

A STUDY OF SELF-CONCEPT OF B.ED, PROSPECTIVE TEACHERS OF GOVERNMENT AND SELF-FINANCING COLLEGE

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ABSTRACT

The present investigation is an exploratory one which aims at studying the self-concept of prospective teachers. The study was conducted in Rohilkhand region and covered 400 B.Ed. prospective teachers (200 each from govt and self-financing colleges). When self-concept of prospective teachers was considered as the dependent variable; the variables 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 Government colleges prospective teachers of male categories, of science background and low economic status categories were having better self-concept. On the other hand, female, arts, commerce, middle economic status, high economic status and total prospective teachers of government colleges and self-financing colleges were found to be identical.

KEYWORDS: Prospective Teachers

INTRODUCTION

The standard of education in India, as in any other country depends above all other things, on the quality and competence of teachers. The teachers play a crucial role in the process of nation building and social reconstruction. They prepare the young people of the country not only to face the future with confidence but also to build it with purpose and responsibility. It is the teachers who can imbue the citizens to tomorrow with the knowledge, the sense of purpose and the confidence to build a dynamic, vibrant and cohesive nation capable of providing its people a better life.

To be a teacher is a function as well as a profession. When a person considers his choice of career and thinks about the teaching profession. Teacher's behaviour in the class-room is a function of his 'self-concept'. 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. .

The concept of 'self' has a long past but a short history. William James (1890) was the first to analyse 'self' in terms of its constituent parts- self-feelings and actions of self-seeking and self preservation. Dinkmeyer (1965) has defined self as including one's feelings about himself, other persons, society and his universe of experience including his convictions, values, goals and attitudes.

According to Allport (1961) - "The self is something of which we are immediately aware. We think of it as the warm, central, private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness) and in our organism(a concept broader than personality). Thus it

is some kind of core in our being”.

“The self-concept is an image which an individual’s has of themselves”. Dictionary of Education; Page et al. (1979) 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. Self-concept is an individual’s evaluation of his or her ability and attributes. Self-concept consists of the beliefs that people’s hold their abilities, interest, aptitudes and psychological characteristics.

The prospective teachers must receive first of all a good training in the basic skills of his occupation; otherwise he will have to improvise everything that has been collected by the experience of generations and by scientific investigation. A substantial body of research has shown personal perceptions and beliefs to play a significant role in a carrier development (Bandura, 1997). These days there are two types of institutions offering B.Ed. training-Govt. institutions and Self-financing institutions. These training institutions denote a real and holistic perception of prospective teacher for that task they are required to perform and to continuously upgrade their professional skills. Therefore, the researcher wants to study is there any difference in self-concept between B.Ed. prospective teachers of Govt. institutions and Self-financing institutions?

PROSPECTIVE-TEACHER

Prospective-teachers are those who are undergoing training or studying in B.Ed. course in govt. institutions and self-financing institutions to become teachers and they are known by different names like ‘would be teachers’, ‘pupil teachers’, ‘teacher-trainees’, ‘student-teachers’, and ‘future-teachers’.

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 LITERATURE

Some studies in relation to self-concept are discussed as follows-

Thaigrajan & Ramesh (2005) 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. Brown (2006) explored differences among subgroups of teachers by place of employment (by both the public and Christian schools, and by elementary and secondary schools), worship service attendance as reported by each subject, and teaching experience in both Christian and public schools. Further Saini (2009) analysis that there are positive significant correlations between scientific attitude and perceived self-concept, between scientific attitude and social self-concept, between scientific attitude and ideal self-concept, at 0.01 levels. Scientific attitude and healthy self-concept are the determinant variables for the development of harmonious and personalities.

In view of the above contradictions in this area, the present investigation was conducted to investigate the self-concept of B.Ed. prospective teachers of govt. colleges and self-financing colleges on controlling their gender/academic

background/economic status or margining them altogether.

OBJECTIVE

To know the self-concept of B.Ed. prospective teachers of govt and self-financing colleges on controlling their gender/academic background/economic status or total.

HYPOTHESIS

There is no significant difference in the self-concept of B.Ed. prospective teachers of govt colleges and self-financing colleges 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.

POPULATION

The entire population here refers to the B.Ed. prospective teachers studying in government and self-financing institutions of Rohilkhand region. The Rohilkhand region comprises of 8 district namely- Rampur, Pilibhit, Jyotiba phule nagar, Shajahanpur, Bijnor, Budaun, Moradabad and Bareilly.

SAMPLE

Considering the objectives and hypothesis the 'multistage random' sampling technique was found to be most suitable for this study. Out of 8 districts, only 3 districts i.e. Bareilly, Badaun and Moradabad were selected randomly. Four hundred B.Ed. prospective teachers (200 each from govt and self-financing colleges) from 3 govt colleges and 5 self-financing colleges constitute the sample of the study. This sample was further divided into the following subsamples. In case of govt colleges, 100 male, 100 female, prospective teachers, 77 arts, 70 science, 53 commerce prospective teachers, 40 low economic status (below Rs5000), 105 middle economic status (5000-10000) and 55 high economic status (above Rs 10000) prospective teachers were taken. While in case of self-financing 100 male, 100 female prospective teachers, 70 arts, 70 science, 60 commerce background prospective teachers, 56 low economic status, 84 middle economic status and 60 high economic status prospective teachers were studied.

Distribution of Sample Subjects

Table 1

Prospective Teachers	Gender		Academic Background			Economic Status		
	Male	Female	Arts	Science	Commerce	LES*	MES*	HES*
Government colleges	100	100	77	70	53	40	105	55
Self-financing Colleges	100	100	70	70	60	56	84	60

LES* LOW ECOCOMIC 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 TREATMENT

To analyse the collected data, various statistical techniques used such as Mean, SD and 't' value.

ANALYSIS AND INTERPRETATION OF DATA

Table 2

Categorise Of B.Ed. Prospective Teachers	Govt. College			Self-Financing College			'T' Value
	N	Mean	SD	N	Mean	SD	
Male	100	138.93	24.94	100	130.37	29.67	2.20*
Female	100	141.64	10.75	100	142.70	21.20	0.36
Arts	77	133.01	27.44	70	138.46	26.52	1.22
Science	70	146.00	14.93	70	134.47	24.44	3.37**
Commerce	53	143.30	20.17	60	136.70	28.80	1.42
LES	40	148.20	18.07	56	132.16	30.69	3.20**
MES	105	136.03	25.14	84	135.52	24.73	0.14
HES	55	142.65	17.94	60	142.03	23.90	0.16
Total	200	140.29	22.48	200	136.54	26.45	1.53

Significant at 0.05 level, *significant at 0.01 level

The data projected in table, reveals that male groups of government and self-financing colleges prospective teachers varied significantly in respect of their mean score on self-concept ($t=2.20$, $p<0.05$). Government colleges male prospective teachers had exhibited higher mean values than the self-financing colleges prospective teachers of the same group. On the other hand, female prospective teachers of government colleges and self-financing colleges were found to have statistically almost similar scores ($t=0.36$, n.s.).

When arts prospective teachers of government colleges were compared with arts prospective teachers of self-financing colleges in regard to their self-concept, finding of insignificant variation was observed. On the other hand, science prospective teachers of government colleges in comparison of having science background prospective teachers of self-financing colleges had scored higher mean values. Table also indicate that the government and self-financing institution prospective teachers of commerce background had scored almost similar on their self-concept.

On controlling economic status, low economic status prospective teachers of government colleges had scored significantly higher mean values than the self-financing colleges prospective teachers. In case of middle economic status,

both groups of prospective teachers i.e. government colleges and self-financing colleges having similar economic status were found to have almost similar self-concept. When high economic status prospective teachers of government colleges vs prospective teachers of self-financing colleges were found to be similar.

When prospective teachers of government colleges and self-financing colleges were compared for their self-concept without making any control, they were found to have statistically almost similar mean scores.

CONCLUSIONS

When the study was carried out in view of self-concept, the prospective teachers of government colleges and self-financing colleges were found to be identical to each other in 2/3 comparisons that is female/arts/commerce/middle economic status/high economic status/total. Government colleges prospective teachers of male categories, of science background and low economic status categories were having better self-concept.

EDUCATIONAL IMPLICATIONS

For the sake of quality of teacher education, infrastructure facilities, good library, sports, teaching practice school, adequate staff must be provided to different B.Ed. colleges. The teacher educators of teacher education institutions should be oriented on different topics and innovations in education, for improvement of quality of teacher education in general and improvement of performance of student-teachers in particular. Self-concept occupy very important place in the life of prospective teachers. Unfortunately most of the teachers are unaware of the term self-concept. In this context 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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