

# A study of self management competence inventory among prospective teachers of secondary schools

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**Abstract:** *The self management competencies of prospective teachers of secondary school of Ajmer district were studied. The data were collected through self management competence inventory from 640 prospective teachers of secondary schools. Descriptive survey method was used for this study. The analysis of collected data was carried out with the help of 't' test. It was found that majority of prospective teachers were found to have favourable attitude towards self management competencies. The research identify self management competencies required for an effective teaching in schools according to changing scenario there is a need for change in curriculum and structure of education.*

**Key Words:** *Self Management Competence, Prospective Teachers, Secondary schools.*

## 1. INTRODUCTION:

Self-management basically mean the ability to have total control of one's emotions, being responsible for one's behavior, having integrity of character, being aware of one's strengths and weaknesses and being able to manage them in such a way as leads to triumph in life.

Self management relates to emotions you are feeling at any given time and how well you manage them. People with high degress of self management are able to use their awareness of their emotions to guide and direct their actions and behaviours towards positive outcomes. Self management helps you act intentionally rather than reactively. As one of the four building block of emotional intelligence, self-management or self-regulation is a key interpersonal skill many employers look for today.

The people who have self-management competence are always successful in life as they are never overpowered by their emotions, can adapt to any situation, and continuously strive for improvement. This is the reason this competence is valued so much. As far as teachers are concerned it is vital to have self management competence as teachers are never supposed to lose self control, their character should be beyond indictment, they should always be working for their own and their institution's advancement, they should be ready for innovations and should be able to change their techniques and methods of teaching according to the demands of new curricula. Being future teachers, possession of self-management competence is crucial for student-teachers too.

## 2. LITERATURE REVIEW:

**Jain Anuradha (2015)** "A study of self management competence in relation to professional values of teachers of secondary schools" - In the present research work significant and positive relationship has been obtained between self-management competence and professional values. The study has conclude that professional values are not affected by and are not dependent on demographic factors like type of school, board of affiliation, post held and so on. They are also not depend on professional experience and professional qualification of teachers of secondary schools. But they are found to be influenced by self-management competence of teachers of secondary schools. Hence, the present study has established that teachers of secondary school are guided by their personal characteristics and their performance in the schools is not affected by gender, type of school post held and other demographic variables. The performance is also not affected by professional qualification and professional experience.

**Steyn Zandri, Staden J. Van Louis(2018)** - Investigating selected self-management competencies of managers - The researchers wanted to focus on selected self-management competencies of managers rather than all the managerial competencies. Findings - The result revealed that a significant and positive relation exists between mangers' integrity and ethical conduct and between personal drive and resilience, as well as a significant positive relationship between work life balance on the one hand and self-awareness and self-developed on the other all of which are components of their self management competency. Result showed that for success of business managers should have self management competencies to distinguish them from their competitors.

### 3. OBJECTIVES OF THE STUDY:

The study has the following objectives:-

1. To study the self management competence of prospective secondary schools on following sub-competencies-  
(a) Emotional self- control, (b) Trustworthiness, (c) Conscientiousness, (d) Adaptability, (e) Achievement
2. To visualize the effect of following prospective teachers' on self management competence:-
  - Prospective teachers of government institutions and private institutions.
  - Gender of prospective teachers
  - Geographical location of prospective teachers
  - Teaching subject of prospective teachers'
  - Academic qualification of prospective teachers'
  - Educational gap in teacher education
  - year level of teacher education

### 4. HYPOTHESIS:

The following hypothesis were formulated for the present study:-

- The prospective teachers of secondary school have average level of self management competence and its following sub competencies:  
(i) Emotional self-control, (ii) Trustworthiness, (iii) Conscientiousness, (iv) Adaptability, (v) Achievement orientation, (vi) Initiative
- There is no significance difference between prospective teachers of government institution and prospective teachers of private institutions on self management competence.
- Gender of prospective teachers of secondary school has no significant effect on self management competence.
- There is no significant difference between prospective teachers of rural background and prospective teachers of urban background on self management competence.
- Level of academic qualification of prospective teachers of secondary schools have no significant effect on self management competence.
- Educational gap in teacher education programme have no significant effect on self management competence.
- There is no significant difference between prospective teachers of I year B.Ed. course and prospective teachers of II year B.Ed. course on self management competence.

### 5. MATERIALS:

Self Management Competence Inventory Tool is used by the investigator. It is a standardised tool by Dr. Daniel Goleman (1998). This tool comprises of 36 questions which covers six dimensions of Self Management Competence they are:

- Emotional Self Control
- Trustworthiness
- Conscientiousness
- Adaptability
- Achievement Orientation
- Initiative

### 6. METHOD:

Descriptive Survey Method was used for this research study. The stratified random sampling procedure will be used to have a sample of 640 prospective teachers of secondary schools of Ajmer district.

### 7. DISCUSSION:

This research is associated with the Management Expert (2010), Linmon Daniel (2011) and Thompson, Andy (2013) - These findings focuses on the self-management skills, self-discipline, self-improvement, communication skills, leadership skills, emotional control, time-management skills, positive attitude, discipline stress resistance activity, problem solving etc. All these skills are necessary if self-management has to succeed.

### 8. ANALYSIS:

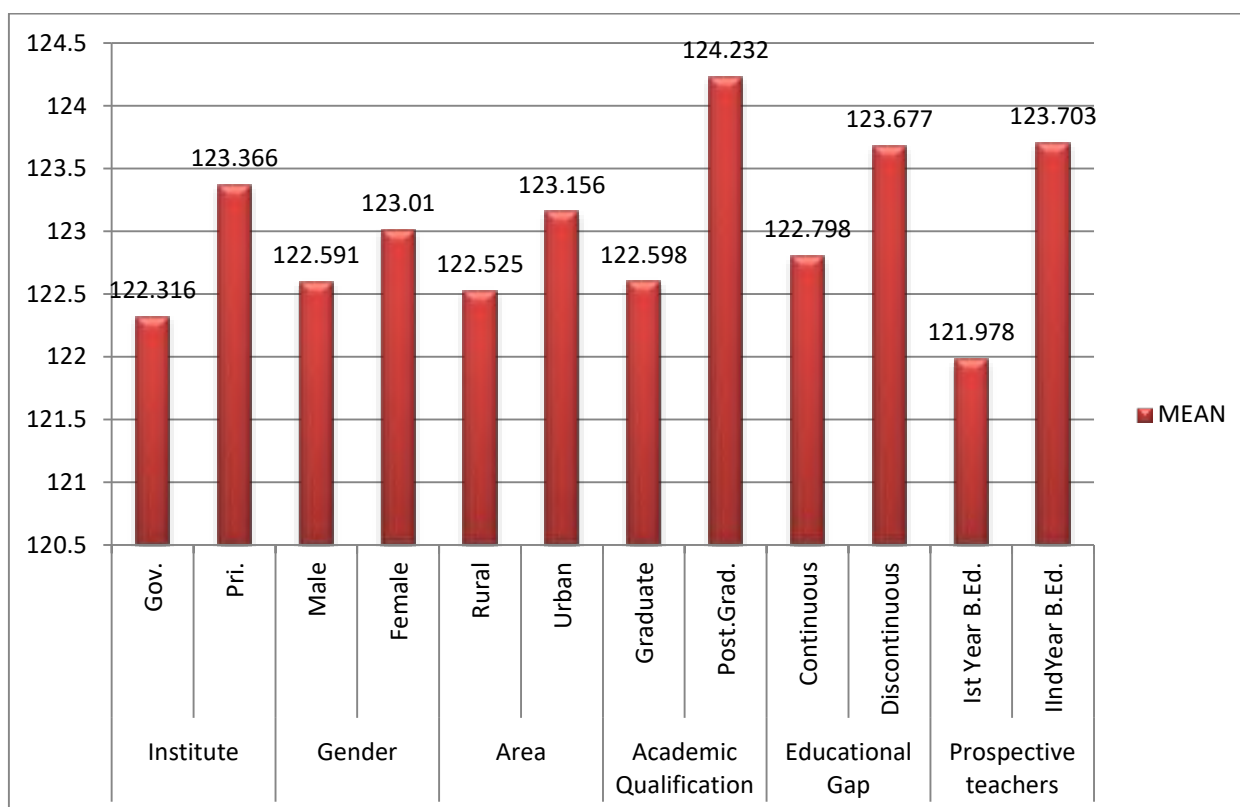
The data was analyzed keeping the variables in view. 't' value was computed for the frequencies institution wise, gender wise, area wise, academic qualification wise, educational gap wise, prospective teachers B.Ed. course wise.

**Table No.1**

S.No.	Variable	Types of Variable	N	Mean	S.D.	t-value	Significance at 0.05/0.01 level
1	Total sample		640	122.841	12.369		
2	Institute	Gov.	320	122.316	12.383	1.075	Not significant

		Pri.	320	123.366	12.333		
3	Gender	Male	320	122.591	13.073	0.511	Not Significant
		Female	320	123.01	11.617		
4	Area	Rural	320	122.525	12.603	0.646	Not Significant
		Urban	320	123.156	12.122		
5	Academic qualification	Graduate	545	122.598	12.576	1.306	Not significant
		Post.Grad.	95	124.232	11.005		
6	Educational Gap	Continuous	609	122.798	12.444	0.440	Not significant
		Discontinuous	31	123.677	10.757		
7	Prospective teachers	I <sup>st</sup> Year B.Ed.	320	121.978	12.067	1.768	Not significant
		II <sup>nd</sup> Year B.Ed.	320	123.703	12.662		

Graph 1



The mean and standard deviation of the total sample were 122.841 and 12.369 respectively. The score ranged from 36 to 180. Hence, the hypothesis no.1 is accepted, It was concluded that the prospective teachers have average level on self management competence and its dimensions. (Table & Graph 1)

There was no significant difference in the prospective teachers of government institute and private institute on self management competence as the ‘t’ value (1.075) was found to be not significant at 0.05/0.01 level. Hence, the hypothesis no.2 is selected. Both prospective teachers of government and private institutes differ in their self management competence. There was no significant difference in the prospective teachers of male and female gender on self management competence as the ‘t’ value (0.511) was found to be not significant at 0.05/0.01 level. Hence, the hypothesis no.3 is selected. Therefore, it can be inferred that there is no significant difference between male and female prospective teachers of secondary schools on self management competence.

It was evident that there was no significant difference between prospective teachers of rural background and prospective teachers of urban background on self management competence as the ‘t’ value (0.646) was not found to be not significant at 0.05/0.01 level. Hence, the hypothesis no.4 is selected. Therefore, it can be inferred that there is no significant difference between rural and urban area of prospective teachers of secondary schools.

There was no significant difference on self-management competence as per the level of academic qualification of prospective teacher of secondary schools .As the ‘t’ value(1.306) was not found to be not significant at 0.05/0.01 level. Hence the hypothesis 5 is selected. Therefore, it can be inferred that there is no significant difference on self

management competence as per the level of academic qualification of prospective teachers of secondary schools. (Table & Graph 1)

There was no significant difference on self management competence between continuous and discontinuous prospective teachers of secondary schools. As the 't' value(0.440) was not found to be not significant at 0.05/0.01 level. Hence, the hypothesis 6 is selected. Therefore, it can be inferred that there is no significant difference on self management competence between continuous and discontinuous prospective teachers of secondary schools.

There was no significant difference between prospective teachers of 1<sup>st</sup> year B. Ed course and prospective teachers of II<sup>nd</sup> year B.Ed course on self management competence as the 't' value(1.768)was not found to be not significant at 0.05/0.01 level. Hence, the hypothesis 7 is selected. Therefore, it can be inferred that there is no significant difference between prospective teachers of I<sup>st</sup> year and II<sup>nd</sup> year B.Ed course on self management competence.

## 9. FINDINGS :

- The total sample of prospective teachers of secondary schools have reflected above average performance on self management competence.
- There was found to be no significant effect on the type of insitution on the total mean scores of self management competence.
- Female prospective teachers of secondary schools were found significantly higher than male prospective teachers on total mean of self management competence.
- Urban prospective teachers of secondary schools were found significantly higher than rural prospective teachers on total mean of self management competence.
- Graduate prospective teachers of secondary schools were found to be significant higher than post graduate prospective teachers on total mean of self management competence.
- Continuous prospective teachers of secondary schools were found to be higher than discontinuous prospective teachers on total mean of self management competence.
- Prospective teachers of II<sup>nd</sup> year B. Ed course were found to be higher than prospective teachers of I<sup>st</sup> year B. Ed course on total mean of self management competence.

## 10. RECOMMENDATION:

The research paper identify self management competencies required for an effective teaching in schools according to changing scenario there is a need for change in character and structure of education. Now a days there is less emphasis given on employee competencies. To increase more self management competencies of teachers we should create a learning environment, innovative lesson plan design, varied teaching strategies, good communication skills so that educators we would be able to interactive well and positively with all students.

## 11. CONCLUSION:

Every industry is using a competence framework to recruit the best talent and to develop them. In education there is no such framework for the teachers who from the base for developing talent. This study indentifies personal and emotional competencies required for effective teaching in education. The teacher will have specific objectives for development on basis of these competencies during each performance. The teacher can be rewarded for development and demonstration of competencies required for effective teaching.

A step forward to this study can be qualification of the individual impact of personal teaching competencies on overall teaching competence to make the result more effective. A conceptual framework can be developed for teachers. This framework can be used to increase performance self management system of teachers. The finding of this research are associated with the findings of Management Expert(2010), LinmonDaniel (2011)and Thompson, Andy(2013)-These findings focuses on the self-management skills-self-discipline, self-improvement, communication skills, leadership skills, emotional control, time-management skills, positive attitude, discipline stress resistance activity, problem solving etc. All these skills are necessary if self-management has to succeed.

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