CHAPTER VI

STREAM WISE ANALYSIS OF TEACHING SKILLS, LOCUS OF CONTROL, SELF-ESTEEM AND ASSERTIVENESS
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The present chapter deals with stream wise analyses of teaching skills, locus of control, self-esteem and assertiveness of pupil teachers. It purports to test the following hypotheses:

1. There would be significant difference between pupil teachers belonging to humanities and science stream with regard to teaching skills.
2. There would be significant difference between pupil teachers belonging to humanities and science stream with regard to locus of control, self-esteem and assertiveness.

TESTING OF HYPOTHESES

HYPOTHESIS 1

Hypothesis 1 states, “There would be significant difference between the pupil teachers belonging to humanities and science stream with regard to teaching skills”.

This hypothesis has been tested with the help of Table 6.1. Its pictorial form is given in Figure 6.1.
RESULTS

Table 6.1

Mean Differentials between the Scores of Teaching Skills of Pupil Teachers belonging to Humanities and Science Stream

<table>
<thead>
<tr>
<th>Teaching Skills</th>
<th>( M_1 ) (N=235)</th>
<th>( M_2 ) (N=216)</th>
<th>SD_1</th>
<th>SD_2</th>
<th>t-values</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL</td>
<td>15.24</td>
<td>14.44</td>
<td>3.49</td>
<td>2.61</td>
<td>2.616</td>
<td>.01</td>
</tr>
<tr>
<td>FQ</td>
<td>21.95</td>
<td>24.17</td>
<td>3.84</td>
<td>4.67</td>
<td>4.942</td>
<td>.01</td>
</tr>
<tr>
<td>Ex</td>
<td>18.68</td>
<td>18.55</td>
<td>3.15</td>
<td>2.88</td>
<td>0.4</td>
<td>NS</td>
</tr>
<tr>
<td>IE</td>
<td>21.18</td>
<td>21.45</td>
<td>2.93</td>
<td>3.43</td>
<td>0.813</td>
<td>NS</td>
</tr>
<tr>
<td>SNC</td>
<td>20.27</td>
<td>21.54</td>
<td>2.65</td>
<td>3.42</td>
<td>3.927</td>
<td>.01</td>
</tr>
<tr>
<td>Re</td>
<td>21.20</td>
<td>21.45</td>
<td>2.86</td>
<td>3.14</td>
<td>0.813</td>
<td>NS</td>
</tr>
<tr>
<td>TTS</td>
<td>118.53</td>
<td>121.60</td>
<td>10.93</td>
<td>14.95</td>
<td>2.214</td>
<td>.05</td>
</tr>
</tbody>
</table>

\( M_1 \) = Mean scores of teaching skills of humanities stream students
\( M_2 \) = Mean scores of teaching skills of science stream students
SD_1 = Standard deviation of scores of humanities stream students
SD_2 = Standard deviation of scores of science stream students

Figure 6.1

Mean Scores of Teaching Skills of Pupil Teachers belonging to Humanities and Science Stream
Table 6.1 represents means, SDs and mean differentials (t-values) in teaching skills between pupil teachers belonging to Humanities and Science stream. Entries made in this table show that mean scores ($M_1$) of the students belonging to humanities stream in different skills i.e. Skill of Introducing Lesson (IL), Fluency in Questioning (FQ), Explaining (Ex), Illustrating with Examples (IE), Silence and Non-Verbal Cues (SNC), Reinforcement (Re) and total of these skills (TTS) were 15.24, 21.95, 18.68, 21.18, 20.27, 21.20 and 118.53 respectively and that of science stream ($M_2$) were 14.44, 24.17, 18.55, 21.45, 21.54, 21.45 and 121.60 respectively.

Further, the results show that standard deviations ($SD_i$) of scores of teaching skills i.e. Skill of Introducing Lesson, Fluency in Questioning, Explaining, Illustrating with Examples, Silence and Non-Verbal Cues, Reinforcement and total of these skills of pupil teachers belonging to humanities stream were 3.49, 3.84, 3.15, 2.93, 2.65, 2.86 and 10.93 and that of science stream ($SD_2$) were 2.61, 4.67, 2.88, 3.43, 3.42, 3.14 and 14.95 respectively.

The entries made in this table further show that the t-values calculated between the students belonging to humanities and science stream with regard to different teaching skills i.e. Skill of Introducing Lesson, Fluency in Questioning, Explaining, Illustrating with Examples, Silence and Non-Verbal Cues, Reinforcement and total of these skills were 2.616, 4.942, .400, .813, 3.927, .813 and 2.214 respectively.

**DISCUSSION OF RESULTS**

Entries made in Table 6.1 reveal that the mean differentials between the humanities and science stream students with regard to Skills of Introducing Lesson (IL), Fluency in Questioning (FQ) and Silence and Non-Verbal Cues (SNC) were significant at .01 level and that of the total of these skills was significant at .05 level. However, the t-values with regard to Skill of Explaining, Illustrating with Examples and Reinforcement were not found statistically significant. The significant t-values with regard to Skill of Introducing Lesson, Fluency in Questioning and Silence and Non-Verbal Cues indicate that pupil teachers
belonging to humanities and science stream differ in the acquisition of these skills. Further, the mean scores of these skills which are statistically significant show that pupil teachers belonging to humanities stream possess Skill of Introducing Lesson more than that of science stream whereas pupil teachers belonging to science stream possess the Skill of Fluency in Questioning, Silence and Non-Verbal Cues as well as total of these skills significantly higher than that of pupil teachers belonging to humanities stream. Statistically insignificant t-values with regard to the Skill of Explaining, Illustrating with Examples and Reinforcement show that pupil teachers belonging to humanities and science stream do not differ on these skills.

On the basis of discussion, it can be concluded that the skill of Introducing Lesson is higher in pupil teachers belonging to humanities stream than that of science stream and the Skills of Fluency in Questioning, Silence and Non-Verbal Cues and total of these skills are higher in pupil teachers belonging to science stream than that of humanities stream whereas pupil teachers belonging to humanities and science stream do not differ with regard to the skills of Explaining, Illustrating with Examples and Reinforcement. Hence, Hypothesis 1 namely, “There would be significant difference between pupil teachers belonging to humanities and science stream with regard to teaching skills” has been partially accepted.

HYPOTHESIS 2

Hypothesis 2 states, “There would be significant difference between pupil teachers belonging to humanities and science stream with regard to locus of control, self-esteem and assertiveness”.

This hypothesis has been tested with the help of Table 6.2. The pictorial form of Table 6.2. has been given in Figure 6.2.
RESULTS

Table 6.2

Mean Differentials between the Scores of Locus of Control, Self-esteem and Assertiveness of Pupil Teachers belonging to Humanities and Science Stream

<table>
<thead>
<tr>
<th>Variable</th>
<th>$M_1$ (N=235)</th>
<th>$M_2$ (N=216)</th>
<th>$SD_1$</th>
<th>$SD_2$</th>
<th>t-values</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locus of Control</td>
<td>7.3</td>
<td>7.73</td>
<td>3.53</td>
<td>3.42</td>
<td>1.221</td>
<td>NS</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>64.11</td>
<td>63.64</td>
<td>18.24</td>
<td>17.99</td>
<td>0.252</td>
<td>NS</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>46.55</td>
<td>43.56</td>
<td>10.45</td>
<td>12.87</td>
<td>2.432</td>
<td>.05</td>
</tr>
</tbody>
</table>

$M_1$ = Mean scores of humanities stream students
$M_2$ = Mean scores of science stream students
$SD_1$ = Standard deviation of scores of humanities stream students
$SD_2$ = Standard deviation of scores of science stream students

Figure 6.1

Mean Scores of Locus of Control, Self-Esteem and Assertiveness of Pupil Teachers belonging to Humanities and Science Stream
Table 6.2. represents means, SDs and mean differential (t-values) between the scores of Locus of Control, Self-esteem and Assertiveness of pupil teachers belonging to humanities and Science stream. Entries made in this table show that mean scores ($M_1$) of Locus of Control of the students belonging to humanities stream was 7.30 and that of science stream ($M_2$) was 7.73. The standard deviation of scores of locus of control of students belonging to humanities stream was 3.53 and that of science stream was 3.42. The calculated t-value between the locus of control of humanities and science stream students was 1.22 which was not statistically significant.

Table 6.2 further shows that mean scores ($M_1$) of Self-Esteem of the students belonging to humanities stream was 64.11 and that of students of science stream was 63.64. The standard deviations ($SD_1$) of scores in Self-esteem of pupil teachers belonging to humanities stream was 18.24 and that of science stream ($SD_2$) was 17.99. The t-values calculated between the scores of Self-esteem of pupil teachers belonging to humanities and science stream was .252 which was not statistically significant.

Table 6.2 further shows that mean scores ($M_1$) of Assertiveness of the students belonging to humanities stream was 46.55 and that of science stream ($M_2$) was 43.56. The standard deviations ($SD_1$) of scores in Assertiveness of pupil teachers belonging to humanities stream was 10.45 and that of science stream was 12.87. The t-values calculated between the scores of Assertiveness of pupil teachers belonging to humanities and science stream was 2.432 which was statistically significant.

DISCUSSION OF RESULTS

Entries made in Table 6.2 reveal that the mean differentials i.e. t-values between the scores of Locus of Control and Self-esteem of humanities and science stream students were not significant. But t-value with regard to Assertiveness was significant at .05 level. Statistically insignificant t-values with regard to Locus of
Control and Self-esteem between the pupil teachers belonging to humanities and science stream suggest that they do not differ on these variables. The significant mean differential i.e. t-value between the scores of Assertiveness of humanities and science stream students suggests that pupil teachers belonging to humanities stream and science stream significantly differ in their level of assertiveness. Further, pupil teachers belonging to humanities stream possess less assertiveness \((M_1=46.55)\) than that of science stream pupil teachers \((M_2=43.56)\) as high scores indicate less assertiveness and less scores indicate high assertiveness. This implies science stream pupil teachers express their feelings, thoughts and beliefs more directly and confidently than pupil teachers belonging to humanities stream.

On the basis of discussion, it can be concluded that pupil teachers belonging to humanities and science stream do not differ with regard to locus of control and self-esteem and pupil teachers belonging to humanities stream are less assertive than pupil teachers belonging to science stream. Hence, Hypothesis 2, namely, “There would be significant difference between the pupil teachers belonging to humanities and science stream with regard to Locus of Control, Self-esteem and Assertiveness” has been partially accepted.