

Effect of Teacher Training Programme on Self-Concept, Self-Confidence, Teaching Competency, and Role Commitment of Special Teacher Trainees

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Abstract In the present study an attempt has been made to find out Effect of Teacher Training programme on Self-Concept, Self-Confidence, Teaching Competency, and Role Commitment of Special Teacher Trainees. Experimental research method was applied. One group as well as two group pre- and post- tests Quasi experimental research design was followed. The sample consisted All (150) Special Teacher Trainees (117 Orthopedic and 33 Vision disabled special teacher trainees) from Department of Teacher training, Jagadguru Rambhadracharya, Handicapped University, Chitrakoot, Uttar Pradesh, India, were selected purposively. For collection of data, four standardized tools were applied on trainees in group (on orthopedic disabled) as well individually (on vision disabled) for self-concept, self-confidence, and role commitment. Teaching competencies were observed by a group of experts which include researcher, one teacher trainer and one teacher from experimental school to make observation reliable, valid, and scientific. For the analysis and interpretation of the data, both descriptive and inferential modes of treatments were adopted. Analysis of co- variance and t-test were applied for testing the significance of Hypotheses and interpretation of data. The results revealed that although Teacher Training Programme develop positive self-concept among special teacher trainees (as a group), orthopedic and vision disabled special teacher trainees. But this effect is found statistically insignificant. TTP develops self- confidence among special teacher trainees as a group and vision disabled special teacher trainees. But do not develop self- confidence in orthopedic special teacher trainees. TTP develops more teaching competency among orthopedic than vision disabled special teacher trainees. It develops pledge of role commitment among special teacher trainees as a group but individual analysis indicate this programme is not fit for orthopedic and vision disabled trainees in respect to development of role commitment.

Keywords: *special teacher training programme, special teacher trainees, self-concept, self-confidence, teaching competency, role commitment*

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1. Introduction

Indian constitution grants equal opportunity right to get education to every citizen according to their ability. But there is such as group which remains deprive due to its limitations and deficits i.e disabled group. Generally, It observes that motivated disabled students may get education up to intermediate level But on the basis of merit, in comparison to general students, either they failed to take admission in different courses of higher education or lagging behind to get higher education as environment and educational structure and system is not according to their disabilities. Therefore, Keeping in mind all these factors and facts, It was stressed in India to develop such as system in which all types of disabled students may get higher education under one roof so that they may registered their presence in various social and vocational fields like general students. With this positive a attitude,

First University only for handicapped in all over world was established in 2001 (Jagadguru Rambhadracharya Handicapped University, Chitrakoot, Uttar Pradesh, India) under section 2 (F) and 1 (B) of University Grants Commission Act (1956) in India.

The main aim of this special University to bring disabled students in main stream of society, education and development by imparting quality skilled based education. Although, There are various courses in this University but most popular professional course is need based teacher training programme (B.ED). While in general teacher training institution, this psychology of needs of disabled students do not kept in mind. Curriculum is same as general teacher training institutions but techniques of imparting teacher training to special teacher trainees is different i.g Mobility, adjustment and brailscript training to vision trainees. University provides recorded materiel, C.D and tape etc. free of cost for all core and optional papers to trainees. Library of Teacher training Department

is suited on ground floor so that orthopedic teacher trainees may search books and related materiel sitting on their mobile wheelchair. University grants writer to vision disabled to trainees free of cost to develop lesson plans for micro and macro teaching and write semester examination also. Black boards have pasted downward so that orthopedic special teacher trainees may write on black board sitting on mobile wheel chair during training of black board skill. Practice teaching is always organised in summer rather than winter as orthopedic special teacher trainees may free from joints and bone's pain. A special training is also imparted to vision trainees how to use computer and internet surfing. Besides a therapist for orthopedic and one eye specialist always live in teacher training institution. Under co-curricular activities, different games for orthopedic teacher trainees like try-cycle race, mobile chair race, walking race, carom, chess, table tennis, cricket competition etc. And for vision trainees' game like cricket competition, vepper khokho etc. are organised by special methods. Music, song, debate, quiz, dance competition are also be organised.

In general teacher training institutions, these special teacher trainees hardly take part in various events of teacher training due to hesitation. But all take part actively as no one will laugh on them. All performers are disabled. This university is great platform for disabled. Gradually from here, They start to develop positive self-concept. Yes, I can do.

The person who have high positive self-concept. They have high emotional intelligence, increased will to learn, favorable attitude, high achievement, good adjustment (Habebe, 1992, Madsami, 1992, Deshmukh and Swalakh, 2000). Person with low self-concept have unadjustment, frustration and anxiety (Akram and Nasom, 2010) while disability impact negatively on self -concept (Husain, 2010, Seth and Bhargava, 1990, Akram and Nasem, 2010). It has only the reason although, they have ability and power but show dis-confidence due to low self- concept while Teaching profession demands teachers with full of confidence because students follow teaching and instructions of those teachers who are self-confident. Teacher is like angel and God as he creates self-confidence and courage among his students to do work and learning with confidence even in unfavorable and difficult task and conditions. Path of education goes through only door of teacher. Teacher makes his students general to special by his knowledge and confidence. If teacher has a lot of ability, knowledge, and skill but have lack of confidence, he may not succeed in teaching.

Therefore, to be self-confident is first condition for achievement, success, progress and development to teachers. There is another universal acceptable thing for a teacher i.e. competency in teaching. A desire change in behaviour of a student may be brought by only that teacher who is effective in his teaching while to be an effective teacher is totally depend on using different teaching skills with competency. i.e, How to select objective and content of lesson? How is content selected properly organized: logical continuity and Psychological organization? How to select appropriate Audio – Visual material which suit to the pupils and content, adequate and necessary for attaining the objectives? Asking appropriate questions and adequate in number, secure student's attention and participation in class room, speed of

presentation, neat and clean blackboard work, appropriate closing of lesson, assignment which suit to individual differences and relevant to the content thought and adequate, classroom management, and evaluation etc. But how can vision teacher trainees use blackboard skill? This is question mark for this teacher training programme. While National Council for Teacher Education (1998) expressed necessity of competent and committed teacher by Notifying Document named 'competency based and commitment oriented teacher education for quality school education' in India because role of teachers have been change in current Global, social, economical and cultural scene. Teacher has responsibility not only to complete the course within time, but also commitment with pledge, premise or obligation towards school, profession, society, student, and parents. If teachers get success in their work with efficiency, competency and commitment. Any country may get beautiful shape in further but eligibility, efficiency, ability, competency and commitment towards roles of teachers is depend on eligibility and design of teacher training programme. Therefore, To create and develop good teacher is based on good teacher training programme while teacher training Department of Jagad Guru Ram Bhadracharya Handicapped University is imparting Teacher Training to those special teacher trainees to whom require special need based treatment. Therefore, Researcher did this doctoral work to find out answer of following research questions.

- Whether this special need base teacher training programme only for disabled teacher trainees, is enable to develop positive self -concept and self-confidence among special teacher trainees?
- Whether teacher training programme is enable to develop teaching competency?
- Whether teacher training programme is enable to create role commitment with pledge or promise among them?

1.1. Operational Definition of Term Used

Special Teacher Trainees: Special teacher trainees refer to those disabled teacher trainees who are suffering from orthopedic and vision disability.

Self-Concept: Self- concept is best conceived as a system of attitude towards oneself. Just as a person, as a result of experiences, form attitudes which he organizes into a self-consist system and defends against threats and attacks, so the person also forms attitudes towards himself. Self-concept consists of all the perceptions, feelings, attitudes, aspirations and values of one self's intelligence, emotional, social, character, aesthetic and neutral field.

Self-Confidence: Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.

Teaching Competency: Teaching competency involves effective use of various teaching skills such as Planning, Presentation, Closing, Evaluation and Managerial.

Role Commitment: Role commitment refers the pledge or promise or obligation of teacher's behaviour pattern according to certain rules and norms, concerning mainly with pupil. own profession, school, society, parents and nation.

1.2. Objectives of the Study

1. To study effect of teacher training programme on self-concept of special teacher trainees

1.1. To study effect of teacher training programme on self-concept of orthopedic disabled special teacher trainees.

1.2. To study effect of teacher training programme on self-concept of vision disabled special teacher trainees.

1.3. To study comparative effect of teacher training programme on self-concept of orthopedic and vision disabled special teacher trainees.

2. To study effect of teacher training programme on self-confidence of special teacher trainees

2.1. To study effect of teacher training programme on self-confidence of orthopedic disabled special teacher trainees.

2.2. To study effect of teacher training programme on self-confidence of vision disabled special teacher trainees.

2.3. To study comparative effect of teacher training programme on self-confidence of orthopedic and vision disabled special teacher trainees.

3. To study effect of teacher training programme on teaching competency of special teacher trainees

3.1. To study effect of teacher training programme on teaching competency of orthopedic disabled special teacher trainees.

3.2. To study effect of teacher training programme on teaching competency of vision disabled special teacher trainees.

3.3. To study comparative effect of teacher training programme on teaching competency of orthopedic and vision disabled special teacher trainees.

4. To study effect of teacher training programme on role commitment of special teacher trainees

4.1. To study effect of teacher training programme on role commitment of orthopedic disabled special teacher trainees.

4.2. To study effect of teacher training programme on role commitment of vision disabled special teacher trainees.

4.3. To study comparative effect of teacher training programme on role commitment of orthopedic and vision disabled special teacher trainees.

1.3. Hypotheses of the Study

1. There is significant effect of teacher training programme on self-concept of special teacher trainees.

1.1. There is significant effect of teacher training programme on self-concept of orthopedic disabled special teacher trainees.

1.2. There is significant effect of teacher training programme on self-concept of vision disabled special teacher trainees.

1.3. There is no significant effect of teacher training programme on self-concept of orthopedic and vision disabled special teacher trainees.

2. There is significant effect of teacher training programme on self-confidence of special teacher trainees.

2.1. There is significant effect of teacher training programme on self-confidence of orthopedic disabled special teacher trainees.

2.2. There is significant effect of teacher training programme on self-confidence of vision disabled special teacher trainees.

2.3. There is no significant effect of teacher training programme on self-confidence of orthopedic and vision disabled special teacher trainees.

3. There is significant effect of teacher training programme on teaching competency of special teacher trainees.

3.1. There is significant effect of teacher training programme on teaching competency of orthopedic disabled special teacher trainees.

3.2. There is significant effect of teacher training programme on teaching competency of vision disabled special teacher trainees.

3.3. There is no significant effect of teacher training programme on teaching competency of orthopedic and vision disabled special teacher trainees.

4. There is significant effect of teacher training programme on role commitment of special teacher trainees.

4.1. There is significant effect of teacher training programme role commitment on of orthopedic disabled special teacher trainees.

4.2. There is significant effect of teacher training programme on role commitment of vision disabled special teacher trainees.

4.3. There is no significant effect of teacher training programme on role commitment of orthopedic and vision disabled special teacher trainees.

1.4. Variables

Independent variables: Special teacher training programme

Dependent Variables: 1. Self-concept
2. Self- confidence
3. Teaching competency
4. Role Commitment

2. Research Methodology

2.1. Research Method

As per nature of research problem, the present study adopted Experimental Research method to investigate the problem.

2.2. Experimental Research Design

In this research, one group pre-test and post –test quasi-experimental research design for objective no. 1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1,4.2 and two group pre-test and post –test quasi-experimental research design for objective no. 1.3, 2.3, 3.3, 4.4 was applied.

2.3. Sample

All (150) Special Teacher Trainees (117 Orthopedic and 33 Vision disabled) from Department of Teacher Education, Jagadguru Rambhadracharya, Handicapped University, Chitrakoot, Uttar Pradesh, India, were selected purposively in this research as there was no other University which runs teacher training programme only for handicapped in all over world.

2.4. Experimentation

Pre-test at very first two days and post –test two days before (end of teacher training programme), were taken for self-concept, self-confidence, and role commitment. After pre-test till one year, special teacher training (treatment) was given by teacher educators of this University. For teaching competency, Pre-test at Very starting of teaching practice and post- test during criticism of teaching practice was taken by a group of experts.

2.5. Tools and Its Administration

Four standardized tools were used to collect data such as Self-Concept rating scale developed by Dr. Prathibha Deo, Self-Confidence Inventory by Dr. Rekha Agnihotry (**low score indicate high self-confidence on this scale**), General Teaching Competency Classroom Observation Scheduled by B.K. Passi and M.S. Lalitha, and Role commitment scale by Dr. Meena Bhudheswar and Madhulika Varma.

Self-Concept, Self-Confidence and Role commitment scales were administered on orthopedic special teacher trainees in group while on vision disabled teacher trainees, Researcher administered individually. Besides General Teaching Competency Classroom Observation Scheduled was administered by a group of three experts which includes Researcher self, one expert from Experimental School and one from Teacher Training Department of J.R. Handicapped University, Chitrakoot, India to remove subjectivity and to make observation reliable, valid and scientific.

Analysis of Data: The empirical data collected by scales and observation schedule were analyzed and interpreted by using statistical package for social science (SPSS), Statistical techniques like, Mean, Median, Mode, Standard Deviation, Spearman Rank Order correlation, Standard Error of Standard Deviations, Standard Error of Means, *t* – test and Analysis of Co- Variance (ANCOVA) were applied for testing significance of hypotheses and interpretation of data.

Table 1. Showing Descriptive Statistical Measures of Special Teacher Trainee’s Pre-test and Post-test scores for Self- concept, Self-confidence, Teaching competency and Role commitment

S.No.	Variables ↓ Descriptive statistical→ Measures	Pre-Test (Before Teacher Training)				Post-Test (After Teacher Training)			
		Skewness	Kurtosis	SE _M	SE _σ	Skewness	Kurtosis	SE _M	SE _σ
1	Self-Concept	-0.284	-0.228	2.41	1.70	-0.400	-0.046	2.75	1.94
2	Self-confidence	2.69	-0.350	.818	.578	0.065	-0.546	.676	.477
3	Teaching Competency	-0.158	.418	.884	.625	-0.233	.623	1.2	.848
4	Role Commitment	-1.453	2.99	1.26	.892	-0.644	-0.393	1.20	.852

Observations from Table 1 Indicate that there is slight negative skewness in Pre-test and Post-test scores of self-concept, teaching competency and role commitment while there is slight positive skewness in Pre and Post -test of self- confidence but this slight deviation in all values of skewness are very low and negligible because all values are very near to zero. Thus kurtosis values in pre and post-test scores of self-concept and self-confidence are following Leptokurtic Curve. But Teaching competency scores of pre and post-test are follow Platykurtic Curve. In case of

role commitment, Pre-test scores are according to Platykurtic Curve while post-test follow Leptokurtic Curve But all values of kurtosis, all cases, are very near to value of Normal Probability Curve (.263).

Hence, it can be concluded from above analysis that scores are normally distributed in distribution. Although there is slight divergence in skewness and kurtosis values of scores but this divergence is by chance, Therefore, it is negligible.

Objective No.01. There is significant effect of teacher training programme on self-concept of special teacher trainees

Statistics Tests	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher Training)	150	113.3	29.544	149	-0.01124	.376
Post-test (After teacher Training)	150	114.66	33.676			

Observations from above table shows that the mean and SD values Pre and Post- test of self-concept of special teacher trainees are (113.3, 114.66) and (29.544, 33.676) respectively. The 't' value (.376) is statistically insignificant for one tailed test and df (149) at .01 levels of significance. This analysis reveals that special teacher training programme do not have any impact on self-

concept of special teacher trainees as they are same on both tests. Therefore, null hypothesis no. 01 “*There is significant effect of teacher training programme on self-concept of special teacher trainees*”, is rejected. Hence, it can be concluded that TTP have insignificant but positive effect on self-concept of special teacher trainees.

Objective No.1.1. To study effect of teacher training programme on self-concept of orthopedic disabled special teacher trainees

Statistics Tests	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	117	116.692	28.570	116	-0.032	0.054
Post-test (After teacher training)	117	116.915	33.187			

Observations from above table shows that the mean and SD values Pre and Post- test of self-concept of orthopedic

disabled special teacher trainees are (116.692, 116.915) and (28.570, 33.187) respectively. The 't' value (0.054) is

statistically insignificant for one tailed test and df (116) at .01 levels of significance. This analysis reveals that orthopedic special teacher trainees do not differ significantly at both tests. Therefore, null hypothesis no. 1.1 “*There is significant effect of teacher training*

programme on self-concept of orthopedic special teacher trainees”, is rejected. Hence, it can be concluded that teacher training programme do not effect self-concept of orthopedic special teacher trainees.

Objective No.1.2. To study effect of teacher training programme on self-concept of vision disabled special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	33	101.273	30.233	32	0.47	.693
Post-test (After teacher training)	33	106.697	34.701			

Observations from above table shows that the mean and SD values Pre and Post- test of self-concept of vision disabled special teacher trainees are (101.273, 106.697) and (30.233, 34.701) respectively. The 't' value (0.693) is statistically insignificant for one tailed test and df 32 at .01 levels of significance. This analysis reveals that vision special teacher trainees do not differ significantly at both

tests in their self-concept. Therefore, null hypothesis no. 1.2 “*There is significant effect of teacher training programme on self-concept of vision disabled special teacher trainees*”, is rejected. Hence, it can be concluded that teacher training programme do not effect self-concept of vision disabled special teacher trainees.

Objective No.01.3. To study comparative effect of teacher training programme on self-concept of orthopedic and vision disabled special teacher trainees

Test	Source	DF	S.S	M.S	F- Value
After Teacher Training Unadjusted Scores	Between Group	1	2687.2	2687.2	0.28
	Within Group	148	1382659.4	9342.29	
	Total	149	1385346.6	9297.62	
After Teacher Training Adjusted Scores	Between Group	1	2719.76	2719.76	0.29
	Within Group	148	1382626.54	9342.07	
	Total	149	1385346.3	9297.62	

Observations from above table indicate that The ‘F’- Values (0.28, 0.29) respectively for unadjusted and adjusted post-test self-concept scores of orthopedic and vision disabled special teacher trainees, is statistically insignificant for Degree of Freedom (1,148) at .01 levels of significance. The analysis reveals that both groups do not differ significantly in reference to their self-concept.

Therefore, null hypothesis no. 1.3 “*There is no significant effect of teacher training programme on self-concept of orthopedic and vision disabled special teacher trainees*”, is accepted. Hence, it can be generalized that TTP have insignificant but positive effect on self-concept of orthopedic and vision disabled special teacher trainees.

Objective No. 02. To study effect of teacher training programme on self-confidence of special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	150	23.653	10.014	149	0.298	2.37
Post-test (After teacher training)	150	21.233	8.276			

Observations from above table shows that the mean and SD values Pre and Post- test of self-confidence of special teacher trainees are (23.653, 21.233) and (10.014, 8.276) respectively. Mean of post-test is significantly high low from mean of pre-test (**low mean indicate high self-confidence**) The 't' value (2.37) is statistically significant for one tailed test and df (149) at .01 levels of significance. This analysis attributes that special teacher training

programme creates and develop self-confidence among special teacher trainees. Therefore, null hypothesis no. 02 “*There is significant effect of teacher training programme on self-confidence of special teacher trainees*”, is accepted. Hence, it draws inference that TTP have significant positive effect on development of self-confidence among special teacher trainees.

Objective No.2.1. To study effect of teacher training programme on self-confidence of orthopedic disabled special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	117	22.384	9.486	116	0.054	0.982
Post-test (After teacher training)	117	21.247	8.73			

Observations from above table shows that the mean and SD values Pre and Post- test of self-confidence of orthopedic disabled special teacher trainees are (22.384, 21.247) and (9.486, 8.73) respectively. The 't' value (0.982) is statistically insignificant for one tailed test and df (116)

at .01 levels of significance. This analysis reveals that orthopedic special teacher trainees do not differ significantly at both tests. Therefore, null hypothesis No. 2.1 “*There is significant effect of teacher training programme on self-confidence of orthopedic disabled*

special teacher trainees”, is rejected. Hence, it can be generalized that although teacher training programme

increase self-confidence among orthopedic disabled special teacher trainees but insignificantly.

Objective No.2.2. To study effect of teacher training programme on self-confidence of vision disabled special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Tests						
Pre-test (Before teacher training)	33	28.151	10.667	32	0.255	3.66
Post-test (After teacher training)	33	21.181	6.530			

Observations from above table shows that the mean and SD values Pre and Post- test of self-confidence of vision disabled special teacher trainees are (28.151, 21.181) and (10.667, 6.530) respectively. Mean of post-test is significantly high low from mean of pre-test (**low mean indicate high self-confidence**) The 't' value (3.66) is statistically significant for one tailed test and df (32) at .01 levels of significance. This analysis attributes that special

teacher training programme creates, promote and develop self-confidence among vision disabled special teacher trainees Therefore, null hypothesis No. 2.2 “*There is significant effect of teacher training programme on self-confidence of vision disabled special teacher trainees*”, is accepted. Hence, it draws inference that TTP have significant positive effect on development of self-confidence among vision disabled special teacher trainees.

Objective No.02.3. To study comparative effect of teacher training programme on self-confidence of orthopedic and vision disabled special teacher trainees

Test	Source	DF	S.S	M.S	F- Value
After Teacher Training Unadjusted Scores	Between Group	1	0.11	0.11	0.001
	Within Group	148	10206.73	68.96	
	Total	149	10206.84	68.50	
After Teacher Training Adjusted Scores	Between Group	1	3.45	3.45	0.050
	Within Group	148	10123.43	68.40	
	Total	149	10126.88	67.96	

Observations from above table indicate that The ‘analysis of co-variance values (0.001, 0.050) respectively for unadjusted and adjusted post-test self-confidence scores of orthopedic and vision disabled special teacher trainees, is statistically insignificant for degree of freedom (1,148) at .01 levels of significance. The analysis reveals that both groups do not differ significantly in reference to

their self-confidence. Therefore, null hypothesis No. 2.3 “*There is no significant effect of teacher training programme on self-confidence of orthopedic and vision disabled special teacher trainees*”, is accepted. Hence, it reveals that TTP have positive effect on development self-confidence of orthopedic and vision disabled special teacher trainees but insignificant.

Objective No.03. To study effect of teacher training programme on teaching competency of special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Tests						
Pre-test (Before teacher training)	150	63.36	10.825	149	0.017	22.46
Post-test (After teacher training)	150	96.393	14.688			

Observations from above table shows that the mean and SD values Pre and Post- test of teaching competency of special teacher trainees are (63.36, 96.393) and (10.825, 14.688) respectively. The 't' value (22.46) is statistically significant for one tailed test and df (149) at .01 levels of significance. This analysis reveals that special teacher training programme have significant impact on

development teaching competency among special teacher trainees as they differ on both tests. Therefore, null hypothesis No. 03 “*There is significant effect of teacher training programme on teaching competency of special teacher trainees*”, is accepted. Hence, it can be concluded that TTP have significant positive effect on teaching competency of special teacher trainees.

Objective No.3.1. To study effect of teacher training programme on teaching competency of orthopedic disabled special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Tests						
Pre-test (Before teacher training)	117	64.700	11.089	116	0.005	20.75
Post-test (After teacher training)	117	98.162	14.504			

Observations from above table shows that the mean and SD values Pre and Post- test of teaching competency of orthopedic disabled special teacher trainees are (64.700, 98.162) and (11.089, 14.504) respectively. The 't' value (20.75) is statistically significant for one tailed test and df (116) at .01 levels of significance. This analysis reveals that orthopedic special teacher trainees do not differ

significantly at both tests. Therefore, null hypothesis No. 3.1 “*There is significant effect of teacher training programme on teaching competency of orthopedic special teacher trainees*”, is accepted. Hence, it can be concluded that teacher training programme develop teaching competency among orthopedic special teacher trainees.

Objective No.3.2. To study effect of teacher training programme on teaching competency of vision disabled special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	33	58.606	8.366	32	-0.257	10.16
Post-test (After teacher training)	33	90.121	13.783			

Observations from above table shows that the mean and SD values Pre and Post- test of teaching competency of vision disabled special teacher trainees are (58.606, 90.121) and (8.366, 13.783) respectively. The 't' value (10.16) is statistically significant for one tailed test and df (32) at .01 levels of significance. This analysis reveals that vision special teacher trainees differ significantly at both

tests in their teaching competency. Therefore, null hypothesis No. 3.2 “*There is significant effect of teacher training programme on teaching competency of vision disabled special teacher trainees*”, is accepted. Hence, it can be concluded that teacher training programme have significant impact on development of teaching competency of vision disabled special teacher trainees.

Objective No. 03.3. To study comparative effect of teacher training programme on teaching competency of orthopedic and vision disabled special teacher trainees

Test	Source	DF	S.S	M.S	F- Value
After Teacher Training Unadjusted Scores	Between Group	1	1664.36	1664.36	8.08
	Within Group	148	30483.44	205.96	
	Total	149	32147.8	215.75	
After Teacher Training Adjusted Scores	Between Group	1	1699.3	1699.3	8.26
	Within Group	148	30439.08	205.66	
	Total	149	32138.38	215.69	

Observations from above table indicate that The ‘F’- Values (8.08, 8.26) respectively for unadjusted and adjusted post-test teaching competency scores of orthopedic and vision disabled special teacher trainees, is statistically insignificant for degree of freedom (1,148) at .01 levels of significance. The analysis reveals that both groups differ significantly in reference to their teaching competency. Therefore, null hypothesis No. 3.3 “*There is no significant effect of teacher training programme on teaching competency of orthopedic and vision disabled special teacher trainees*”, is rejected. Hence, it can be

generalized that TTP have significant effect on teaching competency of orthopedic and vision disabled special teacher trainees.

Further, as analysis of co- variance found significant so t-test was applied to find out which group is better on teaching competency and found that adjusted mean (98.09) of orthopedic was significantly high from adjusted mean (92.04) of vision disabled special teacher trainees. Hence, It can be concluded that this teacher training programme is better for orthopedic than vision disabled teacher trainees in respect to development of teaching competency.

Objective No.04. To study effect of teacher training programme on role commitment of special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	150	143.17	15.461	149	0.092	1.71
Post-test (After teacher training)	150	146	14.76			

Observations from above table shows that the mean and SD values Pre and Post- test of role commitment of special teacher trainees are (143.17, 146) and (15.461, 14.76) respectively. The 't' value (1.71) is statistically significant for one tailed test and df (149) at .05 levels of significance. This analysis reveals that special teacher training programme have significant impact on role

commitment of special teacher trainees as they differ in both tests. Therefore, null hypothesis No. 04 “*There is significant effect of teacher training programme on role commitment of special teacher trainees*”, is accepted. Hence, it can be concluded that TTP have significant positive effect on role commitment of special teacher trainees.

Objective No.4.1: To study effect of teacher training programme on role commitment of orthopedic disabled special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	117	144.70	15.48	116	.101	1.091
Post-test (After teacher training)	117	146.752	15.013			

Observations from above table shows that the mean and SD values Pre and Post- test of role commitment of orthopedic disabled special teacher trainees are (144.70, 146.752) and (15.48, 15.013) respectively. The 't' value (1.091) is statistically insignificant for one tailed test and df (116) at .01 levels of significance. This analysis reveals that orthopedic special teacher trainees do not differ

significantly at both tests. Therefore, Null hypothesis No. 4.1 “*There is significant effect of teacher training programme on role commitment of orthopedic special teacher trainees*”, is rejected. Hence, it can be concluded that teacher training programme do not develop role commitment among orthopedic special teacher trainees.

Objective No.4.2. To study effect of teacher training programme on role commitment of vision disabled special teacher trainees

Statistics	(N)	(Mean)	(SD)	(DF)	(r)	(t-value)
Pre-test (Before teacher training)	33	137.757	14.337	32	-0.28	1.64
Post-test (After teacher training)	33	143.333	13.728			

Observations from above table shows that the mean and SD values Pre and Post- test of role commitment of vision disabled special teacher trainees are (137.757, 143.333) and (14.337,13.728) respectively. The 't' value (1.64) is statistically insignificant for one tailed test and df (32) at .01 levels of significance. This analysis reveals that vision special teacher trainees do not differ significantly at

both tests in their role commitment. Therefore, null hypothesis No. 4.2 “*There is significant effect of teacher training programme on role commitment of vision disabled special teacher trainees*”, is rejected. Hence, it can be concluded that teacher training programme do not effect role commitment of vision disabled special teacher trainees.

Objective No.04.3. To study comparative effect of teacher training programme on role commitment of orthopedic and vision disabled special teacher trainees

Test	Source	DF	S.S	M.S	F- Value
After Teacher Training Unadjusted Scores	Between Group	1	300.84	300.84	1.38
	Within Group	148	32177.16	217.41	
	Total	149	32478	217.97	
After Teacher Training Adjusted Scores	Between Group	1	291.12	291.12	1.33
	Within Group	148	32158.9	217.28	
	Total	149	32450.02	217.78	

Observations from above table indicate that The ‘F’- Values (1.38, 1.33) respectively for unadjusted and adjusted post-test role commitment scores of orthopedic and vision disabled special teacher trainees, is statistically insignificant for Degree of Freedom (1,148) at .01 levels of significance. The analysis reveals that both groups do not differ significantly in reference to their role commitment. Therefore, null hypothesis No. 4.3 “*There is no significant effect of teacher training programme on role commitment of orthopedic and vision disabled special teacher trainees*”, is accepted. Hence, it can be generalized that TTP have same positive effect on role commitment of orthopedic and vision disabled special teacher trainees but insignificant.

teacher trainees. It may be reason that they could not actively participate in different Teacher training activities. Teacher educator need to remove hesitation and provide small task in starting of training so that self – confidence may be accelerated and opportunity to deliver lecture in small group than bigger, train them about right decision at right time. Teacher educator need to remove fear of fail in various activities to increase self- confidence.

Teacher training programme develop more teaching competency among orthopedic than vision disabled special teacher trainees. It means that it is not fit for vision disabled in respect to teaching competency. Teaching practice activities is not appropriate in reference to presentation competency. It was also observed during observation that vision disabled could not use black board. They were unable to discriminate between attending and non -attending behavior of students. They grant home work to students but unable to evaluate competently. They were also unable to diagnose student’s difficulties and making remedial measures. Vision disabled had also problem in movement, focusing, changing interaction style, pausing and oral – visual switching speed, presentation were mismatched with understanding of students.

3. Result and Discussion

Results of this study in respect to self -concept, indicate although Teacher Training Programme develop positive self- concept among special teacher trainees (as a group), orthopedic and vision disabled special teacher trainees. But this effect is found statistically insignificant. It means that teacher training programme is unable to develop sound self -concept which indicates about unbalance personality of trainees even after training. It is subject of worry as programme could not improve their self -esteem. Therefore, Teacher educators need to plan and organize co-curricular activities according to their natural nature. Participation in co-curricular activities should be ensuring. Let them do their work independently, Never compare them to others, develop feeling like I can do, provide opportunity to develop self recognition, self-esteem and self respect. Besides, Teacher educator should state examples of success disabled person of the world to motivate them.

Although this special teacher training programme develop self- confidence among special teacher trainees as a group and vision disabled special teacher trainees. But do not develop self- confidence in orthopedic special

Another important thing i.e this special teacher training programme develop pledge of role commitment among special teacher trainees as a group but individual analysis indicate this programme is not fit for orthopedic and vision disabled trainees in respect to development of role commitment among them. It means that teacher training programme could not train them in respect to how to organize and plan co-curricular activities and social festivals in school, connect school with local community, formation of parent-teacher association, development of values like love to democracy, equality, secularism and felling of social integration, code of ethics, further vocational training, enrollment of students and retention in school, and learning rather than teaching, development of right outlook towards environment and scientific attitude among students, direction to parents about their child’s

achievement, learning gaps, and interest, development of audio-video material and study reference book, punctuality of time and ideal behavior.

4. Conclusion

1. There is no significant effect of teacher training programme on self-concept of special teacher trainees as a group, orthopedic and vision disabled special teacher trainees. Neither This programme develop self-concept among orthopedic nor vision disabled special teacher trainees.
2. This teacher training programme develop positive self-confidence among special teacher trainees as a group and vision disabled special teacher trainees but this programme is not fit and suitable for orthopedic disabled trainees with respect to development of self-confidence.
3. This special programme develop teaching competency among special teacher trainees as a group, orthopedic and vision disabled special teacher trainees but training techniques of teaching competency of this programme is not suitable and fit to vision disabled trainees as they found inferior in their teaching competency than orthopedic disabled special teacher trainees.
4. There is significant effect of teacher training programme on role commitment of special teacher trainees as a group. But individual analysis brought the fact that, there is no significant effect of teacher training programme on role commitment of orthopedic and vision disabled special teacher trainees. This programme do not develop pledge of role commitment among them.
5. Although, this special teacher training programme is not fit and suitable with respect to development of self-concept, self-confidence and role commitment. However, it develops teaching competencies among them.

5. Suggestions

Therefore, Policy planner need to review design, duration, system of teacher training, planning, organization, and evaluation.

- In place of back board, board like touch screen may be developing for black board writing to vision disabled trainees.
- Library should be computerized with touch screen computers which may speak and direct to vision disabled trainees to search books and reference material.
- Training of co- curricular activities should be activity centered and experience based.

- Duration of this special training programme should be minimum up to two years.
- University should organize meeting of Board of Studies to reform in curriculum and training procedure every year.
- Special teacher trainees hardly get opportunity to speak at public platform so they develop phobia of hesitation and fear. Therefore, working day of training programme should be start from reading of news and lecture on social issue by trainees. This activity will help to trainees in development of self-confidence in communication and remove phobia of hesitation.
- Special teacher trainees should be motivated to take in service teacher training, conference, and seminar for carrier advancement
- Vision disabled special teacher trainees found incompetent in blackboard skill. Therefore, teacher educator need to train them in other competency in skilled manner so that there may be some compensation of B.B. Skill.

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