



A Study of Self-Performance Management (SPM) of Teacher Trainees of B. Ed. Colleges

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Abstract:

The objectives of the present research study were: (i) To study the level of effectiveness of 'Self-Performance Management (SPM)' of teacher trainees; (ii) To study the Self-Performance Management (SPM) of teacher trainees in relation to following background variables: (a) Gender; (b) Academic Qualifications and (iii) Geographical Locations. Research Area: The present research study was conducted taking sample from Grant-in-aid college of Mehsana City of North Gujarat. Research Design: The present research was Descriptive Survey by its nature. Population and Sample of the Study: The population of the study was the Teacher Trainees of college of Mehsana City. The sample for the study was selected by using purposive random sampling method from Swami Vivekananda Sarvodaya Education College of Mehsana City. To collect the data for the present investigation the investigator had constructed the Self-Performance Management (SPM) Scale using seven scale measurements and data were collected by the investigator. Findings: (i) The Self-Performance Management (SPM) of Teacher Trainees was found to be higher than the average scores on Self-Performance Management (SPM) Scale; (ii) No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale; (iii) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Self-Performance Management (SPM) Scale. (iv) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale.

Keywords: Gender, Geographical Locations, Self-Performance Management, Teacher Trainees' Perception

1. Introduction

“Try to be men of success rather try to be a man of value.”

- Albert Einstein.

Education as the process of bringing about behavior changes in the recipients can be realistic only through qualitative teaching and learning by prospective methods. Innovation and quest for quality are the source of institution's enduring strength. "Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education." Indeed the Kothari

commission has given importance to the role of teacher education. Education is the bipolar process in the context of classroom, there is one pole is teacher and another is student.

To teach students, teacher keeps various general and specific objectives. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Teacher also uses various kind of activity, so that the maximum outcomes of the teaching-learning process are possible. Basically the word 'performance' means an outcome a result. It is the end point of people, resources, and certain environments being brought together with the intension of producing certain things, weather a tangible product or less tangible service. It can be state as individual's judgment about desired level of satisfactory of the performance.

Performance is differed from person to person and time to time. It directly related to individual's ability and motivation to the work. Various kinds of the factor affect to individual's performance and the group performance. So, it can be said that performance is the function of the ability and motivation. The term 'Self-Performance Management (SPM)' refers to individuals and group work. In this paper 'Self-Performance Management (SPM)' refers to individual's function of ability and motivation. It covers planning, measurement, diagnosis, and help for individual.

3. Rationale of the Study

Teacher Education Institutions are directly related with education of teacher trainees in all spheres of education. Teacher Education Institutions try to develop various types of desirable skills for modifications of behaviors. The teacher is a one of the most effective change agent of the society who is accountable for responsible society and nation. Teaching is the only profession in which the teacher not only educates but also trains the teacher trainees. In Teacher Education Institutions students come from different regional locations and community with their particular beliefs about the task. Teacher Trainees also differ from their castes, qualifications, gender, habitat and stream. Consequently, the teacher trainees differ in their ability to work and deal with the teaching-learning processes.

Today's teacher must be competent with modern teaching-learning processes, skills, using technologies and performing tasks related to teaching tasks. In this context, the teacher trainees should be competent with respect to their own work and managing factors related to their own performance.

So, it is essential to know with reference to the level of Self-Performance Management (SPM) of teacher trainees according to their perceptions of their capability for challenging responsibilities. So, in the present research work an endeavor has been made to find out the level of Self-Performance Management (SPM) of teacher trainees of Educational Institutions.

4. Objectives of the Study

The objectives of the present research were:

- (1) To study the level of effectiveness of 'Self-Performance Management (SPM)' of teacher trainees.

- (2) To study the Self-Performance Management (SPM) of teacher trainees in relation to following background variables:
- (i) Gender
 - (ii) Academic Qualifications
 - (iii) Geographical Locations

5. Hypotheses of the Study

Hypotheses of the present investigation were:

- Ho₁** There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Self-Performance Management (SPM) Scale.
- Ho₂** There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Self-Performance Management (SPM) Scale.
- Ho₃** There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Self-Performance Management (SPM) Scale.

6. Variables of the Study

Variables of the present research study were:

Table: 1

Sr. No.	Type of Variables	Variables under the Investigation
1.	Dependent Variable	(a) Self-Performance Management (SPM)
2.	Independent Variable	(b) Teacher Educators' Perceptions
3.	Moderate Variables	(a) Gender (b) Academic Qualifications (c) Habitat

7. Operational Definitions of the terms

- a. Self-Performance Management (SPM): Self-Performance Management (SPM) refers to individual's ability and motivation to the work.
- b. Teacher Trainees' Perception: Teacher Trainees' perceptions refer to Teacher Trainees' perception of Management Performance
- c. Geographical Location: Geographical location refers to the urban and rural location of the Teacher Trainee's residence.
- d. Gender: Gender refers to male and female category of the Teacher Trainees.

8. Delimitations of the Study

The study has been delimited to the Teacher Trainees of Teacher Education Institutions of Mehsana City. The study has been delimited to following dimensions of Self-Performance Management (SPM) Scale: (a) Gender (b) Academic Qualifications (c) Geographical Locations

9. Research Area

The present research study was conducted taking sample from Grant-in-aid College of Mehsana City of North Gujarat.

10. Research Design

The present research was Descriptive Survey by its nature.

11. Population and Sample of the Study

The population of the study was the Teacher Trainees of Grant-in-aid college of Mehsana City. The sample for the study was selected by using purposive random sampling method from Swami Vivekananda Sarvodaya Education College (Grant-in-aid) of Mehsana City from Gujarat State.

12. Research Method

In the present investigation survey method was employed.

13. Tools of the Study

To collect the data for the present investigation the investigator had constructed the Self-Performance Management (SPM) Scale using seven scale measurements with ten items related to performance of trainee.

14. Data Collection

Data for the present research was collected by the investigator.

15. Statistical Treatment

For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

16. Data Analysis

The sample of 72 Teacher Trainees from grant-in-aid secondary teacher education institutions of Mehsana City of North Gujarat were studied on Self-Performance Management (SPM) Scale. The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads:

- A. Effect of Gender on Teacher Trainees' Perceptions of Self-Performance Management (SPM).
- B. Effect of Academic Qualifications on Teacher Trainees' Perceptions of Self-Performance Management (SPM).
- C. Effect of Habitat on Teacher Trainees' Perceptions of Self-Performance Management (SPM).

Table: 2
Showing Mean and S.D. and t-value of Gender, Educational Qualification and on Teacher Trainees' Perceptions

	Group	N	Mean	SD	SEd	T
H02	Male	18	70.523	9.353	2.569	1.009
	Female	54	73.118	9.697		
H03	Graduate	23	68.131	9.035	2.354	2.698
	Post Graduate	49	74.484	9.878		
H04	Urban	32	74.003	9.814	2.289	1.219
	Rural	40	71.211	9.434		

A. Effect of Gender on Teacher Trainees' Perceptions

From the above table no-1; it is evident that the obtained means scores of Male Teacher Trainees (N=18) on Total Scores was found to be 70.523 and the obtained S.D. was found to be 9.353 respectively. The obtained means scores of Female Teacher Trainees (N= 54) on Total Scores was found to be 73.118 and the obtained S.D. was found to be 9.697 respectively with 2.569 standard error of mean and obtained t-value(1.009) had not reached the 0.01/ 0.05 level of significance. Hence, this has accepted the **H₀1**, which was stated as *“There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Self-Performance Management (SPM) Scale.”*

B. Effect of Educational Achievement on Teacher Trainees' Perceptions

From the above table no-1; it is evident that the obtained means scores of Graduate Teacher Trainees (N= 23) on Total Scores was found to be 68.131 and the obtained S.D. was found to be 9.035 respectively. The obtained means scores of Post Graduate Teacher Trainees (N= 49) on Total Scores was found to be 74.484 and the obtained S.D. was found to be 9.878 respectively. The mean score of the Post Graduate Teacher Trainees was found significantly higher than the mean scores of Graduate Teacher Trainees. Thus, mean score Post Graduate Teacher Trainees on Self-Performance Management (SPM) was found to be significantly higher since the obtained t-value had reached the 0.01 level of significance. Hence, this has rejected the **H₀2**, which states as *“There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Self-Performance Management (SPM) Scale.”*

C. Effect of Habitat of trainee on Teacher Trainees' Perceptions

From the above table no 2; it is evident that the obtained means scores of Teacher Trainees of Urban Area (N=32) on Total Scores was found to be 74.003 and the obtained S.D. was found to be 9.814 respectively. The obtained means scores of Teacher Trainees of Rural Area (N=40) on Total Scores was found to be 71.211 and the obtained S.D. was found to be 9.434 respectively with 2.289 standard error of mean and obtained t-value(1.219) had not reached the 0.01/0.05 level of significance. Hence, this has accepted the **H₀3**, which states as *“There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Self-Performance Management (SPM) Scale.”*

17. Findings

- (i) No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale.
- (ii) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Self-Performance Management (SPM) Scale.
- (iii) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale.

18. Conclusion

From the above findings it can be concluded that the Post Graduate Teacher Trainees differed in their perceptions regarding Self-Performance Management (SPM) than the Graduate Teacher Trainees. They were found to have higher motivation for achievement. No significant difference

was found between the male and female teacher trainees and teacher trainees of Rural Area and teacher trainees of Urban Area.

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