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Title of the Research: “A STUDY OF CORE TEACHING SKILLS OF IN-SERVICE PRIMARY TEACHERS IN RELATION TO THEIR SELF-CONCEPT AND ADJUSTMENT”.

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AN ABSTRACT

One of the most important questions pertaining to self-concept and adjustment of in-service primary teachers is as to how the different teaching skills contribute towards making their teaching effective. The fact is in the lack of exposure to these teaching skills, a teacher may find it difficult to come down to the levels of primary school children and fail to visualize his/her role in dealing with a number of issues at this level. And hence the problem arises of his/her self adjustment to the situation ho/she is assigned to work in.

Significantly, it is pointed out in many researches that mere possession of a diploma or degree in teaching does not ensure mastery. Besides methods’ have to be taught and practiced in relation to subject matter For example in case of ETE trained teacher and a B.Ed. trained teacher are assigned to teach at the primary level, their methods of teaching would definitely differ. This being so, an ETE trained teacher receives exclusive training in teaching at primary level while a B.Ed. trained teacher does at the secondary level. The psychological factors like; self-concept and adjustment also contribute significantly in imparting knowledge to pupils. Other factors i e skill deficiencies should be identified so that teachers could be better educated in removing their skill deficits. It may expect the improvement in their education and consequently in their academic performance. However, it is important to identify the skill deficiencies and factors contributing to psychological aspect of teachers’ personality.

Although many researches have been done in the field of teacher education but very limited studies appear to have been carried out with regard to in-service teachers, Researches must, therefore, direct towards probing such core teaching skills as self-concept, and adjustment of teachers teaching at primary level.

STATEMENT OF THE PRROBLEM

The present investigation has been undertaken on the following problem:
“A STUDY OF CORE TEACHING SKILLS OF IN-SERWCE PRIMARY TEACHERS IN RELATiON TO THEiR SELF-CONCEPT AND ADJUSTMENT”.

The specific objectives of the study are as follows:

1. To study the core teaching skills of in-service primary school teachers of Delhi schools
2. To develop observation schedule for assessment of core teaching skills (CTS) at primary school level.
- 3 To identify and assess the extent of skill deficiencies of primary school teachers
4. To study the relationship core teaching skills, self-concept and adjustment of primary teachers

5. To study the differences in core teaching skills, self-concept and adjustment of teachers working in MCD and Sarvodaya Vidyalayas.
6. To study the core teaching skills, self-concept and adjustment in relation to gender differences.
7. To study the core teaching skills, self concept and adjustment with respect to professional qualification of primary school teachers.
8. To study the core teaching skills, self concept and adjustment with respect to type of schools.
- 9 To suggest implementation strategies to make teaching more effective in Primary schools of Delhi.

The present study has been designed and conducted into two phases, co-relational and differential phases. While the former study relationship between the core teaching skills, self-concept and adjustment of primary teachers the latter is concerned with the differences between the core teaching skills, self-concept and adjustment of primary teachers.

In the present study, different terms have been used as variables.. Teaching skill is referred to “a set of related teaching acts or behaviors performed with the intention to facilitate pupils learning”. Self-concept means the extent to which the primary teachers perceive themselves to be Achievement Oriented, Confident; Suffering from Withdrawing Tendencies, Inferiority Feelings, and Emotional Instability regarding adjustment present study is restricted to following areas of adjustment Academic and General Environment in Institution, Socio-psycho-physical Adjustment, Professional relationship adjustment, Personal life adjustment, and Financial and Job satisfaction. Apart from the above variables, these classificatory variables used in the study

But for the present study two pioneer administrations i.e. Municipal Corporation of Delhi and Sarvodaya Vidyalayas of Directorate of Education. Delhi have been taken into consideration because under their administrative control fall all the districts of NCT, Delhi, however others like NDMC, DCB, Aided and private schools are restricted to limited area or periphery. So in the population 1838 MCD primary schools and 354 Sarvodaya Vidyalayas have been taken.

Regarding gender: at primary level both male and female teachers are teaching, so all primary teachers of MCD schools and all primary teachers (designated as Assistant Teachers) of Sarvodaya Vidyalayas of Directorate of Education are in the population of the study.

Regarding Professional Qualifications of Teachers; all primary teachers having diploma in Education ETE/JBT and Degree in Education (B.Ed.) are considered in the population of the study.

Methodology

Sampling procedure:

In order to make sample which could well represent each district of National Capital Territory. Delhi, and both types of schools, this has been done in two stages First, schools have been selected randomly from each district. From each district 5% schools of different types i.e., Sarvodaya Vidyalayas and MCD Primary Schools have been selected. However if the total number of school in any category is less than 20 at least one schools is included in the sample.

In the second phase of sampling teachers were selected from each type of schools teachers were categorized on the basis of their professional qualifications (i.e. Diploma in Education ETEIJRT and Degree in Education B.Ed) as well as on the basis of their sex, Required number of teachers i.e., 208 from each category was then randomly selected.

TOOLS

Core Teaching Skill Observation Schedule (CTOS) – It is developed by the investigator In total ten skills have been taken into considerations

Self-Concept Inventory (SCI) – Self-Concept Inventory has been used to measure Self-Concept of in-service teachers developed and standardized by Prof. RR Bhatnagar. *Mangal Teacher Adjustment Inventory (MTAI)* – For the present study Mangal Teachers; Adjustment Inventory developed and standardized by Prof S.K.Mangal has been used.

DATA ANALYSIS

This study was analysed into two phases of the collected data **(A) Co-relational Phase and (B) Differential Phase** To find out the relationship between or among variables while testing the null hypothesis, above mentioned Coefficient of Correlation (Pearson's Coefficient of Correlation) have been used Significance of calculated coefficient of correlation was tested on .05 and .01 level of confidence. The usual procedure of testing the significance between two means by the 't' test definitely needs a substitute in the form of a single composite test for simultaneously testing the difference between the means of several samples of groups. The solution of the problem lies in a statistical technique known by the name 'Analysis of Variance' or ANOVA in which all the data are treated together and a general null hypothesis of no difference among the means of the various samples or groups is tested. A composite procedure for testing simultaneously the difference between several sample means is known as the analysis of variance.

MAJOR FINDINGS AND CONCLUSIONS

1. Female primary teachers are showing more skill deficiencies than the male primary teachers.
2. Primary teachers of Sarvodaya Vidyalayas are reflecting more skill deficiencies than the primary teachers of M.C.D. Primary Schools.
3. Primary teachers having professional qualification Diploma in Education (ETEIJBT) are showing more skill deficiencies than the professional qualification Degree in Education (5. Ed.).
4. Core Teaching Skills and Adjustment are not significantly correlated between MCD Primary schools' and Sarvodaya Vidyalayas' primary teachers.
5. Core Teaching Skills and Adjustment are not significantly correlated between Male and Female primary teachers.
6. Core Teaching Skills and Adjustment are not significantly correlated between primary teachers having professional qualification Diploma in Education (ETEJJBT) and Degree in Education (BEd.).
7. Core Teaching Skills and Self-Concept are not significantly correlated between MCD Primary schools and Sarvodaya Vidyalayas' primary teachers.

8. Core Teaching Skills and Self-Concept are not significantly correlated between Male and Female primary teachers.
9. Core Teaching Skills and Self-Concept are not significantly correlated between primary teachers having professional qualification Diploma in Education (ETE/JBT) and Degree in Education (BEd.).
10. Self-Concept and Adjustment are not significantly correlated between MCD Primary schools and Sarvodaya Vidyalayas' primary teachers.
11. Self-Concept and Adjustment are not significantly correlated between Male and Female primary teachers.
12. Self-Concept and Adjustment are not significantly correlated between primary teachers having professional qualification Diploma in Education (ETE/JBT) and Degree in Education (BEd.).
13. Primary teachers of MCD Primary School and Sarvodaya Vidyalayas do not differ significantly in their Core Teaching Skills.
14. Primary teachers of MCD Primary School and Sarvodaya Vidyalayas do not differ significantly in their Self-Concept.
15. Primary teachers of MCD Primary School and Sarvodaya Vidyalayas differ significantly in their Adjustment. Sarvodaya Vidyalayas primary teachers show better Adjustment than MCD Primary School Teachers.
16. Sex wise there is no significant difference in their Core Teaching Skills of primary teachers.
17. Sex wise there is no significant difference in the Self-Concept of primary teachers.
18. Sex wise there is significant difference in the Adjustment of primary teachers Male teachers are showing significantly better adjustment than the female teachers.
19. Professional qualification bearing Diploma in Education (ETE/JBT) and Degree in Education (B.Ed.) of primary teachers do not make any significant difference on Core Teaching Skills.
20. Professional qualification bearing Diploma in Education (ETE/JBT) and Degree in Education (BEd.) of primary teachers do not make any significant difference on their Self-Concept.
21. Professional qualification bearing Diploma in education (ETE/JBT) and Degree in Education (B.Ed.) of primary teachers do not make any significant difference on their Adjustment.

EDUCATIONAL IMPLICATIONS

As the present study was conducted on a large sample which included 5% Govt. MCD primary school and Sarvodaya Vidyalayas of each zone/district of NCT Delhi., it has wide implications on many areas; like implications for pre-service teachers, implications for in-service teachers, implications for teacher educators, and implications for policy makers and administrators.