

RESEACH PAPER
A STUDY OF SELF-CONCEPT AND INTEREST IN
TEACHING OF PRE-SERVICE TEACHERS OF
SECONDARY LEVEL

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ABSTRACT-

The present research paper is devoted to provide a summary of the entire study, which includes a SKITT out line of the major objective. Methodology and procedure followed in different phase of study. This study was undertaken to know the Self-concept and interest in teaching of pre-service teachers of middle level Shri Kanwartara institute for teacher's training Mandleshwar Dist-Khargone (M.P.) efforts was made to find out the difference and relationship between the above two variables.

The physical self-image is usually formed first and is related to the student physical appearance, psychological self-image is based on thoughts-feelings and emotions. They consist of the qualities such as courage, honesty, independence, self-confidence, aspiration and abilities of various kinds.

A man's day-to-day life is shaped by his interest and attitudes. His day-to-day relations with other member of the society, his educational and vocational adjustment, his attitudes and values depend upon his interest.

There are various objects in this universe. Those which are pleasant and appealing to our instincts and sense become the centre of our Curiosity. interest differs from individual to individual and as such they are quite subjective.

Key words : A study of Self-Concept, Interest in teaching of pre service,
A study of Self-Concept and interest, ASCIT.

Introduction

Education is the 'third eye' of a person. It gives him insight into all affairs. It teaches him how to act justly and rightly. It leads him to realize the true significance of life. It removes darkness and shatters illusion. Secondary Education is the foundation of the entire super structure of the nation which we intend to build. The beautiful house on poor foundation is going to fall like a house of cards under the slightest stress. The strength and progress of a nation rests upon the educational foundation of her people. Secondary education is crucial for economic development and modernization of the social structure. It also represents an indispensable first step towards the provision of equality of opportunity to all its citizens.

The Directive principles of state education policy embodied in Article 45 of the Indian Constitution state that "the state shall endeavor to provide within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years".

Teachers are the most important input of any educational system. They have a very important role to play in all the respects of secondary education i.e. enrolment, retention and enhancing learning achievement of the secondary school students.

"By Education I mean an all round drawing out of the best in child and man, body, mind and spirit. - Gandhiji (1869-1948)

Self-Concept - A self concept is a person's total view of him or herself (Hamacheck, 1987). It is composite of the beliefs ideas or perception one's has about oneself, one physical, psychological, social and emotional characteristics, aspirations and achievements. This is what an individual refers to as I or me and is the totality of meanings, attitudes and weaknesses are part of self-concept. If we could place a student in a situation in which he/she feel absolutely free to describe him/herself as accurately as, the possible description such as intelligent, Copyright © 2012 SciResPub.

hardworking, caring, responsible, insightful, etc. would capture the essence of his/her self-concepts.

The physical self-image is usually formed first and is related to the student physical appearance, psychological self-image is based on thoughts-feelings and emotions. They consist of the qualities such as courage, honesty, independence, self-confidence, aspiration and abilities of various kinds.

Self-concept has certain characteristics. Important among them are as follows.

- Self-concept is organized – To arrive at a general picture of the self, the individuals collect and organized a great deal of information on which they base their perception.
- Self-concept is multifaceted-Self-concept includes areas such as social acceptance physical attractiveness, academic abilities etc.
- Self-concept is hierarchical on a dimension of generality:- The multifaceted characters are in hierarchy which is developmental in nature. Self-concept becomes increasingly differential with increasing age.
- Self-concept is stable :- Thought success/ failure or superiority/ inferiority in a student may bring change in his self concept. It however does not change the primary self-concept of the person. It however, does not mean that self-concept can not be improved through appropriate interventions. There is dispute among researchers over – (i) Whether self-concept can be improved or not (ii) if yes, to what extent.

Self-Concept

Self-concept is based on what children believe their parents, teachers and peer think of them. They are thus mirror images if children believe that these significant people think favorably of them, they think favorably 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 or high self-esteem among children. Self-concept is largely learnt over a period of time, albeit incidentally and in part through conditioning, identification, and imitation. With increasing age the self-concept tends to become stable. The individual does not markedly change his attitudes, feelings, or ideas about himself.

Children who are constantly scolded and rarely shown affection and likely to develop poor self-concept or low self-esteem. Children with low self-esteem have less self-confidence and developed feelings of inferiority.

Students with positive self-concept rely on themselves rather than on other and are willing to accept and suggestions. On the other hand, students with low self-concept are sensitive to criticism and blame themselves whenever things go wrong. Most students with low self-concept prefer to work on easy tasks where they can be certain of success.

Education has become increasingly aware of the impact that an individual's self-concept and self-esteem have on classroom behavior and achievement. One can argue that high achievement in class leads to high self-concept or other can say that high self-concept leads to high achievement and self-concepts of teachers.

Interest

A man's day-to-day life is shaped by his interest and attitudes. His day-to-day relations with other members of the society, his educational and vocational adjustment, his attitudes and values depend upon his interest.

There are various objects in this universe. Those which are pleasant and appealing to our instincts and senses become the centre of our interest. Interest differs from individual to individual and as such they are quite subjective.

Interest is explained as preoccupations, objectives, likes and dislikes, and motives. William James (1890) discussed Interest as a form of selective
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awareness or attention that produces meaning out of the mass of one's experiences. In describing the nature of interest, Berdie (1946) viewed them as factors that attract an individual to or repel him from objects, persons, and activities. The operational or experimental approach most frequently used in the assessment of interest involves a study of the individuals likes and dislikes. Strong (1993), Speaks (1943) of interests as "likes" and labels "dislikes" as "aversions". When interests are plotted as patterns or profiles they are located on a scale ranging from a non-interest or zero point to a high positive value. From the operational viewpoint it is sufficient to look upon interests as organism conditions that result in a desire for further stimulation from a particular type of object, idea, or experience. Although this definition omits the negative or dislike aspect of interest, there is no intent to disregard its importance in behavior. These aspects of interests probably shall be discussed as negative or antagonistic attitudes rather than an negative interests.

Interest is a commonly used expression in day-to-day life. Interest has a great influence on human behavior. This is an important aspect of the affective domain that we would discuss in his section.

Aspects of interest – Interest has both subjective and objective aspects. In the subjective aspect the emphasis is on the feeling component, and in the objective aspect the emphasis is on the motor behavior of the individual. All interest have cognitive, affective as well as motor aspects.

Interest give rise to certain activities. The attitude towards these activities is part of the affective domain. It is developed from personal experiences as well as from the attitudes of others especially parents, teaches and peers towards the particular activities.

The individual has two kinds of interest inborn and acquired. Interest grows out of three kinds of learning experiences.

- Trial and error learning.
- Identification with people they love or admire, and

- Guidance and directions they receive from others.

The development of interest closely parallels the child's physical and mental development. Limitations in his physical and mental capacities or in his experience set limits on his interest.

Interest develop through

- Contact with wide range of desirable activities.
- Activities proportionate of capacities, and
- Presence of conditions insuring satisfaction.

Rationale of the Study

Teaching is unique and complex activity because it requires considerable knowledge, a wide variety of interest and skill and a very positive part of the teacher. A teacher has to understand his/her subject as well as his/her pupils, she/he has to be motivated, to instruct evaluate etc. It means that teacher has to play many roles and that too very efficiently. To attain efficiency in every aspects of teaching it is essential that a teacher should have high self-concept and also have positive interest in teaching.

Therefore self concept and interest in teaching for pre-service teacher will play a vital role to become an effective teacher in future. Hence the following topic is chosen for research.

An individual is not born with a self-concept nor does he inherit it but he forms as a result of his experience and capabilities. Teacher should not be taken as one who only pass knowledge, but should also be the leaders of the classrooms leading their students towards achieving the set educational goal. Thus, if the classroom is taken as an organization, teachers leadership behavior and their use of power are two of the many important behavior that influence students educational outcomes. An mentioned above, self-concept is taken as one of the many important mental constructs of teachers that influence leadership of teacher in class as well as students learning. Teacher is a supervisor and a

guide for school children. In each role, the teacher has to encourage various potentials of personality traits in children for their healthy concept of self. Development of positive self-concept is one of the requisites of education achievement. Therefore, teacher's own self-concept play a very vital role in development of positive self concept of students and also it is reflected in each and every bit of his / her behavior.

Interest is the central force that drives the whole machinery of the teaching-learning process. Teacher's interest in teaching is one of the most important factor to insist interest among children. Interest of Teaching interest has been found as one of the major determinants of teacher effectiveness (Grewal 1975). An individuals beliefs, attitudes, value and overt behavior are profoundly influenced and molded by his/her interest. Interest in teaching is a major concern in educational system. According to Dewey (1933 /1986), there is a strong connection between interest and effort, i.e., the more or a person becomes interested in a subject the more effort he will put in it.

So, self-concept and interest in teaching are very essential variables for effectiveness of a teacher and also might be a contributing factors for the betterment in teaching learning process. Shri Kanwartara institute for teacher's training Mandleshwar Dist-Khargone (M.P.) is one of the premier institutes of regions offering unique course of one years pre service training through B.Ed therefore, it was assumed that the longer qualitative exposure of students would constantly bring many changes among its trainees. Therefore, the present study was taken up to find out the status of self concept and interest of pre service teachers.

Statement of the Problem

“A study of self-concept and interest in teaching of pre-service teachers of secondary level”.

Objectives of the Study

- (i) To find out status of self-concept of pre-service teachers of secondary level.
- (ii) To find out the status interest in teaching of pre-service teachers of secondary level.
- (iii) To find out the relationship between self-concept and interest in teaching of pre-service teacher of secondary level.
- (iv) To study the difference between various demographic variables with respect to self-concept and interest in teaching of pre-service teachers of secondary level.

Hypotheses of the Study

- (i) The status of self concept of pre-service teachers of secondary level would be high.
- (ii) The status of interest in teaching of pre-service teachers of secondary level would be high.
- (iii) There would be a positive relationship between self-concept and interest in teaching of pre-service teachers of secondary level.
- (iv) Male pre-service teachers would be better than females with respect to self-concept.
- (v) Female pre-service teachers would be better than males with respect to interest in teaching.
- (vi) Pre-service teachers having science background would be better than arts with respect to self-concept.
- (vii) Pre service teachers having arts background would be better than science with respect to interesting in teaching.

Delimitation of the Study

- (i) The present study is confined to students of pre-service of secondary level of SKITT, Mandleshwar.
- (ii) The present study is confined to only, 94 pre-service teachers of secondary level of SKITT, Mandleshwar..
- (iii) Only status and relationship of the variables such as self-concept, interest in teaching and pre-service teachers of secondary level of SKITT, Mandleshwar.

METHODOLOGY

Research methods are of utmost importance in the research process. They describe the various steps of the plan of work to be adopted in solving a research problem, such as the manner in which the problem are formulated, the definition of term, the choice of subjects for investigation, the valuation of data and the process of inferences and generalizations.

For any kind of comprehensive study, the methodology aspect has got a special importance without following a proper method, the findings which would be inferred would not give the true picture of the study designed for. Hence, for a comprehensive study, the methodology has gained its importance and adoptions of proper method leads pre-service the success of the investigation. In other words, the proper methodology leads pre-service the success of the investigation and drawing valid and logical inferences. The basis of every research is the use of scientific method in the investigation process. Methodology indicates the overall approach to the enquiry and presents the plan of the research.

This chapter deals with the method employed to achieve the objective of the study. In this study the survey method was used to find out the status of self-concept and interest in teaching and pre-service teachers of secondary level. Also effort was made to find out the relationship between self-concept and interest in teaching pre-service teachers of secondary level.

Design

The present study was a descriptive type of research. Hence, survey design was used.

Sample

Sample is a smaller representation of large whole. In the present study purposive sampling method has used.

A total number of 94 pre-service teachers were chosen as sample through purposive sampling. The samples were collected from 1 years B.Ed SKITT Mandleshwar. The details of sample selected has been given in table-1.

Table-1
Detail of Sample

Name of Institution	Pre-service teacher of secondary level			
	Female	Male	Science	Arts
Shri Kanwartara institute for teacher's training Mandleshwar Dist-Khargone(M.P.)	58	36	54	40
Total	94			

Tools

The following tools were used for the study

- (1) Self-concept Inventory by Beena Shah (1986).
- (2) Interest in Teaching Scale by S.B. Kakkar (1985).

Self-Concept Inventory (Adults)

Self-concept scale was developed by Dr. Beena Shah (1986). The test contains 64 adjectives altogether. It measures ten content categories which are as following :-

- (i) Social Self-Concept (SSC)
- (ii) Emotional Self-Concept (ESC)
- (iii) Physical Self-Concept (PSC)
- (iv) Cognitive Self-Concept (CSC)

- (v) Aesthetic Self-Concept (ASC)
- (vi) Political Self-Concept (PISC)
- (vii) Job Related Self-Concept (JRSC)
- (viii) Self-Confidence (SC)
- (ix) Self-Concept Related to Beliefs and Traditions (SCRBT)
- (x) Self-Concept Related to Personality Traits (SCRPT)

The Self Concept Inventory has been designed for the adults (age groups, 21 to 50 years) of both the sex (male and female) belonging. Whether to urban or to rural areas. The test is available in Hindi and English languages. The distribution of items of self concept inventory over it's 10 content categories are given below in Table -2.

Table- 2
Distribution of items among different dimensions of self concept inventory

Sl.No.	Dimension of SCI	Item SI No.	Total Items
1.	SSC	P-4, 8, 18, 30, 38, 48 N-39	7
2.	ESC	P-2,12,45 N-6,15,17,21,36,41,46,52,57,59	13
3.	PSC	P-42, 55, 63 N-29	4
4.	CSE	P-3,13,32,33 N-24,27	6
5.	ASC	P-7,49,64 N-51	4
6.	PSC	P-10,18,19,37,43,60 N-Nil	6
7.	PISC	P-1,9,22,31,44,56,61 N-40,62	9
8.	SC	P-14,34,35 N-5	4
9.	SCRBT	P-28,47 N-20,36,50,53	6
10.	SCRPT	P-11,16,23 N-25,26	5
11.	Composite Self-Concept	All P & N items	64

P= Positive items, N=Negative items.

Reliability

The reliability coefficient of self concept inventory (SCI) were computed separately for each criterion group of samples subjects (eg. male, female). The pre-service

teacher 94 administrated among selected the 94 pre-service teacher, female 58 and male 36. Data were scored in view of other response on a five point scale on the objective related positively or negatively to the good self-concept.

Validity

Content Validity : The coverage of the adjectives of SCI deals with almost each and every important domain of the self. The unanimous opinion of the experts regard the selection of the dimensions as well as the relevance of the adjectives to these dimension of the SCI. has also been taken into consideration, which has ultimately raised the content validity of this test.

Intrinsic Validity is here taken in terms of the index of reliability. The high value of split-half reliability coefficients had itself verified the existence of a considerable degree of validity in this inventory of self-concept.

Construct Validity to determine it's construct validity, the inter correlations between the 10 area of self-concept inventory.

Scoring

The inventory was scored by the hand. For any adjective, positive associated with good self-concept, score 4 for always, 3 for often, 2 for 50% occasions, 1 for some times and 0 for never is to be given. For those adjectives which are indicative of bad self-concept of just reversible trend of scoring i.e. 0,1,2,3 and 4 respectively was to be followed for the responses marked (3) on the same five points of the test i.e. always, often 50% occasions, some times and never.

Kakkar Interest in Teaching Scale (KITS)

KITS to a test designed by the author Dr. S.B. Kakkar (1985) to assess interest in teaching of teacher trainees before admission to the teacher training programme. Primarily it was constructed to be administered to the candidates. In matriculates and higher secondary passed- who aspired to be elementary school teachers.

The test consists of twenty-seven items-multiple choice types; five choices are given in each item, out of which the respondent is to indicate are choice which represents him best. The choices within each set are educated, to a large extent for social desirability. In this way, the likelihood of the individuals responding to the favorableness of the choice rather than to its degree of importance to him is considerably reduced. The items are such that the answer to each item would reveal whether the person who takes the test has genuine interest in teaching. The items seek to draw upon a persons reading interest, hobbies, school subjects, recreational interest, likes for different types of people, loves, present personality, qualities, goals, present abilities, general interests and occupational interests, general interests and occupational interests, all in a bid to discover whether the person's responses are characteristic of his interest in teaching.

Reliability

Reliability coefficients of KITS as obtained from different methods are presented in Table-3.

Table-3
Reliability Coefficients of KITS

Method used	Reliability coefficient	Level of significance
Split-half	0.72	0.01
Test-Retest	0.69	0.01
Kudar-Richardson	0.62	0.01

Whereas the split half and Kudar Richardson reliabilities are based on the responses of the total sample, test-retest reliability is based on 200 testees out of the total sample, though Kudar-Richardson reliability tends to under-estimate reliabilities obtained by other methods these reliabilities are sufficiently high to permit interpretation of KITS scores for individual use. That the reliability of the test can not be lower than 0.62 is what may be safely asserted.

Considering the reliability of the test as 0.72, it may be said that 72 percent of the variance of test scores is true variance and only 38 percent is error variance.

Validity

Content : Items included in the test were, as already stated, discussed with experts to judge their fitness and to decide whether each item would measure what it purports to measure. Two try-outs served towards a carefully scrutiny. Effort was also made to keep the test items as specific, concrete and precise as possible, in a bid to ensure construct validity.

Item – KITS was developed through the use of item analysis. In so far as the items having good item validity only form the test, the test can be said to be valid. This claim is strengthened by the fact that subsequent to the item analysis on the main sample, the test scores maintained their internal consistency through repeated item analysis for samples of various compositions.

Table-4
Validity Indices

No. of test Items	Percentage of test items	Range of item variance
18	65	0.30 to 0.56
5	20.2	0.18 to 0.29
4	14.8	0.07 to 0.17
27	100	0.07 to 0.56

Another approach in assessing the validity of an instrument is to determine the reasonableness of relationships between it and other measure. If these relationships conform to expectation, are logical and consistent, or confirm findings of other studies, added confidence in the practical utility of that instrument accrues.

The congruent validity of the test was also ascertained. The measure selected was the sub-test on “Interest in the teaching profession” which forms part of the Aptitude Test for secondary school teachers constructed and standardized

by M.M. Shah, M.S. University, Baroda (23); the validity of that test (22) is already established, i.e. chi-values of items ranging from 2.68 to 3.57 significant at 0.05 level for N=58 composed of high and low groups; difficulty values ranging from 50.0 to 87.0 and informal consistency indices from 0.225 to 0.430; split-half relationship $r=.47$ and the criterion validity $r=0.36$. The congruent validity of KITS came to 0.71 significant at 0.01 level.

The test correlates. 71 with true measure of itself. These true measures constituting the criterion. As such it is a valid measure of the function it purpose to measure.

In terms of the relation of validity to reliability, which in this test seems to be close, the test efficiency is high.

Scoring

Scoring for both the tests were performed with the help of scoring key. The correct responses were checked and counted with the help of key. The maximum score would be 27.

Administration of tools and collection of data

The researcher went personally to the respective B.Ed. classes i.e second years science and arts student of SKITT Mandleshwar and collected data from pre-service teacher. The test regarding self concept, and interest in teaching of pre-service teachers were administered.

The researcher after taking necessary permission from the concerned Dean and collected the data. The scales were administered on 94 pre-service teacher but the valid number of sheets finally stood as 94 comprising 58 female and 36 male pre-service teachers. Thus, collection of data was completed.

ANALYSIS OF THE STATUS OF SELF CONCEPT OF PRE-SERVICE TEACHER OF SECONDARY LEVEL.

Hypothesis

The status of self-concept of pre-service teachers of secondary level would be high.

Status of self concept of pre-service teacher of SKITT Mandleshwar.

Keeping in mind, the minimum and maximum score of each dimension and total of self concept, a classification was made. It was based on equal range i.e., “very low”, “low”, “average”, “high”, “very high”.

The mean scores for each dimensions and the total scores of the self-concept of pre-service teacher of SKITT Mandleshwar obtained then they were identified as “very low”, “low”, “average”, “high”, “very high” based on above classification and presented in table-5.

Table-5

Mean, SD scores of self concept of pre-service teacher in secondary level of Shri Kanwartara institute for teacher’s training Mandleshwar

Sl.No.	Dimension of self concept	Mean (N=94)	S.D.
1	Social Self Concept (SSC)	19.29 H	3.36
2	Emotional Self Concept (ESC)	27.07 A	4.26
3	Physical Self Concept (PSC)	9.88 A	2.25
4	Cognitive Self Concept (CSC)	17.12 H	2.67
5	Aesthetic Self Concept (ASC)	4.84 L	1.76
6	Political Self Concept (PISC)	16.42 H	2.48

7	Job Related Self Concept (JRSC)	20.41 H	3.36
8	Self Confidence (SC)	12.29 VH	2.56
9	Self Concept related to beliefs and traditions (SCRBT)	11.64 A	2.74
10	Self Concept related to personality traits (SCRPT)	14.28 A	3.95
11	Total	147 H	13.60

VH= Very High, H = High, A= Average

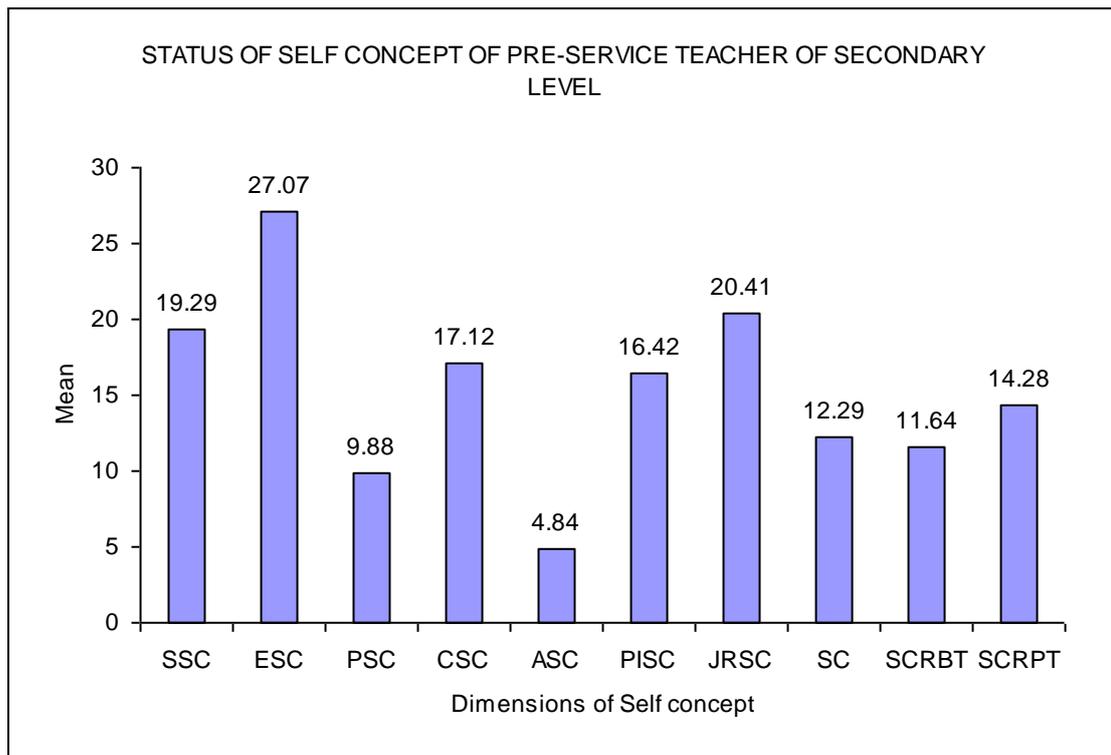
Table-5 shows that with respect to total self concept of pre-service teacher of SKITT is high.

Out of ten dimensions, in case of one dimension, i.e. self confidence self concept, the status is very high. In case of four dimensions social self concept, cognitive self concept, political self concept, job related self concept, the status is high and in case of four dimensions i.e. emotional self concept, physical self concept, self concept to related beliefs and traditional, self concept related to personality traits the status is average in case of aesthetic self concept the status is low.

High self concept is always a desirable trait. Because high self concept of teachers is strongly correlated with their leadership styles and use of powers. The teacher's self concept is related to students' educational outcomes.

Based on the above findings, most of the dimensions of self concept, the status is high, so this result may be attributed to their good social adjustment, job satisfaction, emotionally stability and good health as well as to the relationship among students.

Figure-1



ANALYSIS OF THE STATUS OF INTEREST IN TEACHING OF PRE-SERVICE TEACHER IN SECONDARY LEVEL.

Hypothesis- 2

The pre-service teacher of SKITT would have high interest in teaching.

The status of interest in teaching of pre-service teacher of SKITT

A classification was made by keeping in mind the minimum and maximum scores of interest. It was based on equal range “very low”, “low”, “average”, “high”, and “very high”.

The mean scores of interest in teaching of pre-service teacher of SKITT were obtained and then they were identified as “very low”, “low”, “average”, “high”, and “very high”. Based on the above classifications and presented in the table 6.

Table-6

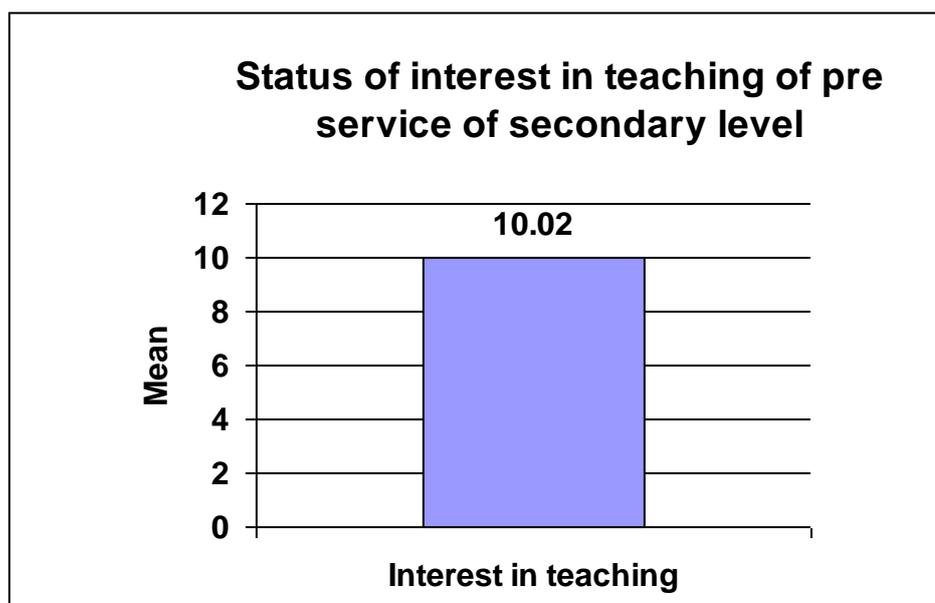
Mean, SD scores and status of interest in teaching of pre-service teacher of SKITT.

Variable	Mean (N=94)	SD
Interest	10.02 A	3.64

A=Average

Table-6 shows that the interest in teaching among pre-service teacher of SKITT. The result shows that the status of pre-service teachers was high. The above result may be attributed the opportunity and environment provided by which might not be according the interest of the teaching.

Figure-2



The figure-2 show the status of interest in teaching of pre service teachers of level of high.

ANALYSIS OF RELATIONSHIP BETWEEN INTEREST IN TEACHING AND SELF CONCEPT OF PRE-SERVICE TEACHERS OF SECONDARY LEVEL.

Hypothesis- 3

There would be significant relationship between self concept and interest in teaching of pre-service teachers of in SKITT.

Relationship between self-concept and interest in teaching of pre-service teachers of SKITT.

The correlation value for self concept and interest in teaching of SKITT were obtained then the status of relationship for self concept and attitude of teachers working in it was obtained and presented in table-7.

Table-7

Correlation value of self concept and interest in teaching of pre-service teacher of SKITT.

Variables	Correlation Value	Status of relationship
Self Concept and interest in teaching	0.78	High

Table-7 shows that the correlation between self concept and interest in teaching of teachers. The result shows that relationship between self concept and interest in teaching of teachers is positive and high.

The earlier result also that teaches having average interest in teaching with high self-concept. The above result may be attributed to this i.e. the atmosphere and condition of the institute suitable the self concept of the pre-service teacher. Therefore, it can be concluded that interest of pre-service teachers matches to their self concept.

ANALYSIS OF MALE AND FEMALE DIFFERENCE IN SELF CONCEPT OF PRE-SERVICE TEACHERS.

Hypothesis- 4

The female pre-service teachers of SKITT have higher self concept than the male teachers.

Comparison of self-concept of female and male teachers.

The mean, standard deviation and t-value for male and female teachers were obtained and presented in table-8.

Table-8

Mean, SD and t-value for the scores of self concept of male and female pre-service teachers of secondary level.

S.No.	Dimensions of Self Concept	Female (N=58)		Male (N=36)		t-value
		Mean	SD	Mean	SD	
1	SSC	20.086 H	3.367	18.808 H	2.997	2.96*
2	ESC	27.775 A	4.296	31.351 H	3.134	4.918*
3	PSC	9.879 H	2.555	10 H	1.845	0.267
4	CSC	16.913 H	2.951	17.368 H	2.519	0.798
5	ASC	5.241 A	1.108	4.263 A	1.369	2.902*
6	PISC	16.982 A	2.488	15.526 A	2.238	2.947*
7	JRSC	21 A	3.529	19.552 A	2.947	2.148**
8	SC	11.431 H	2.747	13.631 VH	1.532	3.26*
9	SCRBT	12.724 H	2.814	10.921 A	1.583	3.98*
10	SCRPT	14.413 VH	3.718	14.078 VH	2.031	0.951
	Total	156.44 H	16.18	147 H	13.60	3.152*

A= Average, H = High, VH= Very High

** Significant at 0.05 level

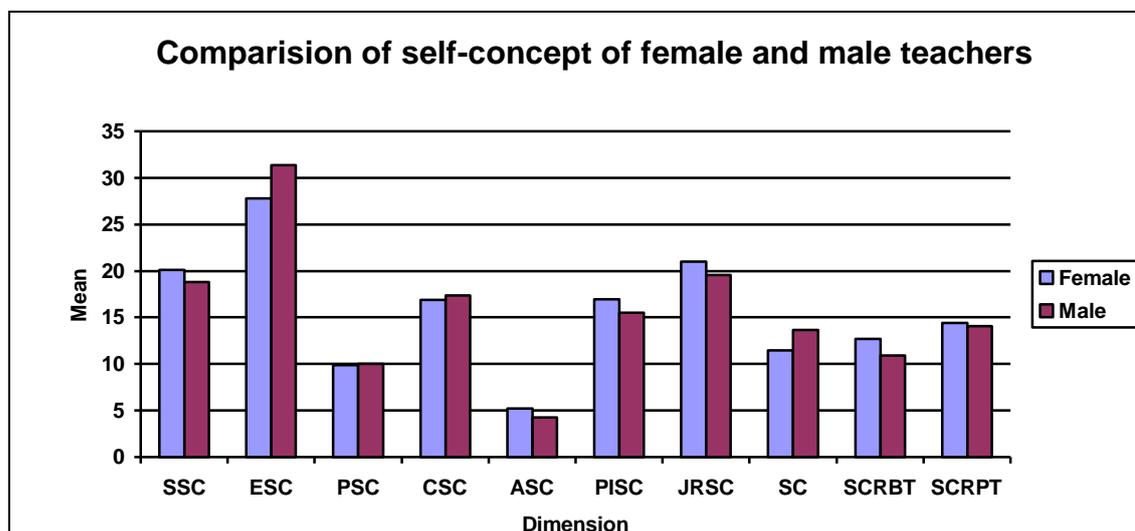
* Significant at 0.01 level

Table 8 indicate difference between mean scores of self-concept of female and male pre-service teachers of SKITT. The result show that female teachers are comparative better than male pre-service teachers in six dimensions namely social self concept (SSC), Aesthetic self concept (ASC), Political self concept (PSC), Job related self concept (JRSC), Self concept related to belief and tradition (SCRBT), Self concept related to personality traits (SCRPT) and total self concept and four dimensions male are better than female emotional self-concept (ESC), Physical self concept (PSC), Cognitive self concept (CSL), Self confidence (SC).

In case of SSC, ESC, ASC, PISC, SC, SCRBT the result of self concept is statistically significant at 0.01 level as the obtain value is more than the table value 1.66 and 2.37 at 0.05 and 0.01 level of significance respectively. But in case of JRSC the result is significant at 0.05 level. But in case of other dimensions i.e. PSC, CSC and SCRPT the result is not significant.

The above result may be due to up bring patterns of female in our society it may be due to their freedom and autonomy in SKITT. Also may be more role are given to the male pre-service teachers to play in the school. Which contributes development of self-concept role. However as concept as per sex the male teacher are better in aesthetic and emotional self concept than female but there are all status in self concept is lower side than their female counter parts.

Figure-3



The figure-2 shows the difference between female and male teachers on self concept.

ANALYSIS OF DIFFERENCE BETWEEN MALE AND FEMALE IN INTEREST IN TEEACHING OF PRE-SERVICE TEACHERS.

Hypothesis-5

The female pre-service teacher of SKITT would have more interest in teaching than male pre service teachers.

Comparison of interest of male and female teachers.

The mean, standard deviation and t-value for female and male teachers were obtained and presented in table-9.

Table-9

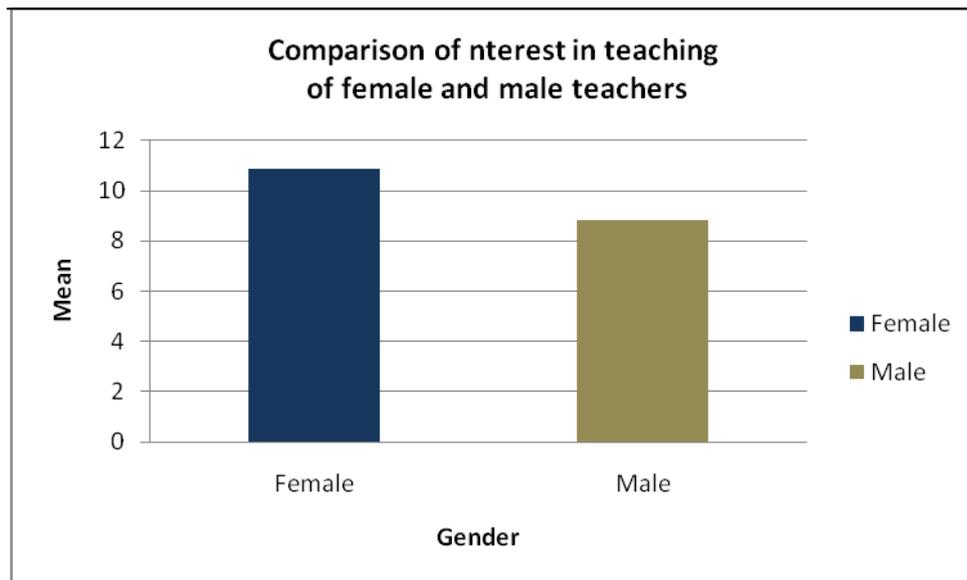
Mean, SD and t-value for the scores of interest in teaching of male and female pre-service teachers of SKITT

Variable	Female (N=58)		Male (N=36)		t-value
	Mean	SD	Mean	SD	
Interest	10.87	3.29	8.83	3.50	2.829*

* Significant at 0.01 level.

Table-9 indicates difference between means scores of interest of female and male pre-service teachers of SKITT. The result shows that female pre-service teachers are comparatively better than male pre-service teacher. As the obtained t-value (2.829) is more than the table value (2.37) at 0.01 level of significance for 92 degree of freedom. Therefore, the result is statistically not significant with respect to interest of female and male teachers working in SKITT. Hence, the hypothesis is accepted. May be the female teachers are more satisfied and enjoy their teaching. Therefore, they have more interest in teaching.

Figure-4



The figure-3 shows the difference between the female and male pre-service teachers in interest in teaching.

ANALYSIS OF SCIENCE PRE-SERVICE TEACHER WOULD BE BETTER THAN ARTS PRE-SERVICE TEACHER WITH RESPECT TO SELF-CONCEPT

Hypothesis-6

Pre-service teacher having science background would be better than Arts with respect to self-concept.

The science pre-service teachers working in SKITT would be better than self-concept than the Arts pre-service teachers.

Comparison of self-concept of science and arts pre-service teachers.

The mean, standard deviation and t-value of self concept for science and arts pre-service teachers and presented in Table-10.

Table-10

Mean, SD and t-value for the scores of self concept of science and arts pre-service teacher of secondary level of SKITT.

S.No.	Dimensions of Self Concept	Science (N=58)		Arts (N=36)		t-value
		Mean	SD	Mean	SD	
1	SSC	20.43 H	3.354	18.5 H	3.19	2.803*
2	ESC	28.846 A	3.091	25.85 A	4.62	3.744*
3	PSC	10.23 H	1.856	9.57 H	2.49	1.465
4	CSC	18.179 VH	2.326	16.35 H	2.88	3.383*
5	ASC	4.512 A	2.063	5.07 A	1.58	1.277
6	PISC	16.076 A	2.193	16.74 A	2.67	1.312
7	JRSC	18.538 A	3.243	21.83 A	2.87	5.097*
8	SC	13.359 VH	2.045	11.44 H	2.66	3.931*
9	SCRBT	11.333 H	2.320	11.88 H	3.08	0.975
10	SCRPT	14.743 VH	2.971	13.90 VH	3.33	1.954**
	Total	156.25 H	14.12	151.16 H	15.82	1.772**

A= Average, H = High, VH= Very High

** Significant at 0.05 level

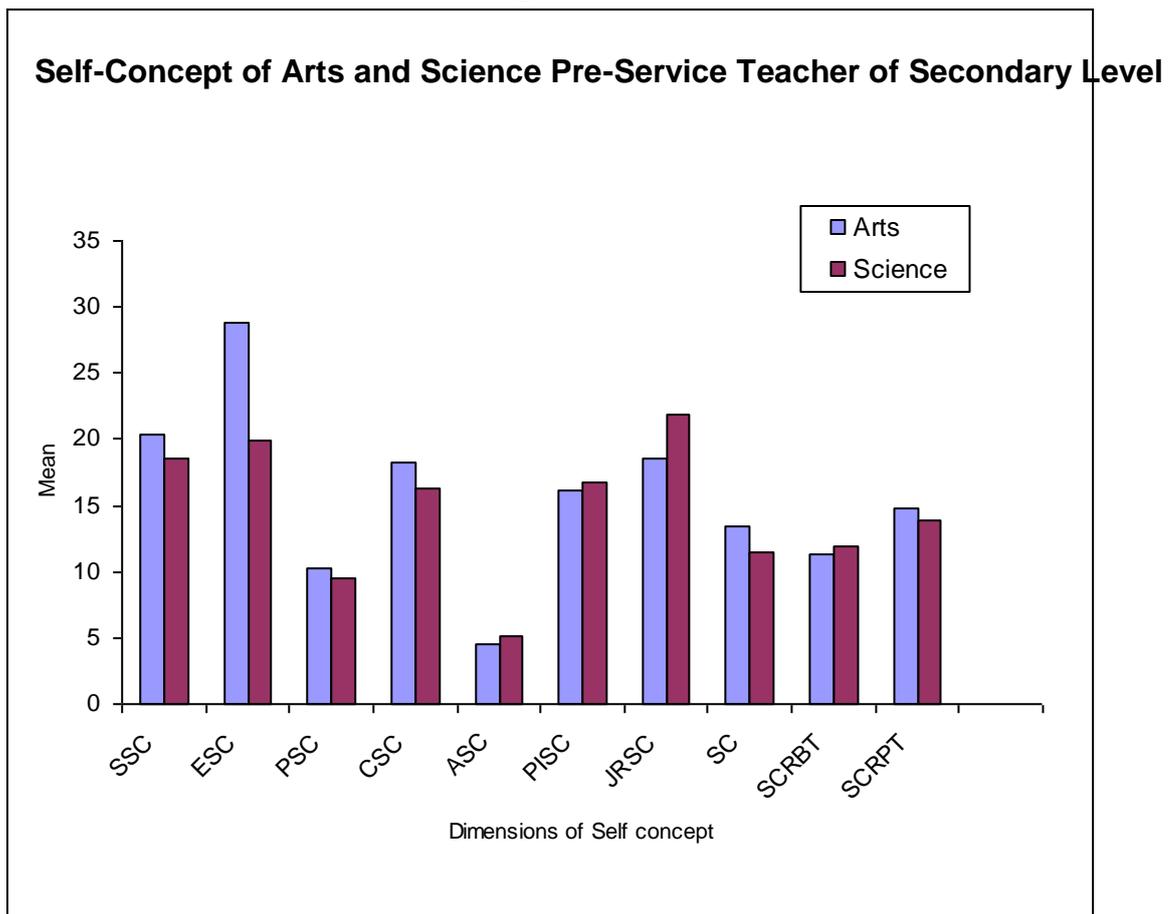
*Significant at 0.01 level

The table-10 indicates difference between means score of self concept of science and arts pre-service teachers of SKITT Mandleshwar. The result shows that science pre-service teachers are comparatively better than arts pre-service teachers in six dimensions namely social self concept (SSC) emotional self concept (ESC), physical self concept (PSC), cognitive self concept (CSC) self confidence (SC), self concept related to personality traits and total. And for four dimension arts the better than science political self concept (PISC), job related

self-concept (JRSC), aesthetic self concept (ASC), self concept related to belief and traditions (SCERT).

In case of SSC, ESC, CSC, JRSC, SCRPT and SC the result is significant at 0.01 level (table value is 2.37 for 92 degree of freedom) and PSC, ASC, PISC, SCRBT, the result is not significant. But in the total dimensions of self concept the result is not statistically significant because the obtained value 1.572 is less than the table value 2.63 at 0.05 level at 94 degree of freedom.

Figure-5



ANALYSIS OF ARTS PRE-SERVICE TEACHER WOULD BE BETTER THAN SCIENCE PRE-SERVICE TEACHER TO INTERESTING IN TEACHING

Hypotheses-7

Pre-service teacher having arts background would be better than Science with respect to interesting in teaching.

Comparison of interest in teaching Arts and Science pre-service teacher of secondary level.

The mean, standard deviation and t-value of interest in teaching of arts and science pre-service teachers of secondary level in Table-11.

Table-11

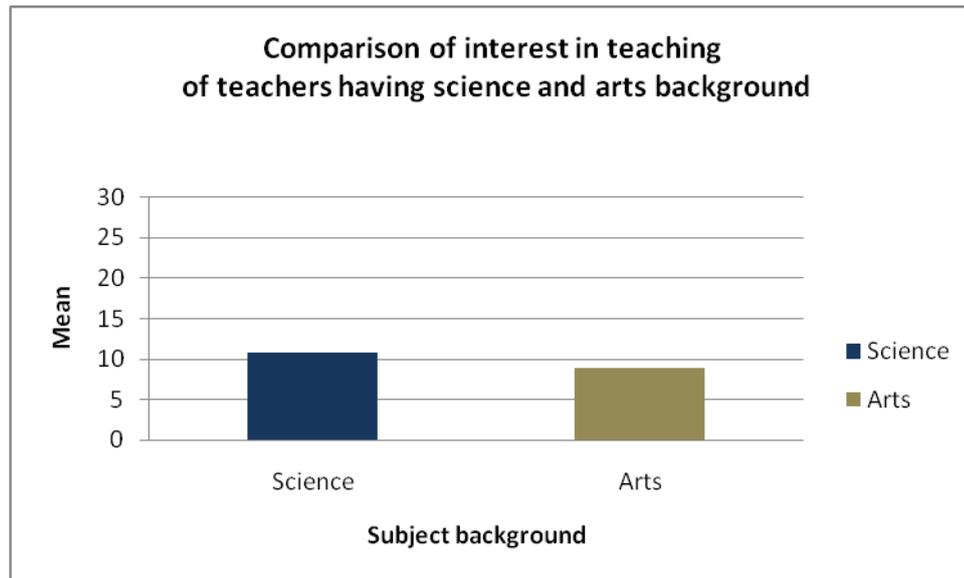
Mean, SD and t-value for the scores of interest in teaching of art and science pre-service teachers of SKITT.

Variable	Arts (N=36)		Science (N=58)		t-value
	Mean	SD	Mean	SD	
Interest	9.81	3.13	10.43	4.03	0.585

Table-11 indicates the difference between mean scores to of interest of science and arts pre-service teacher of SKITT Mandleshwar. The result shows that science pre-service teachers are comparative better than Arts pre-service teachers.

But the obtained (0.585) less than table value (1.66) at 0.05 level of significance for 92 degree of freedom. Therefore, the result is statistically not significant and arts pre-service teachers of SKITT Mandleshwar. Hence, the hypothesis is rejected. May be due to the same kind of exposure of training to both sexes there is no difference in interest in teaching.

Figure-6



The figure-5 shows the difference between the science and arts teachers in interest in teaching.

Major findings of the Study

- (1) There was very high self-concept of pre-service teachers of secondary level of SKITT.
- (2) There was average interest in teaching of pre-service teachers of secondary level in SKITT.
- (3) There was significant relationship between self concept and interest in teaching among pre-service teachers of SKITT. A significant positive and high relationship exists between the self concept and interest in teaching of pre-service teachers.
- (4) Self concept of female pre-service teachers of secondary level of SKITT was found to be significantly higher than male pre-service teachers. Female teachers were comparatively better than male teachers for dimensions namely social self concept, aesthetic self concept, political self concept, job related self concept, self concept related to belief and traditions, self concept related to personality traits and total, from the above dimensions male pre-service teachers were better in emotional self-

concept physical self concept, cognitive self concept, self confidence self concept but those were not statistically significant.

- (5) There was significant difference in interest in teaching among male and female pre-service teachers of SKITT. The female pre-service teachers had more interest in teaching than male pre-service teachers.
- (6) There was significant difference in self concept between science and arts, pre-service teachers of SKITT. Pre-service teachers having science background were comparatively than arts pre-service teachers.
- (7) There was no significant difference between science and art pre-service teachers in interest in teaching. But pre-service teachers having science background were comparatively better than pre-service teachers having arts background in interest in teaching.

Educational Implication

Teachers self concept dimensions are significantly associated with students educational outcomes interest in teaching are also related with students behavior. In teaching force has positive social, emotional, physical, cognitive, aesthetic, political, job related, self confidence, self concept related to beliefs and traditions and self concept related to personality traits, it might presumably have high quality student educational outcomes in terms of students' self concept, motivation to learn and their pre-service teacher and schools.

Teacher training programme/activities related to the development of social, emotional, physical, cognitive, aesthetic, job related self concept interest in teaching, classroom teaching, child centered practices, educational process, pupils, teacher should be included as one of the core elements. This is extremely important in the creation of a population of teachers with healthy self concept and interest in teaching. As teachers' self concept and interest in teaching are found to have predictive power of students' educational outcomes, the school administrators should be aware and trainees should be careful about developing favorable self concept and interest in teaching among pre-service teachers

because teachers in turn facilitate their students and develop positive behavior among them. The quality of educational development in terms of competency, classroom teaching, child centered practices, etc. Care must be taken when recruiting new teachers. They should not assume that all applicants possess healthy self concept and as are more interested in teaching. Efforts should be invested to explore the applicants' behavior in term of dimensions of their self concepts, attitude and interest of addition to knowledge skill.

The school administrators should always be aware of the impact of teacher's self concept. If the school had identifies' a teachers with negative self concept, it is advisable for him/her to allocated some other teachers to the same class with him/her in order to counter balance the impact of that teacher on students. The school head should also provide counseling to the individual teachers if he identifies a teacher with negative self concept and unfavorable attitude. The organization must improve the inter-personal relationship between teachers and reader.

The teachers should always be aware of the impact of their self concept and interest on students.

Suggestions for further studies

1. The present study was confined to only one city but to have a broader approach it need to be conducted in more than one city.
2. The present study was confined to limited number at pre-service teachers only. It can be extended to pre-service teachers by increasing the size of the sample.
3. The present study was carried out only at the secondary level. It can be conducted at higher secondary level.
4. The present study was confined to only one institute of SKITT. Increasing the number of the institute can extend it.

5. The study can also be taken up by comparing the self concept and interest in teaching among primary school teachers and upper primary school teachers.
6. Similar study can be conducted by taking other variables like, organizational health of school and job satisfaction of teachers at elementary stage or organizational climate of school and interest in teaching among teachers of elementary level, secondary and higher secondary level.

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