

Role Of Self-Concept On Teaching Competency Of Teachers

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ABSTRACT:

Self-concept is based on what the students think about their guardians, their instructors and their peers. Furthermore, they become mirror images if the students assume that these important people speak highly of themselves 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. This paper reflects importance of self-concept on teaching competency of teachers.

KEYWORDS : Self-concept , teaching , concept , students , values

I INTRODUCTION :

Concept, in the simplest terms, a name or mark that calls or addresses an object as if it had real or tangible reality, such as an individual, a location, or something. There are at least three dominant ways of understanding what a concept is in contemporary philosophy: (1) Ideas are abstract constructs, while ideas are structures in the brain. (2) Concepts are capacities in which concepts are capabilities unique to cognitive agents, and (3) Meanings as abstract structures in which artifacts represent prepositions that mediate between thinking, language and references.

The concept of self extends far beyond the physical self which includes social identity, reputation, personal values and other factors. Everybody changes fundamentally over time, so even the most stable core of the self can't be fixed and constant. In addition, self involves continuity and transition, external signs and internal anomalies, thoughts and feelings and other

complications. 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. The essence of you, including your body, your sense of identity, your reputation, and how people perceive you and so on, is your self. This includes both the actual own and the self-created out of meaning.

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 described as ‘the fundamental being of an individual who distinguishes them from others, particularly as the object of introspection or reflexive action.’

Baumeister, (1999) offers the following definition of self-concept: "the perception of the adult about himself or herself, including the qualities of the person and who and what is the self."

Positive Self concept

Self-concept is based on what the students think about their guardians, their instructors and their peers. Furthermore, they become mirror images if the students assume that these important people speak highly of themselves 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.

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 Student Teachers.

II ROLE OF SELF-CONCEPT ON TEACHING COMPETENCY OF TEACHERS

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 Values towards English Teaching, Language Competence and sound Teaching Competence among the Student Teachers. The psychological factors Self Concept and teacher's competence towards English Teaching contribute significantly in imparting knowledge to Student Teachers. Self-Concept consists of reasonably permanent self-assessments, such as qualities of personality, comprehension of one's skill, profession and activities, and recognition of one's physical attributes. It's not restricted to the moment. This covers past selves and potential selves. Potential selves or "possible selves" reflect the thoughts of people on what they could become, what they hope to become and what they dread becoming. They lead to hopes, fears, standards, ambitions and threats. Possible selves may serve as motivation for future behaviour, and they also provide a framework of assessment and perception for the original view of self.

One of the most significant questions pertaining to self-concept and Values of 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.

It is necessary for the Student Teachers to attain efficiency in every aspects of teaching and especially they should have high self-concept and also have positive Values towards teaching.

Values can be seen as more or less positive. A positive Values towards English teaching represents a positive emotional Values towards the subject and, similarly, a negative Values towards English teaching corresponds to a negative emotional Values. These emotional arrangements affect the behavior of an individual and one is likely to produce better in the subject you enjoy, have confidence in or found helpful.

III TEACHER EDUCATION AND TEACHING COMPETENCY

Teacher education as a pivotal element in various educational programs is responsible for equipping future teachers with willingness to study, commitment to dedication, shoulder accountability and teaching skills. The completeness of teacher education thus lies in its attempts to develop and exhibit these integrated skills in each teacher. According to National Council for Teacher Education (1998) to sustain commitment, every teacher requires acquisition of certain competencies and the willingness to perform with a sense of devotion and dedication for the benefit of the learner. This necessitates a comprehensive teacher preparation programme based on sound foundations of education and pedagogy. Besides, emphasis also should be given to a content free competency-based teacher education on the model suggested by International Encyclopedia of Teaching and Teacher Education (Anderson, 1996) and National Council for Teacher Education (1998a). It has been acknowledged that a competency-based teacher education programme trains teachers in the acquisition of teaching competencies (Bajwa, 1998) as well as prepares them to be competent and committed for the quality of students' life (Sungoh, 2005). Through training, orientation, reorientation and refresher programmes of teacher preparation, teachers should be able to get an insight into different foundations of education, strategies and techniques of curriculum transaction, principles of teaching and learning, education of the children with special needs, adolescent education, population explosion, management of schools and some other important areas relating to school education. In addition, they should also cultivate the skills to identify learners' learning needs, emotional needs, attainment capacity and learners environment. They should also be capable of designing remedial inputs to ensure that every learner is nurtured to the maximum possible level of attainment.

Implications of globalization, privatization, outsourcing and increasing violence in schools and in the classroom pressing for developing persuasive communications skills, collaborative negotiation skills and life skills in teachers can contribute for a healthy, productive and disciplined life in the society. But the affective component mostly dealing with these phenomena is practically a forgotten part in the teacher preparation programme. Teacher education is believed to be the only hope to make the society better and it will be achieved only when it, in addition to cognitive component, gives due weightage to the affective components of student teacher behavior such as emotional maturity, positive Values, beliefs and values.

IV CONCLUSION :

Responding to the increasingly diverse and rapid changes in our global and knowledge based contemporary society, with liberalization of economic activities, the required to develop skilled human resources of high caliber is imperative. Subsequently , 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. Teacher expertise assumes a great deal of value in the age of information society which is expected to produce high-caliber graduates. Nevertheless, in India, the growth of competence and psychological structures such as self-conception and Values towards English teaching remain an unpredictable cycle. Professionally, good teaching is very necessary and is growing in our contemporary society as a result of rapid human development and evolutionary initiatives. Because of these innovations and evolutions, academic levels in the 21st century would be stronger than in the 20th century.

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