and a brief introduction. The third and fourth sections include Education and Teacher Education, Pre-Service Teacher Education and In-Service Teacher Education. The fifth section details the SGTT Student Teachers. The sixth section elaborately gives the Meaning of Self, Definition of Self, Meaning of Concept, Definition of Concept, Meaning of Self Concept, Definition of Self Concept, Positive Self Concept, Dimensions of Self Concept and Self Concept of SGTT Student Teachers. The seventh section clearly brings out the Meaning of Attitude, Definitions of Attitude, Attitude towards English Teaching, Dimensions of Attitude towards English Teaching and Positive Attitude towards English Teaching. The eighth section clearly describes the Importance of English Language, Importance of English Language Skills, Competence in English Language, Developing the English Language Competence of SGTT Student Teachers, Concept of Language Competence, Dimensions of Language Competence, Concept of Teaching Competence, Teaching Competence of SGTT Student Teachers and Dimensions of Teaching Competence. The ninth, tenth and eleventh sections clearly state the Scope of the Study, Significance of the Study and Need of the Study. The twelfth, thirteenth and fourteenth sections provide the Statement of the Problem, Title of the Study and Variables under the Study. The fifteenth and sixteenth sections clearly deal with the Definitions of Key Terms and Operational Definitions of Key Terms. The seventeenth and eighteenth
sections deal with Objectives of the study, General Objectives, Specific Objectives and Hypotheses of the study, Differential Analysis, Analysis of Variance, Correlation Analysis and Regression Analysis. The nineteenth and twentieth sections clearly give the Limitations of the Study and Delimitations of the Study. The twenty-first section clearly states the Conclusion of the first chapter.

1.2 INTRODUCTION

Responding to the increasingly diverse and rapid changes in our global and knowledge based contemporary society, with liberalization of economic activities, the need to develop skilled human resources of high caliber is imperative. Consequently, the demand for internationally acceptable standards in Secondary Education is evident. Many countries have tried to consolidate their human resources in order to cope with these challenges. India is one of the countries with the largest educational system. Competence of teachers assumes a lot of importance in the era of knowledge society who are expected to produce students of high caliber. In India, however, competence development and psychological constructs such as self concept and attitude towards English teaching still remains an unexpected process.

Professionally, powerful teaching is very important and increasing in our contemporary society as a result of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the twenty-first century than it has been in the twentieth century. As a result, teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and to be successful in twenty-first century school environment.

Teacher Education has recently been described as having entered a ‘new era’ (Cochran-Smith, 2005). Although there exists much consensus amongst academics,
politicians, parents, teachers and other educational stakeholders that quality teaching is important in order to improve pupil learning (Barber and Mourshead, 2007). Teacher attitude towards his world of work is important for pupil growth (Adval, 1979). Teacher Education as spelt out in the NPE, 1986 is to produce teachers with the intellectual and professional background adequate for their assignment. On assessing the achievement of this objective, we find that our Teacher Education Programmes have been deficient in providing student teachers with intellectual and professional background adequate for their assignment in the society. Globally, there are 54 million teachers and in order to meet the goals of education for children within primary education for 2015 alone, there will need to be an additional 10.3 million teachers entering the profession (UNESCO, 2006). This illustrates a problem for policy not only in the recruitment of teachers, but also in matters relating to quality standards.

1.3 EDUCATION

Education is the most powerful instrument for social progress. It is the greatest power yet known to man for his improvement. According to Brembeck, (1966), education can heal or kill, bind up or tear apart, lift or deprave. Broadly defined, it is the aggregate of all the processes by means of which a person develops abilities, skills and other forces of behaviour of positive and sometimes of negative value in the society in which he lives. Education is seen as a tool used for the integration of the individual into the society so that he can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress.

Heggarty, (2000) explains that education has many social functions, but its “core and distinctive purpose is concerned with learning” and from this teacher
education should be viewed as an education within its own right. Regardless of the complexities, multiplicities and multi-dimensional elements of Teacher Education, there seems to be general agreement in the literature that the process of becoming a teacher relates to a development of subject matter knowledge, knowing how to teach the subject matter, pedagogical knowledge, knowledge of self, social awareness and organizational competence. Education has increasingly become important to the success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers’ abilities are especially critical contribution to the students’ learning and consequently the success of a nation to advance in its economic, social and political spheres. Therefore it becomes the duty of the teacher trainees to develop high self concept, positive attitude towards English teaching, language competence and teaching competence during the training period itself.

1.4 TEACHER EDUCATION

The NCTE has defined Teacher Education as, “a programme of education, research and training of persons to teach from pre-primary to higher education level”. Teacher Education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher Education is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system (Afe, 1993). It is commonly referred to as teachers training, is recognized as the keystone to national development. Though, Teacher Education should be regarded as the bedrock for national development, the major problems facing the nation has been that of getting teachers quality. For teacher
quality to rise above the education system, a strong teacher education programme is required.

An educational institution performs a significant function in providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in these institutions who play an important role to bring about this transformation are teachers. As stated by NCTE, (1998) in Quality concerns in Secondary Teacher Education, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of educational process at any stage”. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence especially in English language competence, English teaching competence, positive self concept and positive attitude towards English teaching. The SGTT Student Teachers’ are not competent enough to teach English during their training period itself so the teacher educator has to identify their shortcomings and take steps to enrich them in all the vital skills which are necessary to boost their competence in teaching the English subject. The areas like listening, speaking, reading and writing must be given importance along with real self concept and positive attitude towards teaching. Teacher Education is a continuous process and its pre-service and in-service components are complimentary to each other.

1.4.1 PRE-SERVICE TEACHER EDUCATION

Pre-Service Teacher Education is the education and training provided to student teachers before they have undertaken any training. Before entering into any pre-service education most of the students will have obtained the higher secondary completed certificate, in the subject of their choice eg., arts, maths, science and
vocational. SGTT course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make the subject interesting. Teachers play an important role in shaping the future of the country and hence it is important that a lot of attention should be paid on the quality of teachers churned out every year.

Pre-Service Teacher Education is a process of transformation of untrained entrants possessing requisite background education into a competent and committed professional educator. During the pre-service education programme, the pre-service teacher will learn how to use their knowledge to formulate lesson plans to teach their class. Common topics include classroom management, lesson plans and professional development. A major focus during such education programme is the practicum where the pre-service teacher is placed within a school setting either in primary or upper primary and shadows an experienced teacher. The pre-service teacher will be given opportunities to develop their skills through lesson plans, teaching lessons and classroom management. These trainings will enhance the pre-service teachers to acquire adequate skills in their teaching environment and in real classroom setting.

1.4.2 IN-SERVICE TEACHER EDUCATION

In-Service Teacher Education is the education a teacher receives after he has entered the teaching profession and after he had his education in a teacher’s college. It includes all the programmes that are educational, social or others, in which the teacher takes vital part. It also includes all the extra education which the teacher received at different institutions by way of refresher courses and all the travels and visits which he undertakes. In-Service Teacher Education is essentially a continuation of pre-service teacher education. In-Service Teacher Training Programmes are provided to teachers already working in schools, with the explicit purpose of updating and renewing their knowledge, technical skills, etc., for enhancing their efficiency.
Gardner, (1994) states that the most common form of in-service teacher education is that which provides an opportunity to teachers to update, refresh, improve and try out new knowledge and skills in specially created situations such as workshop or a seminar. Education is a lifelong process. A true teacher is a student all throughout his life. According to Rabindranath Tagore, ‘A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame’. The International Commission on Education report states, “Every individual must be in a position to keep learning throughout his life. The idea of life-long education is the key-stone of the learning society.” In Service Training is most essential for the professional growth of the teacher.

1.5 SGTT STUDENT TEACHERS

The declining quality in education is becoming a global concern. First of all, majority of the entrants into the D. El. Ed., come from family backgrounds where the cultural and academic capital they bring with them to the training experience is constrained. Many are from households with low levels of parental education and non-professional livelihoods. Disproportionate numbers do have relatives who are teachers. The realities and possibilities of teaching are known only to a few students. The SGTT Student Teachers have low academic achievement in the medium of instruction and in all cases English is worrying. They lack language fluency and confidence in English. They need to be fluent in the medium of instruction. They have also developed poor self concept and a negative attitude towards learning and teaching English. They have no dedication and commitment to teach English in an effective manner. They think that learning and teaching English is a tedious work. Education imparted in the teacher training course has not prepared them to face the realities of life in future. They do not give importance to the learning and teaching of
a foreign language. They disregard the usage of the language skills namely listening, speaking, reading and writing; they think that it is a waste. English is hardly used by them in everyday life. They get only few opportunities to use English outside the classroom. The only exposure to English they have is at school. They find it difficult to use the spoken form and written form of English because of the lack of exposure. Many parents send their children to private classes of English because they want their children to learn more English. According to Cenoz, (2009), the situation will change in new generations. Because of internet and computer games, SGTT Student Teachers will be more exposed to English in future.

1.6 MEANING OF SELF

The notion of self goes far beyond the physical self that includes social identity, reputation, personal values and other factors. Selves do change over time in fundamental ways, so even the most stable core of the self may not be fixed and constant. Moreover, self includes stability and change, visible manifestations and inner phenomena, ideas and feeling, and other complexities.

The term “self” has many meanings, different theorists have used it in different ways. It is not always safe to assume that what one writer means by “self” is the same as what another writer means by it. Your self is the totality of you, including your body, your sense of identity, your reputation and how others know you, and so on. It encompasses both the physical self and self that is constructed out of meaning.

1.6.1 DEFINITION OF SELF

The term ‘self’ is defined as ‘the total being of a person, awareness of the individual or qualities of the individual’. As a noun ‘self’ is defined as ‘a person’s essential being that distinguishes them from others, especially considered as the object of introspection or reflexive action’.
1.6.2 MEANING OF CONCEPT

In the simplest terms, a concept is a name or label that regards or treats an abstraction as if it had concrete or material existence, such as a person, a place or a thing. In contemporary philosophy, there are at least three prevailing ways to understand what a concept is: (1) Concepts are mental representations, where concepts are entities that exist in the brain. (2) Concepts are abilities, where concepts are abilities peculiar to cognitive agents, and (3) Concepts as abstract objects, where objects are the constituents of prepositions that mediate between thought, language and referents.

1.6.3 DEFINITION OF CONCEPT

According to Oxford dictionary, the term ‘concept’ refers to “an idea or mental image which corresponds to some distinct entity or class of entities, or to its essential features or determines the application of a term (especially a predicate), and thus plays a part in the use of reason or language.

1.6.4 MEANING OF SELF CONCEPT

Self Concept is the image that we have of ourselves. This image develops in a number of ways, but is particularly influenced by our interactions with important people in our lives. The term “self concept” is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Self Concept in psychology is an idea of the self constructed from the beliefs one holds about oneself and the responses of others. Self Concept is the way in which you think about yourself and the way in which you see yourself as a person.

Self Concept is a very broad concept because it encompasses all you know about your ‘self’. The two broad categories of self concept are your ideal or imagined
self and your actual self. Self Concept is the construct that negotiates these two selves. In other words, it connotes first the identification of the ideal self as separate from others, and second, it encompasses all the behaviour vested in the actual self that you engage in to reach the ideal self. One’s self concept is also called as self construction, self identity and self perspective or self structure. It is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality and racial identity.

1.6.5 DEFINITIONS OF SELF CONCEPT

“Self Concept is our perception or image of our ability and our uniqueness. At first one’s self concept is very general and changeable….. As we grow older, these self perceptions, become much more organized, detailed and specific.”

Baumeister, (1999) provides the following self concept definition: “the individual’s belief about himself or herself, including the person’s attributes and who and what the self is.”

1.6.6 POSITIVE SELF CONCEPT

Self concept is based on what the students believe of their parents, teachers and peers think of them. They are thus mirror images if the students believe that these significant people think favourably of them, they think favourably of themselves too and vice versa. Encouragement, love, praise, reassurance, positive comments, sincere caring and interest on the part of parents and others whom they consider of some significance have been found to aid the development of positive self concept among the students. They rely on themselves rather than on others and are willing to accept suggestions. A favourable and positive self concept is essential for personal happiness, adjustment and good academic achievement. High achievement in class leads to high self concept of teachers.
1.6.7 DIMENSIONS OF SELF CONCEPT

From a broader perspective, self concept can be approached from a uni-dimensional or multi-dimensional perspective. Byrne, (1996) points out that there is a wealth of evidence that substantiates the multidimensional nature of self concept”.

Based on this, this study will define self concept as global and multi-dimensional, incorporating the beliefs, feelings and memories a person have of oneself. It is related to the behaviours, traits, characteristics, abilities and roles that a person considers representative of oneself. Self Concept contains several facets namely academic, social, emotional, intellectual, moral and physical. The social, emotional, intellectual, moral and physical facets can be lumped into a category called non-academic self concept. While the academic and non-academic facets are inter-correlated, they can be interpreted as separate constructs. In this study, the non-academic self concepts such as Social, Emotional, Intellectual and Moral Self Concept are measured separately using the Self Concept Questionnaire for the SGTT Student Teachers.

1. SOCIAL SELF CONCEPT

Social Self Concept refers to individuals’ sense of worth in social interactions. The social selves and the social aspect of the self concept are described as social self concept. It means how one is seen by others and how one would like to be seen by others. It deals with our relations to other people such as peer and significant others. It is influenced by the reactions of other people, the positive interactions of others toward an individual, and the ability of an individual to use social interactions to achieve goals.

2. EMOTIONAL SELF CONCEPT

Emotional Self Concept refers to the emotional state of an individual. The SGTT Student Teachers should be well adjusted individuals. Their maladjustments
will have impact on their classroom behaviour and their mental health, which, in turn, will have hazardous effects on the growth and development of the young children. The SGTT Student Teachers should be emotionally stable and well balanced. Emotionally unstable student teachers will not prove to be good teachers for they may project their imbalances on their students, in turn, causing such imbalances in their development too. Feelings such as anxiety and fear, and other negative emotions are natural and expected parts of this process. Therefore, what is important for SGTT Student Teachers is to create an environment in which their students can concentrate on learning in both cognitive and emotional levels.

3. INTELLECTUAL SELF CONCEPT

   Intellectual Self Concept refers to individual’s awareness of their intelligence and capacity of problem solving and judgments. It is the awareness of our own intellectual abilities and having confidence in them. It is a psychological construct of quantitative reasoning, verbal ability, logical thinking etc., a very general mental capability that, among other things involve the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is to think critically and understand the idea and information and then to solve problems successfully in different changing or new situations and exhibiting knowledge whenever needed to fulfil the specific tasks at a required level. Individuals’ with intellectual self concept can set goals and they can achieve. It is a cognitive ability which develops and refines with growing age and increasing experience.

4. MORAL SELF CONCEPT

   Moral Self Concept is actualized by the moral example set by the student teacher that is important to students, parents and the community. It is a psychological
phenomenon. It refers to the individual’s estimation of their moral worth, right and wrong activities. Some moral traits such as being honest, compassionate, loyal, generous or forgiving may be more central to a persons’ self concept. The SGTT Student Teachers should develop these moral traits such as caring, compassionate, conscientious, considerate, dependable, ethical, fair, forgiving, friendly, generous, giving, hardworking, helpful, honest, kind, loyal, religious, trustworthy, understanding etc., for their prosperity in life. In this study all the above stated dimensions such as Social Self Concept, Emotional Self Concept, Intellectual Self Concept and Moral Self Concept were used in the Shanthi D & Denisia S.P. Self Concept Questionnaire.

1.6.8 SELF CONCEPT OF SGTT STUDENT TEACHERS

The SGTT Student Teachers usually enter the training institutes as unique individuals, moulded by genes, environment and certain spark within themselves. However, as they wind their way through the curriculum, they frequently have the desire to fit in and to be like everyone else. They strive to grow, diluting the spark that makes them unique. Promoting high self concept is important because it relates to academic and life success.

The SGTT Student Teachers must feel competent in domains that they deem important. Two domains that teacher educators greatly influence are academics and behaviour which contribute to overall self concept. The SGTT Student Teachers may benefit by learning skills that not only increase their competence in areas of importance such as English language competence and English teaching competence but also help to gain support from others.

Support from parents and peers are particularly important to enhance SGTT Student Teachers self concept. Teacher Educators can use appropriate positive
feedback to maintain positive self concept. Praise, recognition and encouragement are strong determinants of positive self concept. Teacher Educators can promote self concept by fostering supportive relationship among student teachers. Increasing the SGTT Student Teachers English language teaching skills is a more effective means to boost their self concept and vice versa.

1.7 MEANING OF ATTITUDE

Attitude is the way you think and feel about someone or something. Attitudes are positive, negative or neutral views of an “attitude object”. Attitude are simply the expressions of how much we like or dislike various things, any given attitude is the summary of the evaluation made of different characteristics of the attitude object. Wenden, (1991) sees attitudes as including three components: First, attitudes tend to have a cognitive component. This could involve beliefs or perceptions about the objects or situations related to the attitude. Second, attitudes have an evaluative component. This means that the objects or situations related to the attitude may generate like or dislike. Third, attitudes have a behavioural component, i.e. certain attitudes tend to promote learners to adopt particular learning behaviours. Most attitudes in individuals are a result of observational learning from their environment. Attitude can be changed through persuasion and they also change as a response to communication.

1.7.1 DEFINITIONS OF ATTITUDE

According to the Merriam Webster Dictionary, attitude is: ‘a mental position with regard to a fact or state; a feeling or emotion toward a fact or state’.

Hogg & Vaughan, (2005) defines that an attitude is “a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols.”
According to Skinner, (2004) attitude has been defined as ideas with emotional content, important beliefs prejudices, biases, predispositions, appreciations and as states of readiness or set.

Eagly and Chaiken, (1993) states attitude as “…… a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour’.

1.7.2 ATTITUDE TOWARDS ENGLISH TEACHING

The attitude of the individual towards teaching which has been chosen by him or her makes a very significant difference in the task of acquiring professional excellence and in also getting psychological satisfaction from his or her work. A positive and favourable attitude makes the work of English teaching easier, satisfying and professionally rewarding. Student teachers attitudes not only affect his or her behaviour in the classroom but also influence the behaviour of his or her students. Therefore, Attitude towards English Teaching must have bearing on the process of teaching and also on competence and success in teaching.

1.7.3 DIMENSIONS OF ATTITUDE TOWARDS ENGLISH TEACHING

1. COMITTMENT TO TEACHING

Commitment to Teaching means personal commitment to the work of teaching. It is the act of engaging oneself to teaching. It refers to the individual’s attitude towards commitment to teaching. It involves accepting the responsibility of advancing the cause of education, improving the quality of teaching, recognizes the students and helps them progress through developmental tasks. It includes genuine love towards teaching the learners, readiness to help the learners, enthusiasm, friendship, concern for their all round development etc., It is having a goal for the class, a plan on how to execute it and show enthusiasm for the English subject.
2. SKILL COMPETENCE

Skill Competence has to be acquired during the period of teaching practice and other activities conducted in the classroom teaching. It is the ability to plan and achieve the desired goals. They are developed through training or experience. It is the ability that comes from one’s knowledge; practice etc., to do teaching well. It is the learned ability to carry out pre-determined results. An effective English language teacher should speak English as much as he or she can, integrate lessons with students’ backgrounds, have superior in English lexicon, pronunciation, use audio-visual material, care students’ proficiency levels, and so forth.

3. SUBJECT KNOWLEDGE

Adequate knowledge in the content areas and skills to assist learners to comprehend subject matter are essential for any student teacher to perform competently. The way a student teacher handles a subject or a discipline is influenced by his or her beliefs and attitudes with regard to the subject. An effective student teacher must have a current thorough knowledge of the subject matter, show positive attitude towards teaching English and have an enthusiasm for the subject. So subject knowledge refers to the skills and attitudes that are needed to teach the English subject effectively.

4. READINESS TO TECHNOLOGICAL CHANGE

Technology offers novelty in education and influences the teaching learning process. Technology allows each learner to work at his or her own pace. Readiness to technological change refers to the readiness and ability to adapt to changes in modes of communication in the teaching learning process. It is the preparedness on the part of the student teachers to accept the changes and be used to it for their own betterment in this society. It is the key factor for our nation’s growth and development.
5. PROFESSIONAL EXCELLENCE

The quality of any student teacher is determined on the basis of his professional excellence. Teaching demands extended professional preparation and continuous training, a student teacher has to refresh her knowledge constantly and update her skill as part of her professional growth in order to keep pace with the modern developments in the field of education. This will enable to enhance the reputation of the elementary education. Professional Excellence includes the techniques, strategies and approaches that would help the student teachers to grow and work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in student teachers, thus promoting holistic development.

6. LEARNER BASED TEACHING

Learner based teaching aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. It focuses on skills and practices that enable lifelong learning and independent problem-solving. It is the ability to provide meaningful learning opportunities for all the students. The learning process should be organized in such a way that students take responsibility for their own learning. Students should be independent and able to make decisions about their learning ability and then plan accordingly. It puts students' interests first, acknowledging student voice as central to the learning experience. In a learner-centered classroom, students choose what they will learn, how they will learn, and how they will assess their own learning. The students are expected to be very active, responsible participants in their own learning and with their own pace of learning. It
emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole. In this study all the above stated dimensions such as Commitment to Teaching, Skill Competence, Subject Knowledge, Readiness to Technological Change, Professional Excellence and Learner Based Teaching were used in the Shanthi D & Denisia S.P. Attitude Towards English Teaching Scale.

1.7.4 POSITIVE ATTITUDE TOWARDS TEACHING ENGLISH

Teachers’ attitudes towards teaching have an effect on their teaching performance. Awanbor, (1996) reported that teacher trainees had a negative attitude towards teaching and those teacher trainees who had positive attitude towards teaching did so with strong reservation which range from the poor social image to the teaching profession, the comparatively poor financial remuneration for the teacher, to the general lack of encouragement by educational authorities. The attitude of teachers comes to the fore as they reflect upon the language that they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in language’s “growth or decay, restoration or destruction”. Their attitudes, too, as part of their cultural orientation, influence heavily their younger students (Shameem, 2004). There has been a general agreement that the attitude of teachers towards teaching is significantly correlated with teaching success. In general, it may be concluded that there are indications that teacher’s attitudes have a positive relation with success in teaching.

1.8 IMPORTANCE OF ENGLISH LANGUAGE

English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion. English is the dominant business language and it has become almost a necessity for people to
speak English if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understated, learning English really can change your life. Many of the world’s top films, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. Most of the fifty percent content produced on the internet is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available. Although learning English can be challenging and time consuming, we can see that it is also very valuable to learn and create many opportunities.

1.8.1 IMPORTANCE OF ENGLISH LANGUAGE SKILLS

If one wants to learn the language, he has to acquire the four basic language skills. Skills relate to the way language is used, and are traditionally conceived as consisting of reading, writing, listening and speaking. They are related to each other in two ways. It is the direction of communication and the method of communication. When we learn a language, there are four language skills that we need to complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write.

1. LISTENING

"Listening" is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds from letters, stress, rhythm and pauses and we use our brain to convert these into messages that mean something to us. Listening to English language requires even greater focus and attention. It is a
skill that we need to work at harder than others. Listening is the first language skill that we learn. To become a fluent speaker in English, one needs to develop strong listening skills. Listening not only helps us to understand what others are saying to us. It also helps us to speak clearly to other people. It helps us to learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes our speech easier for other people to listen to us.

2. SPEAKING

"Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second language skill that we learn. Speech can be planned and rehearsed, as in the delivery of a speech or presentation. In fact, some English learners’ practice speaking standing alone in front of a mirror. Speaking can be formal or informal. Speaking is probably the language skill that most language learners wish to be perfect as soon as possible. English speakers can record and upload their voice for English learners to practice speaking.

3. READING

"Reading" is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. It is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading also requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts
describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations.

4. WRITING

"Writing" skills are an important part of communication. Good writing skills allow us to communicate our message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Correct grammar, punctuation and spelling are key in written communications. The readers will form positive or negative impression of the writer, based on the writers’ content and presentation. Writing skill can be learned like the other skills. The way to improve our writing skill is to read and pick up new vocabulary and engage with different writing styles.

1.8.2 COMPETENCE IN ENGLISH LANGUAGE

Competence in English language deals with knowledge of the English language and the ability to use the knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. SGTT Student Teachers have to acquire adequate competence in English language so as to perform successfully the task of teaching English to the primary students because teaching competence relies on the standard of competence in English language. If the investigator wants to study the SGTT Student Teachers Teaching Competence, she has to first study their Competence in English Language and then their Teaching Competence. Thus the investigator has felt the dire need to study the SGTT Student Teachers English Language Competence in order to observe the Teaching Competence of SGTT Student Teachers. Two scales and one test have served the purpose of studying the SGTT Student Teachers’ English Language Competence and Teaching Competence. Shanthi D & Denisia S.P. English Language Competence Test and Shanthi D & Denisia S.P. General Teacher Language Competence Scale were used to measure the
Language Competence of SGTT Student Teachers oral competence in speech, reading competence in loud reading and writing competence in mechanical writing and Shanthi D & Denisia S.P Teacher Competence Observation Scale was used to measure the Teaching Competence of SGTT Student Teachers in planning, presentation, evaluation, closing and class management.

1.8.3 DEVELOPING THE ENGLISH LANGUAGE COMPETENCE OF SGTT STUDENT TEACHERS

Since English has become an international language, it has become increasingly necessary for SGTT Student Teachers to develop the language skills required to teach in English and to evolve strategies to assist this development. Teacher Educators may need to develop or rediscover culturally appropriate visions of what is an effective teacher. They should provide opportunities for growth and development of personal attributes that can help trainees become confident and competent in their diverse professional roles. Student teachers need to be treated as adult learners and helped to study in more independent and proactive ways, so they experience themselves new ways of learning and teaching; they need to learn to reflect in ways that enable them to improve the quality and effectiveness of their teaching.

1.8.4 CONCEPT OF LANGUAGE COMPETENCE

Language Competence is a set of statements describing linguistic abilities in English in each of the four modalities; speaking, listening, reading and writing. SGTT Student Teachers must have mastery of the four language modalities; speaking, listening, reading and writing in order to achieve success in English teaching.

1.8.5 DIMENSIONS OF LANGUAGE COMPETENCE

The various dimensions of Language Competence are grouped under three single aspect of Language Competence. They are Oral Competence, Reading
Competence and Writing Competence. Language Competence should be developed through classroom activities which focus on meaningful uses of the language and on language in context. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammatical structures, text forms and social conventions necessary to carry out this task will be taught, practiced and assessed as students are involved in various aspects of the task itself, not in isolation.

1. ORAL COMPETENCE (SPEECH)

Oral Competence constitutes the ability to differentiate between sounds often used and sounds rarely used, voiced and voiceless sounds, short and long vowels, grammatical sentences, choice of words, rephrasing, sequencing, fluency, adoption of stress, clarity, questioning, reinforcing, prompting cues/clues and explaining. Oral fluency has to be enhanced so that they are expected to interact and communicate in a comfortable way. These activities are mainly based to promote the students ability to express sentences without any grammar mistake. It creates an authentic experience of practicing spoken English. It will enable the students to discuss a certain topic in various ways.

2. READING COMPETENCE (LOUD READING)

Reading Competence consists of adoption of stress, grouping of words, intonation and pause. Reading out loud is multi-sensory. Students tend to remember more about what they have read and engage with it more deeply as they involve more of their senses. When students see and hear their words, those words resonate more loudly with them. The brain is faster than the mouth, so when students read silently, they tend to zip right along. But when they say their words out loud, they’re forced to read more slowly. Reading out loud gives students a chance to hear the sound of their words.
3. WRITING COMPETENCE (MECHANICAL)

Writing Competence refers to the mechanical skill of writing. It includes the mechanics of italic writing. The four aspects of italic letters are size, shape, slant and speed. The students have to practice the use of capital letters, continuous writing using proper joiners, use of forward slant and use of punctuation marks. The readers read and understand the written form. It is essential that the teachers’ handwriting has to be readable and legible. We should be able to write fairly fast. Legibility should not suffer when we try to achieve fluency or speed in writing. They are inseparable and they should be developed simultaneously. In this study all the above stated dimensions such as Oral Competence (Speech), Reading Competence (Loud Reading) and Writing Competence (Mechanical Writing) were used in the Shanthi D & Denisia S.P. English Language Competence Test and Shanthi D & Denisia S.P. General Teacher Language Competence Scale.

1.8.6 CONCEPT OF TEACHING COMPETENCE

Teaching Competence is the ability to do the teaching work efficiently. It involves content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies, classroom management skills etc., It is vital to become an efficient teacher.

1.8.7 TEACHING COMPETENCE OF SGTT STUDENT TEACHERS

Teaching Competence has various dimensions such as SGTT Student Teachers must evaluate their strength and weakness, focus with laser-like precision in improving their weakest area. They must continue to do so until they score as high as possible in each area. They should love to improve their teaching skills. They should determine what their ultimate goal in life and then commit to it. They should prepare an action plan to achieve the goal. The plan should include benchmarks and a
deadline. They should dedicate more time to their success. Read a lot, listen to educational audio programs and attend seminars, workshops etc.,

1.8.8 DIMENSIONS OF TEACHING COMPETENCE

1. PLANNING

Planning refers to that aspect of teaching where student teachers formulate a course of action. It is an activity that is typically carried out in the absence of students and before the actual teaching. Plan for the period may be on paper or in his or her mind. It includes decision making on what to teach and how to teach the chosen content. Planning for the course lesson includes teaching strategies, teaching materials and classroom organisation. The function to planning are setting objectives, need analysis, selecting content, selecting method, preparing teaching materials and preparing evaluation tools.

2. PRESENTATION

Student teacher in the classroom is to transact with the students in the context of a specific subject matter. The student teacher is expected to communicate with the students in a number of ways so that the learners attain various types of learning outcomes. In order to achieve this effectively, the student teacher may have to manifest various types of skills including lecturing, explaining, eliciting through questions, conducting discussion, dramatizing, reading, demonstrating; using audio-visual aids, etc. all these may be categorised into skills for effective presentation in the instructional situation.

3. EVALUATION

An effective teacher designs and uses various evaluative procedures to assess student learning. The student teacher has to evaluate his or her own teaching behavior, and use the results to improve student learning. Evaluation includes informal
observations of student progress, diagnosing learning difficulties, encouraging peer and self-evaluation, handling evaluative discussions, etc. The student teacher's main task is to evaluate and correct learners' performances.

Evaluation of the students' achievement of a pre-specified objective is part and parcel of a student teacher's function. Preparing question papers, taking viva voce are a part of the total evaluation function of a student teacher. The student teacher has to observe the students in many different situations in order to judge the extent to which the expected terminal behaviours have been actually achieved by them. This includes so many activities. A student teacher has to select suitable techniques and tools of evaluation.

Once the tools are decided on the student teacher has to set about measuring the concerned behaviour. This would give the actual achievement of the terminal behaviour. A student teacher should compare the actual terminal behaviour of the students with their expected behaviour. This helps him or her to judge the extent to which the expected terminal behaviour has been achieved. The gap between the two indicates the areas in which the students have not learnt. The student teacher should make use of this feedback to improve his teaching as well as to provide the necessary remedial help to the students.

4. CLOSING

Closing refers to an explicit wrapping-up of the lesson. The teacher has to organize the important points and summarise the portion taught in the class. The students relate the newly gained knowledge with the previous knowledge. The teacher can ask adequate recapitulation questions. Assignments have to be given to the students to organize their learning experience in their own way.
5. CLASS MANAGEMENT

Instructional process in the class can go on effectively only when there is a healthy and conducive climate in the class. Thus, class management becomes a very critical function of a teacher. The basic aim at maintaining class management is to create stress-free learning environments for both learners and teachers by lowering affective filter and raising motivation. The teacher has to possess various skills which would help him in managing the class in such a way that a healthy and conducive climate prevails. These skills are so important that, unless a teacher possesses these to a reasonable extent, he or she will not even be able to stand up or stay for a while in a class to manifest his presentation or evaluative skills, however proficient he may be. In this study all the above stated dimensions such as Planning, Presentation, Evaluation, Closing and Class Management were used in the Shanthi D & Denisia S.P. Teacher Competence Observation Scale.

1.9 SCOPE OF THE STUDY

The present investigation is based on the study of Self Concept, Attitude towards English Teaching and Language Competence among the SGTT Student Teachers in relation to their Teaching Competence belonging to different categories such as Gender, Age, Locality, Medium, Community, Religion, and Type of Management. This study would surely enable future teacher educators to give emphasis on these aspects.

The investigation also attempts to study the influence of Self Concept, Attitude towards English Teaching and Language Competence of SGTT Student Teachers in terms of their total Teaching Competence. The investigator hopes that the findings of this study will provide certain firm suggestions to the SGTT Student Teachers about Self Concept, Attitude towards English Teaching, Language
Competence and Teaching Competence. The scope of the study is also concerned with the improvement in the quality of teaching of SGTT Student Teachers.

1.10 SIGNIFICANCE OF THE STUDY

Quality in education depends largely on the quality of teachers and the quality of teaching learning process. We can achieve this quality in education only through teacher education. Successful teaching depends on the high Self Concept, positive Attitude towards English Teaching, Language Competence and sound Teaching Competence among the SGTT Student Teachers. The psychological factors Self Concept and Attitude towards English Teaching contribute significantly in imparting knowledge to SGTT Student Teachers. Self Concept is composed of relatively permanent self assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. It is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

One of the most important questions pertaining to self concept and attitude of SGTT Student Teachers is as to how the different teaching skills contribute towards making their English teaching more effective. The fact is in the lack of exposure to these teaching skills, a student teacher may find it difficult to come down to the levels of primary school children and fail to visualize his or her role in dealing with a number of issues at this level. And hence the problem arises of his or her self
adjustment to the situation he or she is assigned to work in. Teaching methods’ have to be taught and practiced in relation to subject matter.

Teaching Competence is depending upon the variables such as Self Concept and Attitude towards English Teaching among the SGTT Student Teachers. Teaching Competence is needed to develop a good citizen to function in a democracy. Many experts and research scholars point out that the Teaching Competence of SGTT Student Teachers studying D. El. Ed. is not satisfactory. The SGTT Student Teachers are highly inadequate in all the teaching skills. Training is essential for SGTT Student Teachers in order to enable them to aim at making students learn effectively and efficiently. They have to plan properly and perform a host of activities inside and outside the classroom, and provide effective instruction and evaluate the learning using appropriate methods and techniques. The effectiveness or ineffectiveness of teaching is closely linked to teacher competence. Competent SGTT Student Teachers create classroom conditions and climate, which are conducive for student learning.

English language competence refers to the process of developing the skills in English language. It is necessary for the SGTT Student Teachers to develop their language skills namely listening, speaking, reading and writing.

Learning transactions cannot be undertaken in vacuum but it is directed action, for which SGTT Student Teachers are endowed with teaching competence and the need to posses the right self concept, positive attitude towards English teaching and English language competence to teach successfully. This is the right time to focus on the significance of Self Concept and Attitude towards English Teaching among the SGTT Student Teachers in relation to their Teaching Competence.

Although many researches have been done in the field of teacher education very limited studies are carried out with regard to Language Competence of SGTT
Student Teachers. Researches must, therefore, direct towards probing such affective domains of Self Concept, and Attitude of SGTT Student Teachers towards teaching English at the primary level.

Under these conditions, the investigator as a teacher educator in teaching English language education had experience in handling the SGTT Student Teachers found that this study covers the influence of Self Concept, Attitude towards English Teaching, Language Competence on Teaching Competence among the SGTT Student Teachers. The findings from this study will enable policymakers, curriculum designers and teacher educators to understand thoroughly the aspects of Self Concept, Attitude and Teaching Competence and indicate plans and programs for their development. This study would certainly enhance the teacher educator’s to develop the Language Competence of the SGTT Student Teachers which is the rationale behind the study.

1.11 NEED OF THE STUDY

The need to be proficient in the use of English among non-native speakers has become a global phenomenon. Today, educators are facing with the challenge of addressing the needs of growing number of students whose primary language is not English. The need to answer the challenge of attaining the mastery of the content and English language is an issue that teachers should address. Self Concept influences every functions of life and helps one to grow with proper adjustment with the environment. An individual’s behaviour and adjustment in one’s society are determined by his attitude, perception and feeling about him as well as the perception of others towards him. It plays an important role in understanding this complex human behaviour. So, the SGTT Student Teachers should have a better knowledge of themselves so as to be in a position to understand the feelings of others and able to
have supportive relationship. They should equip themselves in such a manner, so that they are liked by others.

English language is an indispensable tool in the promotion of learning. The teachers’ preparation should not just be in terms of knowledge and skill in their specialization but also in their attitude towards the use of the English language that they use for the teaching of English subject. Gardner, (1994) proposes that the teacher must have the training, personality characteristics, and ability to teach the fundamentals of the language to the students. Not only that, teacher educators must encourage SGTT Student Teachers to learn the materials and most importantly, use them in their teaching. Teaching skill deficiencies should be identified so that SGTT Student Teachers could be better educated in removing their skill deficits. The present study will enable the SGTT Student Teachers to equip themselves with teaching competencies so that they can cope with the present situation.

Thomas (1983) argues that teachers’ role is to help their learners gain language competence. In order to achieve this, teachers ‘should themselves have language competence to a greater degree than that expected of learners’ and “this competence should be attained before trainees enter the teacher education institution so that training can focus on the training of English and related issues without being sidetracked by language weaknesses” (Cross, 1995:3) Therefore, the SGTT Student Teachers are expected to gain language competence so that they can develop their teaching competence during their two year diploma in teacher education. This study will cater to the need of the SGTT Student Teachers in developing their language competence and thereby enriching their teaching competencies. It is the duty of the teacher educators to be role models and first they should have the psychological factors such as high Self Concept and Attitude towards English Teaching and in the
same way they should develop the same from their SGTT Student Teachers. They should also possess English Language Competence and Teaching Competence so as to take active role in enhancing these factors among the SGTT Student Teachers who in turn can contribute to the national development. This study is needed for today in order to develop the SGTT Student Teachers high Self Concept, positive Attitude towards English Teaching, English Language Competence and Teaching Competence.

It is necessary for the SGTT Student Teachers to attain efficiency in every aspects of teaching and especially they should have high self concept and also have positive attitude towards teaching. Attitude can be seen as more or less positive. A positive attitude towards English teaching reflects a positive emotional disposition in relation to the subject and, in a similar way, a negative attitude towards English teaching relates to a negative emotional disposition. These emotional dispositions have an impact on an individual’s behaviour, and one is likely to achieve better in the subject that one enjoys, has confidence in or finds useful. It is for this reason that positive attitude towards English teaching are desirable since they may influence one’s willingness to learn and also the benefits one can derive from the instructions given for teaching the subject “Teaching of English”.

1.12 STATEMENT OF THE PROBLEM

The teaching competence of student teachers studying in teacher training institutes depends upon varied psychological factors which include motivation, intelligence, self esteem, personality, aptitude, learning methods etc. Among these the Self Concept and Attitude towards English Teaching are two important factors that help SGTT Student Teachers have better Teaching Competence. The teaching skills are associated with Self Concept and Attitude towards English Teaching develops throughout their life and has an impact on the Teaching Competence of the SGTT
Student Teachers. It is believed that the relationship study among Self Concept, Attitude towards English Teaching, Language Competence and Teaching Competence would reveal significant trends as to the degree and extend of predictability and relationship of Self Concept, Attitude and Teaching Competence. Such a trend would motivate the educators to quicken their SGTT Student Teachers’ ability to face the challenges of life. The study intends to find out answers to the following questions:

- Do the SGTT Student Teachers have Self Concept / Attitude towards English Teaching / Language Competence and Teaching Competence of the same gravity as is expected of them?
- Are there any relationship between Self Concept / Attitude towards English Teaching / Language Competence and Teaching Competence of the SGTT Student Teachers?
- Is there any influence of Self Concept / Attitude towards English Teaching / Language Competence on the dependent variable Teaching Competence of the SGTT Student Teachers?

1.13 TITLE OF THE STUDY

The present investigation is to be undertaken on the following problem:

“A Study on Self Concept and Attitude towards English Teaching among the Secondary Grade Teacher Training Student Teachers in relation to their Teaching Competence.”
1.14 VARIABLES UNDER THE STUDY

The dependent variable in this study is Teaching Competence and the independent variables are Self Concept, Attitude towards English Teaching and Language Competence of SGTT Student Teachers.

The background variables are Gender, Age, Type of Management, Locality, Religion, Community and Medium.

1.15 DEFINITIONS OF KEY TERMS

Self Concept

Self Concept is a person’s total view of him or herself. It is composite of the beliefs, habits, attitude; ideas or perception one has about oneself, one’s physical, psychological, social and emotional characteristic aspirations and achievements.

Attitude towards English Teaching

Attitude towards English Teaching is an emotionalized tendency, organized through teaching experiences to react positively towards teaching. It is a learned emotional response, set for or against teaching.

Teaching Competence

A person’s teaching competence may be defined in terms of one’s knowledge, skills and behaviours. English Teaching Competence refers to the overall assessment of the performance of the teacher in a classroom situation on the criteria of knowledge of the subject matter, methods and techniques of teaching, questioning, using teaching aids, student’s participation and teachers’ personality, rapport with the class, class management and clarification of objectives.
Secondary Grade Teacher Training Student Teachers

Student Teachers studying the first year and second year Diploma in Elementary Education in DIETs and TTIs after completing the Higher Secondary Course of Education (10+2).

1.16 OPERATIONAL DEFINITIONS OF KEY TERMS

Self Concept

Self Concept refers to the composite of ideas, feelings and attitudes that SGTT Student Teachers have about them. In the present study, the investigator implies the sum of scores obtained from the dimensions of Social, Emotional, Intellectual and Moral Self Concept of the SGTT Student Teachers.

Attitude towards English Teaching

Attitude towards English Teaching refers to the student teachers attitude towards teaching English subject that not only affect the students’ behaviour in the classroom but also influence the behaviour of the students. In the present study, the investigator implies the scores acquired by the SGTT Student Teachers by administering the Attitude Towards English Teaching Scale.

Teaching Competence

Teaching Competence refers to the right way of conveying units of knowledge, application and skills to students. In the present study, the investigator implies the sum of scores obtained from the dimensions of Planning, Presentation, Evaluation, Closing and Class Management. As the SGTT Student Teachers have to possess a certain amount of English Language Competence in order to acquire Teaching Competence. In the present study, the investigator implies the marks acquired by the SGTT Student Teachers in English Language Competence Test.
Secondary Grade Teacher Training Student Teachers

In the present study, Secondary Grade Teacher Training Student Teachers refers to the student teachers studying in the first year and second year Diploma in Elementary Education in DIETs and TTIs after completing the Higher Secondary Course of Education (10+2).

1.17 OBJECTIVES OF THE STUDY

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

1.17.1 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.

1.17.2 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 of 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.

1.18 HYPOTHESES OF THE STUDY

1.18.1 DIFFERENTIAL ANALYSIS

I. Self Concept

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

II. Attitude towards English Teaching

There is no significant difference between gender, locality and medium with regard to Attitude towards English Teaching of SGTT Student Teacher’s and its dimensions.

III. Language Competence

There is no significant difference between gender, locality and medium with regard to Language Competence of SGTT Student Teacher’s and its dimensions.
IV. Teaching Competence

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

1.18.2 ANALYSIS OF VARIANCE

I. Self Concept

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

II. Attitude towards English Teaching

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

III. Language Competence

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

IV. Teaching Competence

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

1.18.3 CORRELATION ANALYSIS

There is no relationship 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.
1.18.4 REGRESSION ANALYSIS

There is no 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.

1.19 LIMITATIONS OF THE STUDY

The study is limited only with five tools.

1. Shanthi D & Denisia S.P. Self Concept Questionnaire.

1.20 DELIMITATIONS OF THE STUDY

1. The study is confined to SGTT Student Teachers studying first year and second year in DIET and 12 TTIs of Tirunelveli District.
2. The sample of the study is restricted to only 1014 SGTT Student Teachers.
3. The investigator has only included the background variables namely gender, age, type of management, locality, religion, community and medium in this study.
4. Only survey method is used to collect data.

1.21 CONCLUSION

This chapter “Introduction and Conceptual Framework” has presented the various factors that had led to undergo this study. The concepts related to the problem of the study has been presented in detail by explaining the theoretical aspects of self concept, attitude towards English teaching, English language competence and English teaching competence. The ensuing chapter deals with the review of related studies which will form the base for this study.