



A comparative study of teacher trainees on self-concept

¹ Md. Lokman Saikh, ² Selina Parvin

¹ M.Phil Student, Chandrasekhar Agashe College of Physical Education, (University of Pune), Gultekdi, Pune, Maharashtra, India

² M.A Student, School of Social Sciences, Indira Gandhi National Open University, Maidan Garhi, New Delhi, India

Abstract

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. For creating effective teacher, we need an effective and rich teacher training institution whose mission is to promote the professional growth of teacher through pre-service, in service and graduate programmers, as well as to provide educational leadership and support through consultation and research. The B.Ed. and B.P.Ed program is a professional course and this course inculcates different types of curricular and co-curricular activities for the psychological development. The purpose of this program is to prepare effective and trained teachers for the school system. In this present study, males and females of B.ED and B.P.ED courses, studying in 1st year, in 20 to 30 years, of West Bengal College/University was included. The Multi stage cluster probable sampling method was used one hundred fifty (75 males and 75 females) from B.P.ED and one hundred fifty (75 males and 75 females) from B.ED 1st year students were selected through cluster probable sampling method. The Causal Comparative Research Design was used. Tools were used, Self-concept inventory (Adults) by Dr.Beena Shah, for measuring self concept ability. The result of the study indicates significant difference in self concept B.P.ED female are found to difference significantly with B.ED female. Similarly there is significance different in self concept ability of B.P.ED female vs. B.ED male. In other groups related to variables there is no significance difference.

Keywords: self-concept, teacher trainees, inventory

Introduction

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. The most important factor in the contemplated educational reconstruction is the teacher- his/her personal qualities, educational qualifications, personal training and the place that he/she occupies in the school as well in the community. The status of the teacher reflects the socio-cultural ethos of the society. For creating effective teacher, we need an effective and rich teacher training institution whose mission is to promote the professional growth of teacher through pre-service, in service and graduate programmers, as well as to provide educational leadership and support through consultation and research. The entire emphasis should be to prepare good, knowledgeable and trained teachers for schools. The B.Ed. and B.P.Ed program is a professional course and this course inculcates different types of curricular and co-curricular activities for the psychological development. The purpose of this program is to prepare effective and trained teachers for the school system.

This would be seen if an individual possesses positive self – concept. Each normal person experiences himself as a distinct, continuous being or object with clear body boundaries. In the course of maturation each individual develops attitudes toward that object, and calls it names: I or Me or Myself. To help make sense of mans feeling about Shim, psychologists and philosophers have created such terms as ego or self. Each of these nouns represents a way of thinking and speaking about

ones experience rather than a thing or a psychic entity.

The self is a central point for phenomenologist's to explain ones personality. The self or self concept is an organized, consistent conceptual gestalt composed of perceptions of the characteristics of Ior Me to others and to various aspects of life, together with the values attached to these perceptions (Rogers, 1959). As a result of interaction with the environment, a portion of the perceptual field gradually becomes differentiated into the self. This perceived self concept influences perception and behavior. The strong and weak leaf is and out come of how one perceives the rest of the world. In another approach, self –concept about ones adequacy may be thought of as consisting of both highly situation- specific, self-relevant performance expectancies and more generalized expectancies (Rotter, 1954). Cooley (1902) regarding the self as a reflection in a looking glass: it was a mirror, as it were, of others, in his book, Human Nature and Social Order, Cooley argued that we can know persons directly only as imaginative ideas in mind; solid facts of the society. Apart from self concept a teacher's leadership quality is also important to give him/her an identity as a good teacher

Statement of the Problem

The researcher has find very few reference on school student with in limited of particularly in West Bengal and the researcher was intended to work, entitled "A Comparative Study Of Teacher – Trainees On Mental Health, Leadership Quality And Self Concept".

Objective of the Study

- To find out if there is any difference in self concept of B.P.ED (male) and B.P.ED (female) teacher trainees.
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- To find out if there is any difference in self concept of B.P.ED (female) and B.ED (female) teacher trainees.
- To find out if there is any difference in self concept of B.P.ED (female) and B.ED (male) teacher trainees.
- To find out if there is any difference in self concept of B.ED (male) and (female) teacher trainees.

Significance of the Study

The aim of the present study is to focus on psychological characteristics of trainee teachers. If the teacher trainees are found to have poor self concept a counselling programme for them can also be suggested and assessment of self concept of teacher trainees could also be taken into consideration in their overall evaluation. So that they not only stand in class as a leader controlling the students but would be effective enough to empower the students and make the teaching learning a happy experience.

Delimitation of the Study

- 1) The study was conducted on only B.P.ED and B.ED teacher trainees males and females.
- 2) The subjects of the present study were 150 (B.P.ED = 75 B.ED = 75) males and 150 (B.P.ED = 75 B.ED = 75) females.
- 3) The psychological parameters were assessed through only three questionnaires (Self-Concept Inventory).
- 4) Psychological parameters were delimited to Self-Concept ability.

Limitation of the Study

- 1) The size of the sample was not large enough for generalization of the findings.
- 2) In this study social economical status and life style of trainee teachers were not controlled. So the subjects of the present study were teacher trainees, from different economic status and living pattern.
- 3) Paucity of time and finance had restricted the study to 300 (three hundred) subjects only.
- 4) All subjects were not from same course and sex, so this is also a limiting factor of the present study.
- 5) In this study as only questionnaires are used, so the element of subjectivity could not be controlled.

Hypotheses of the Study

- There is no significant difference in self-concept of B.P.ED (male) and B.ED (male) teacher trainees.
- There is no significant difference in self-concept of B.P.ED (female) and B.ED (female) teacher trainees.
- There is no significant difference in self-concept of B.P.ED (male) and B.ED (female) teacher trainees.
- There is no significant difference in self-concept of B.P.ED (female) and B.ED (male) teacher trainees.
- There is no significant difference in self-concept of B.ED (male) and (female) teacher trainees.

(male) and (female) teacher trainees.

- There is no significant difference in self-concept of B.P.ED (male) and (female) teacher trainees.

Methodology

Population

In this present study, males and females of B.ED and B.P.ED courses, studying in 1st year, in 20 to 30 years, of West Bengal College/University would be included.

Sample

In this study Multi stage cluster probable sampling method, would be used one hundred fifty (75 males and 75 females) from B.P.ED and one hundred fifty (75 males and 75 females) from B.ED 1st year students would be selected through cluster probable sampling method. Two comparative groups would be formed in both courses; each group would have equal number of subjects. Accordingly, single comparative group consist of 75 subjects each. (B.P.ED male = 75 and female = 75) and (B.ED male = 75 and female = 75).

Test/ Tools Used in the Study

Self-concept inventory (Adults)

Author: Dr. Beena, Shah (Faculty of Education Garhwal University Srinagar Garhwal).

Reliability: Male= .82, Female = .79

Validity: .82

Number of items: 64

Dimensions

- Social self concept (SSC)
- Emotional self concept (ESC)
- Physical self concept (PSC)
- Cognitive self concept (CSC)
- Aesthetic self concept (ASC)
- Political self concept (PISC)
- Job related self concept (JRSC)
- Self confidence (SC)
- Self concept related beliefs and traditions (SCRBT)
- Self-concept related to personality traits (SCRPT)

Design of the Study

In this study Causal Comparative Research Design would be used.

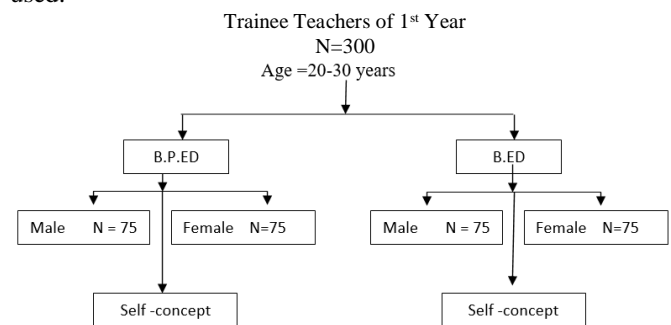


Fig 1

Statistical Procedure

1. Mean value (x)
2. Standard deviation (S.D)

3. Pulled SD
4. Standard error of difference between two mean (SED)
5. "t" value (+)
6. Degree of freedom (df)

Analysis and interpretation of data

Results of Self – Concept

The Mean1, Mean2, SD1, SD2, Pulled SD, 't' and df of Self – Concept ability of B.P.ED (M&F) and B.ED (M&F) teacher trainees is presented in table -1

Table 1: Comparison of means of self – concept of B.P.ED (M&F) and B.ED (M&F) teacher trainees groups.

Group	Mental Health						
	Mean		SD		Pulled SD	't'	Df
	M1	M2	SD ₁	SD ₂			
B P Ed Male Vs B P ED Female	142.09	137.93	11.22	8.29	15.17	1.61	148
B.ED Male Vs B.ED Female	143.12	145.25	13.02	17.35	15.33	0.81	148
B.ED Male Vs B.P.ED Male	143.12	142.09	13.02	11.22	12.15	0.50	148
B.P.ED Male Vs B.ED Female	142.09	145.25	11.22	17.35	14.61	1.27	148
B.P.ED Female Vs B.ED Female	137.93	145.25	18.29	17.35	17.82	2.41*	148
B.P.ED Female Vs B.ED Male	137.93	143.12	18.29	13.02	15.87	1.92	148

From table – 1 it is seen that with regard to self – concept ability of B.P.ED male the mean, value has come to 142.09 and for B.P.ED female the mean value is 137.93 and the SD value is 11.22 and 8.29 respectively. The pulled SD has come to 15.17. So it is seen that on the basis of mean / SD values male B.P.ED trainee teacher have better self concept as compared to female B.P.ED trainee teacher whether there is a significant difference in them regarding self concept or not would be decided by the result of 't' test.

From table – 1 it is seen that with regard to self – concept ability of B.ED male the mean, value has come to 143.12 and for B.P.ED male the mean value is 142.09 and the SD value is 13.02 and 11.22 respectively. The pulled SD has come to 12.15. So it is seen that on the basis of mean / SD values male B.ED trainee teacher have better self concept as compared to male B.P.ED trainee teacher whether there is a significant difference in them regarding self concept or not would be decided by the result of 't' test.

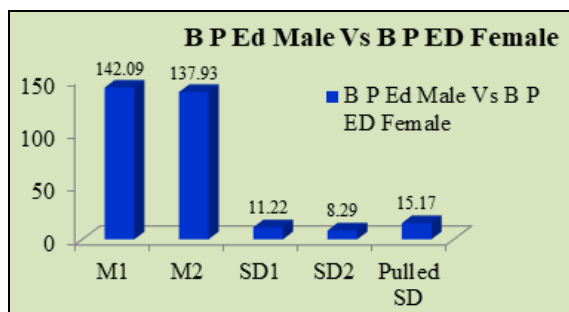


Fig 2: B P Ed Male Vs B P ED Female

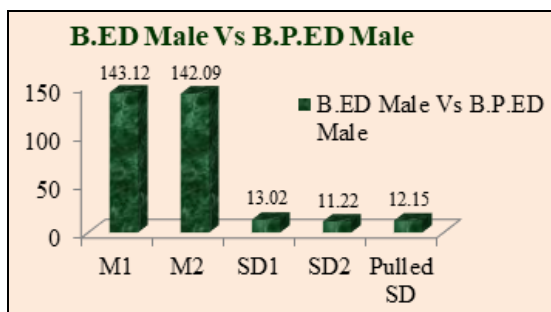


Fig 4: B.ED Male Vs B.P.ED Male

From table – 1 it is seen that with regard to self – concept ability of B.ED male the mean, value has come to 143.12 and for B.ED female the mean value is 145.25 and the SD value is 13.02 and 17.35 respectively. The pulled SD has come to 15.33. So it is seen that on the basis of mean / SD values female B.ED trainee teacher have better self concept as compared to male B.ED trainee teacher whether there is a significant difference in them regarding self concept or not would be decided by the result of 't' test.

From table – 1 it is seen that with regard to self – concept ability of B.P.ED male the mean, value has come to 142.09 and for B.ED female the mean value is 145.25 and the SD value is 11.22 and 17.35 respectively. The pulled SD has come to 14.61. So it is seen that on the basis of mean / SD values female B.ED trainee teacher have better self concept as compared to male B.P.ED trainee teacher whether there is a significant difference in them regarding self concept or not would be decided by the result of 't' test.

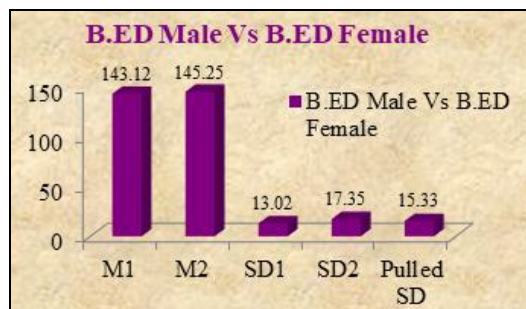


Fig 3: B.ED Male Vs B.ED Female

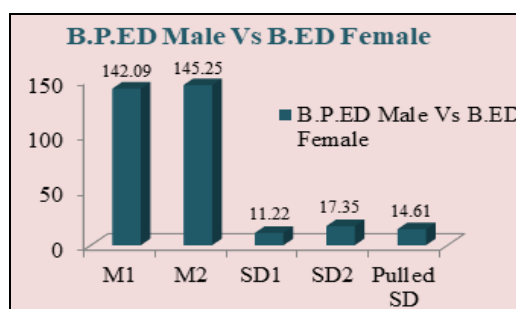


Fig 5: B.P.ED Male Vs B.ED Female

From table – 1 it is seen that with regard to self – concept ability of B.P.ED female the mean, value has come to 137.93 and for B.ED female the mean value is 145.25 and the SD value is 18.29 and 17.35 respectively. The pulled SD has come to 17.82. So it is seen that on the basis of mean / SD values female B.ED trainee teacher have better self concept as compared to female B.P.ED trainee teacher whether there is a significant difference in them regarding self concept or not would be decided by the result of ‘t’ test.

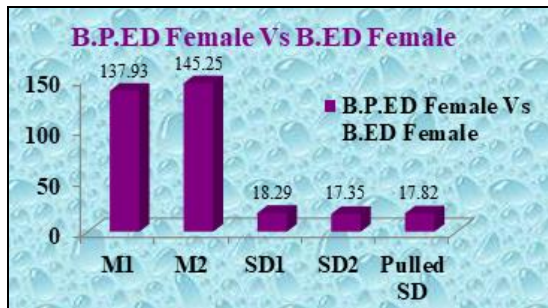


Fig 6: B.P.ED Female Vs B.ED Female

From table – 1 it is seen that with regard to self – concept ability of B.P.ED female the mean, value has come to 137.93 and for B.ED male the mean value is 143.12 and the SD value is 18.29 and 13.02 respectively. The pulled SD has come to 15.87. So it is seen that on the basis of mean / SD values male B.ED trainee teacher have better self concept as compared to female B.P.ED trainee teacher whether there is a significant difference in them regarding self concept or not would be decided by the result of ‘t’ test.

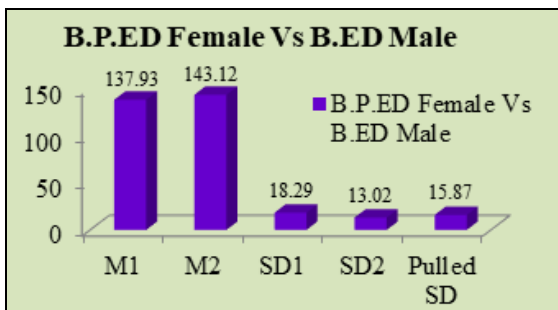


Fig 7: B.P.ED Female Vs B.ED Male

Discussion

Self-Concept

From table -1 where self – concept of B.P.ED male and female are compared mean difference of the two groups has been found no significant as the ‘t’ value is 1.61, which is not significant at 0.05 level. Thus the hypothesis is accepted. This present finding is supported by the findings of Sadia, Habib. (2010) There was no significant difference in physical, social, moral and intellectual aspects of self concept. Overall findings suggested that girls with high emotional intelligence had better self concept.

From table -1 where self – concept of B.ED male and female are compared mean difference of the two groups has been found no significant as the ‘t’ value is 0.81, which is not

significant at 0.05 level. Thus the hypothesis is accepted. This present finding is supported by the findings of Maheshwari, A (2015) [21]. 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 have shown better self-concept whether there was a difference in gender, socio economic status or difference in stream of teaching. But in case of male categories the Special B.T.C. male prospective teachers had shown better self-concept

From table -1 where self – concept of B.ED male and B.P.ED male are compared mean difference of the two groups has been found no significant as the ‘t’ value is 0.50, which is not significant at 0.05 level. Thus the hypothesis is accepted. This present finding is not supported by the findings of Sadia, Habib. (2010) there was no significant difference in physical, social, moral and intellectual aspects of self concept. Overall findings suggested that girls with high emotional intelligence had better self concept.

From table -1 where self – concept of B.P.ED male and B.ED female are compared mean difference of the two groups has been found no significant as the ‘t’ value is 1.27, which is not significant at 0.05 level. Thus the hypothesis is accepted. This present finding is not supported by the findings of Maheshwari, A (2015) [21]. 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 have shown better self-concept whether there was a difference in gender, socio economic status or difference in stream of teaching. B.Ed. prospective But in case of male categories the Special B.T.C. male prospective teachers had shown better self-concept.

From table -1 where self – concept of B.P.ED female and B.ED female are compared mean difference of the two groups has been found significant as the ‘t’ value is 2.41, which is significant at 0.01 level. Thus the hypothesis is rejected. This present finding is not supported by the findings of Maheshwari, A (2015) [21]. 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 have shown better self-concept whether there was a difference in gender, socio economic status or difference in stream of teaching. But in case of male categories the Special B.T.C. male prospective teachers had shown better self-concept.

This could be due to various factors; in the present study number of participant have been 75 where as in the study of Maheshwari, A (2015) [21] they have used a larges sample, different tools, methodology and different subject. This could be the reason of the difference in the result.

From table -1 where self - concept of B.P.ED female and B.ED male are compared mean difference of the two groups has been found no significant as the ‘t’ value is 1.92, which is significant at 0.01 level. Thus the hypothesis is accepted. This present finding is not supported by the findings of Sadia, Habib. (2010). There was no significant difference in physical, social, moral and intellectual aspects of self concept. Overall findings suggested that girls with high emotional intelligence had better self concept.

Conclusion and Recommendation

Conclusion

Regarding self concept B.P.ED female are found to differ significantly with B.ED female. Similarly there is significance different in self concept of B.P.ED female vs. B.ED male. In other groups related to all variables there is no significance difference.

Recommendation

1. Large sample study could be to generalize the findings for the entire population.
2. The study has been done only on 1st year trainee teacher. It would be more informative if the same variable are used after this completion of the training programme i.e. It could be then a true experimental study.
3. Self concepts are essential factors in teaching. So a study could be done on teachers of different departments of different age groups.

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