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A study of self-concept of B.Ed. and special B.T.C. prospective teachers

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Abstract

The present study was undertaken to assess and compare the self-concept of B.Ed. and Special B.T.C. prospective teachers. A sample of 400 B.Ed. prospective teachers and 200 Special B.T.C. prospective teachers was drawn by using stratified random-sampling technique from 3 district of Rohilkhand regions. When self-concept of prospective teachers was considered as the dependent variable, the variable like gender, academic background and economic status were considered as independent variable. Self-concept was assessed by Self-Concept Rating Scale and standardized by Dr. Pratibha Duo (1998). Mean, SD, and t-test were used for the analysis of the data. Research findings revealed that there is no significant difference in the self-concept of B.Ed. and Special B.T.C. arts, science and low economic status prospective teachers. B.Ed. prospective teacher had show better self-concept whether they were belonging to total, female, commerce, middle economic status and high economic status group than their respective counterparts. But in case of male categories the Special B.T.C. male prospective teachers had shown better self-concept.

Keywords: self-concept, B.Ed., special B.T.C., teachers

Introduction

The study of 'self' and 'self-concept' has attracted the attention of psychologists and educators for quite some time part now. It has been suggested that the overall performance of a teacher in the class-room largely dependent on his self-concept. William James (1890) ^[3] was the first to analyse 'self' in terms of its constitution parts –self-feeling and action of self-seeking and self-preservation. The constituent parts of the self-included the sum total of what an individual considers to be his body, traits, characteristics, abilities, aspirations, family, work and other such affiliations. Dinkmeyer (1965) ^[2] has defined self as including one's feeling about himself, other persons, society and his universe of experience including his conviction, values, goals and attitudes.

The idea of self-concept was originally proposed by Lecky (1945) ^[4] who perceived a casual relationship between learning and self-concept. According to Lecky's theory perception of one's self, in fact, is the prime motive in all behaviour. "The self-concept is an image which an individual's has of themselves". International Dictionary of Education; page *et al.* (1979) ^[5] mentioned that "the term self-concept means the picture or image a person has of him/herself". Every person perceives himself in some image. This is an image that he forms for himself. A teacher tends to be a model for their pupils and they try to copy and follow his activities, personality and behaviour patterns. A teacher should be appealing, attractive, inspiring and effective. Moreover, his or her teaching should be head and heart-touching of the students which provides intrinsic motivation to them.

The impact of a teacher is surely not due to solely to what he knows or even what he does, but in a very real sense to what he is? If the teacher have positive self-concept, his performance is better and gets more success in his everyday life and they may be successful in the proper guidance of their students. In the present study the researcher want to compare is there any significant difference in the self-concept of B.Ed. prospective teachers and Special B.T.C. prospective teachers.

Prospective-Teacher

Prospective-teachers are those who are undergoing training or studying in B.Ed. course and Special B.T.C. course to become teachers and they are known by different names like 'would be teachers', 'pupil teachers', 'teacher-trainees', 'student-teachers', and 'future-teachers'.

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Self-Concept

In the present study self-concept means, “those perception, attitudes, feelings, aspirations, and values which the prospective teacher views as parts of characteristics of himself. The major aspect of self undertaken for study is mainly four – the perceived self, the ideal self, the real self, the social self.

Review of Related Literature

Thiagarajan & Ramesh (2005) [9] in their study on B.Ed. trainees in Tiruchendur found that the self-concept of B.Ed. trainees was above the average i.e. high self-concept. There was no significant difference in self-concept of the respondents in terms of their sex, community, locality and optional studies. Similar result have been reported by Sharma (2006) [8] it is found that sex difference has no significant influence on life satisfaction and self-concept.

Victor & Helena (2008) in their study ‘Teachers’ self-concept finding main factors and clusters by EDA models’ reported the following findings – (1) Confirm the importance of two general main factors / types which are present in self-concept, social acceptance and self-efficiency; (2) Characterize these main factors when teachers’ clinical self-concept is concerned; and (3) Show how determinant these factors are for the building of self-concept that allow us to differentiate teachers.

Pal (2009) [6] in his study reported the following findings – sex wise, there is no significant in the self-concept of primary teachers. Core teaching skill and self-concept are not significantly correlated between primary teachers having professional qualification Diploma in Education (ETE/JBT) and Degree in Education (D.Ed.).

Saini (2009) [7] revealed that there are positive significant correlation between scientific attitude and perceived self-concept, between scientific attitude and social self-concept, between scientific attitude and ideal self-concept.

After reviewing the literature related to self-concept, the

researcher observed that a lot of study has been conducted to investigate the self-concept of in-service and pre-service secondary teachers. But unfortunately no study has been carried out B.Ed. and Special B.T.C. prospective teachers with regard to their self-concept on controlling gender/academic background/economic status or not controlling them. This study is a humble attempt to fill up the gap of knowledge in this specific area.

Objectives

To determine the self-concept of B.Ed. and Special B.T.C. prospective teachers when grouped as gender wise, academic background wise, economic status wise or without controlling any variable.

Hypotheses

There is no significant difference in the self-concept of B.Ed. and Special B.T.C. prospective teachers on controlling gender, academic background, economic status or merging them altogether.

Methodology

In present study, the investigator used survey method. When self-concept of prospective teachers was considered as the dependent variable, the variable like gender, academic background and economic status were considered as independent variable.

Sample

The present study was conducted on a sample of 600 prospective teachers pursuing B.Ed. and Special B.T.C. course of Rohilkhand region. They were selected at multistage random technique. Out of 600 prospective teachers, 400 prospective teachers were B.Ed. student and 200 prospective teachers were Special B.T.C. student.

Distribution of sample subjects

Prospective Teachers	Gender		Academic background			Economic status		
	Male	Female	Arts	Science	Commerce	LES*	MES*	HES*
B.Ed.	200	200	147	140	113	96	189	115
Special B.T.C.	100	100	90	65	45	40	93	67

LES* Low Economic Status (below 5000)

MES* Middle Economic Status (5000 to 10000)

HES* High Economic Status (10000 to above)

Tools

In this study, self-concept scale developed and standardized by Dr. Pratibha Duo (1998) was used. The scale consisted 90 items to be rated on a five point scale. In the rating scale, the weightage were given positive and negative items on the five point responses e.g. very much, much, uncertain, not like that, not at all like are 4,3,2,1 & 0 respectively with positive

(+) and negative (-) signs. The composite self-concept was obtained by subtracting the total negative score from the total positive score. Reliability was estimated 0.89 by test re-test method. The convergent and discriminant validity was found over this SCL (PWL) establishing the content validity.

Statistical Techniques

Categorises of Prospective Teachers	B.Ed.			Special B.T.C.			‘t’ value
	N	Mean	SD	N	Mean	SD	
Male	200	134.65	27.68	100	146.24	21.36	4.00**
Female	200	142.17	20.44	100	107.70	43.55	7.51**
Arts	147	135.61	27.05	90	127.99	39.27	1.62
Science	140	140.24	20.99	65	131.54	36.56	1.79
Commerce	113	139.80	25.24	45	118.33	42.52	3.17**
LES	96	144.22	18.93	40	142.43	23.32	0.43
MES	189	133.70	27.87	93	119.03	43.67	2.97**
HES	115	141.30	21.52	67	128.76	38.24	2.47**
Total	400	138.41	24.59	200	126.97	39.23	3.77**

*Significant at .05 level of confidence

**Significant at .01 level of confidence

Analysis and Interpretation of Data

When B.Ed. prospective teachers and Special B.T.C. prospective teachers were compared for their self-concept, the Special B.T.C. male prospective teachers had shown significantly higher mean value in contrast to B.Ed. male prospective teachers. On the other hand B.Ed. female prospective teachers had shown significant higher mean values on their counterparts. On controlling academic background the B.Ed. arts and Special B.T.C. arts prospective teachers were found to be identical. Same result had shown B.Ed. science and Special B.T.C. science prospective teachers. The comparison of B.Ed. and Special B.T.C. commerce prospective teachers shows that the B.Ed. group of commerce student teachers were found to have significantly higher mean scores on their self-concept.

When economic status was controlled leads us to the conclusion that both group of prospective teachers i.e. B.Ed. low economic status and Special B.T.C. low economic status prospective teachers were found to have statistically almost similar scores. On the other hand remarkable difference was observed between B.Ed. and Special B.T.C. middle economic status prospective teachers, here B.Ed. prospective teacher of middle economic status were leading. Similar result had found in case of high economic status B.Ed. and Special B.T.C. prospective teachers.

When B.Ed. prospective teachers and Special B.T.C. prospective teachers were compared for their self-concept without making any control, significant differences were obtained. Here B.Ed. prospective teachers had scored higher mean values than Special B.T.C. prospective teachers.

Conclusion

B.Ed. prospective teacher had shown better self-concept whether they were belonging to total/ female/ commerce/ middle economic status/ high economic status groups. But in case of male categories the Special B.T.C. male teachers had shown better self-concept (i.e. better attitude towards themselves).

Educational Implications

The study has yielded significant contribution for consideration of educationists, particularly to those responsible for: selecting pupils for teacher training colleges, imparting teacher education, developing the frame work of teacher-training programmes, recruiting teachers for employment, administration and management of schools and organization of professional development programmes for in-service teachers. These suggestion related to various aspects of education are briefed below-

- (1) New teachers should be selected on the basis of academic qualification, but their attitude towards themselves should also be included in the criteria for selection. The selection of teachers should be done through a comprehensive process of a written test and interviews also.
- (2) It has been found that B.Ed. prospective teachers possess high self-concept in comparison to Special B.T.C. trainees. Therefore, teacher training institutions should organize programmes and activities to generate high self-concept, among the teacher-trainees of Special B.T.C.
- (3) Self-concept occupy very important place in the life of prospective teachers. There is a great need to teach and train them about the significance of positive self-

concept. They should be motivated and trained in such a way that they develop positive self-concept and start realizing its role in providing psychological treatment to their students too.

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