

A COMPARATIVE STUDY OF SELF CONCEPT OF B. ED. STUDENTS OF FEMALE AND CO-EDUCATIONAL TEACHER COLLEGES

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ABSTRACT

Education develops man's faculty, specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty. Education plays a vital role in the programme of nation building. The most powerful instruments to meet the challenge of poverty and deprivation and of the widening gap between the rich and the poor and among countries are education and research. Today, our self-concept, and self-awareness is one of the most important concepts. In this paper we discuss two types of teacher education colleges Co-educational and Female colleges. The teacher is the keystone of the educational structure. It is obvious that the future of a nation depends on the quality of the teacher the country has. This paper tempted to make a comparative study of the self-concepts of the student's teachers of different colleges and genders with a view to specifying how the student teacher differs from one another on these variables. The difference in their environment structure may affect differentially the growth and development of psychological characteristics of the students of female and co-educational teachers training colleges. Paper in this direction has not received sufficient attention so far. The present study is an attempt to throw light on the neglected area of Teacher's Training Colleges. The finding reveals that significant difference in self-concept exist in some scales. Achievement is a very complex variable that depends on several other variables. Hence, there is necessity of conducting more researches to draw some significant results in the field. This paper studied the problem related to student teachers. Every research leaves new scope and opens new ideas for further study. The researcher hopes that readers of this paper will be benefited in developing insight in the field of teacher education.

Keywords: Emotional; Intellectual; Self-concept.

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1. INTRODUCTION

Education plays a vital role in the programme of nation building. Today, our self-concept, i.e. our knowledge, assumptions, and feelings about ourselves, is central to most of the mental processes. We know that each person's self-concept is different from all others. The self-concept is probably primarily learned or acquired, but basic tendencies, such as to like or dislike others or one's self, might be inherited as well. To achieve the objectives of higher education mainly two types of teacher education colleges have been opened:

1. Co-educational colleges and
2. Female colleges (Women colleges)

There has been variation in the criteria of state admission policies. The proactive had been that states had been following different percentage of marks as admission criteria for admission to various courses. It may reasonably be thought that the student's teachers of different states, for this reason, may differ in their self-concepts. Research in this direction has not received sufficient attention so far, particularly at teaching professional college level. Hence the attempt to make a comparative study of the self-concepts of the student's teachers of different colleges and genders with a view to specifying how the student teacher differs from one another on these variables.

1.1 The problem

The difference in environment structure may affect differentially the growth and development of psychological characteristics of the students of female and co-educational teachers training colleges of a particular university.

1.2 Objectives

The objectives of the present study were:

- To study the self-concepts of the female and co-education B.Ed. Students of Teacher's Colleges of District Sirsa.
- To ascertain the relationship of the self-concepts with the achievement of the male and female B.Ed. Students of Teacher's Colleges of District Sirsa.
- To analyze the variables that contribute more significantly to the academic achievement of the male and female B.Ed. Students of Teacher's Colleges of District Sirsa.

1.3 Definitions of important terms used

Self-concept

By self, we generally mean the conscious reflection of one's own being or identity, as an object separate from other or from the environment. Self-concept is the cognitive or thinking

aspect of self (related to one's self-image) and generally refers to: **“The totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Purkey, 1988).**

Achievement

The aggregate marks obtained in examination by the student teachers of various faculties have been accepted as the criterion of student's academic achievement.

1.4 Tools

Self-concept was defined as the perceptions of the students about their own personality qualities. To measure them, **self-concept List Rating Scale (SCLRS)** prepared by **Pratibah Deo** have been used. It measures self-concept in the areas of intelligence, emotional, social, character and aesthetic.

1.5 Delimitations

The study has been delimited in the following ways:

- a. The study is confined to the B.Ed. student (student teacher) of district sirsa.
- b. The study is confined to male and female student teachers.

Parent Group of Present Study (Population)

Parent Group of Present Study is being formed by the following Teacher's Training College of district sirsa.

Table 1 – Sampling framework of the universe

S.No.	Name of Teachers' Training College	Status	Total Seats
1.	Haryana College of Education, Ellenabad.	Co-Edu	100
2.	Mata Harki Devi College of Education, Odhan	Woman	200
3.	Ch. R.R. Memorial College of Education, Ellenabad	Co-Edu	200
4.	Chotu Ram Jaat College of Education, Ellenabad.	Co-Edu	100
5.	New Era College of Education, Santnagar	Co-Edu	100

2. COMPARISON OF SELF –CONCEPTS

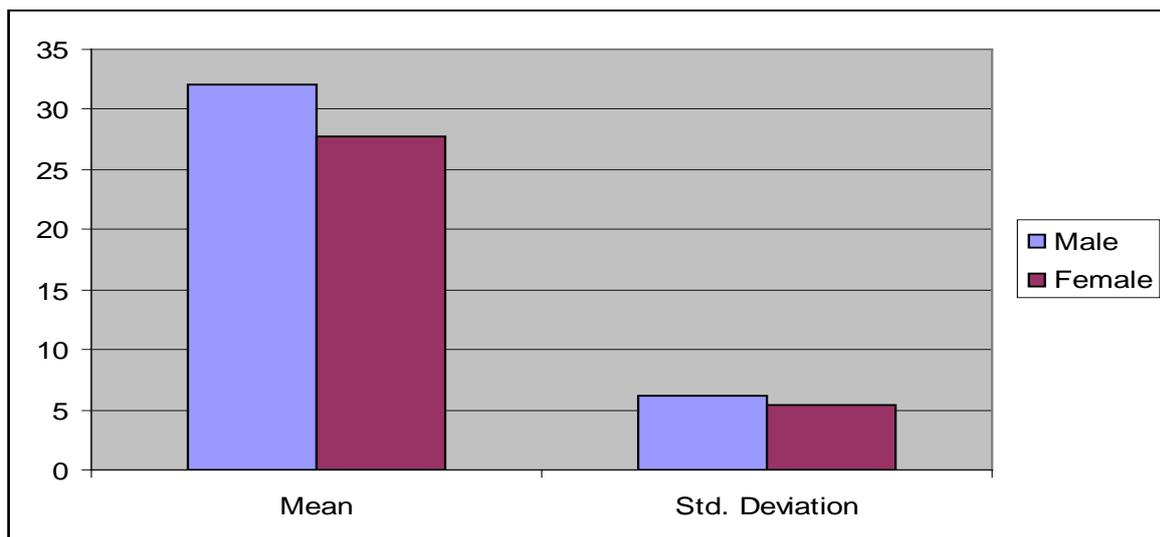
In this section an attempt has been made to find out the difference between self concept of male and female students of teacher training colleges (student teachers) of district sirsa. The researcher has also attempted to compare the self concept of students in five dimensions, namely intellectual, emotional, character, social and aesthetic. In order to measure the self-concept of student teachers researcher has used 'self concept List' constructed by Dr. (Mrs.) Pratibha Deo.

2.1 Comparison of male and female students on Intellectual Dimension of self-concept

Table 1- Mean, SD and t-ratio on intellectual dimension of self-concept.

Variable	N	Mean	Std. Deviation	Df	D	SEm	t-ratio	P
Male	350	32.08	6.21	698	4.28	0.439883	9.729851	0.01
Female	350	27.80	5.4					

Figure 1 Mean scores and SD of student teacher on intellectual dimension of self-concept.



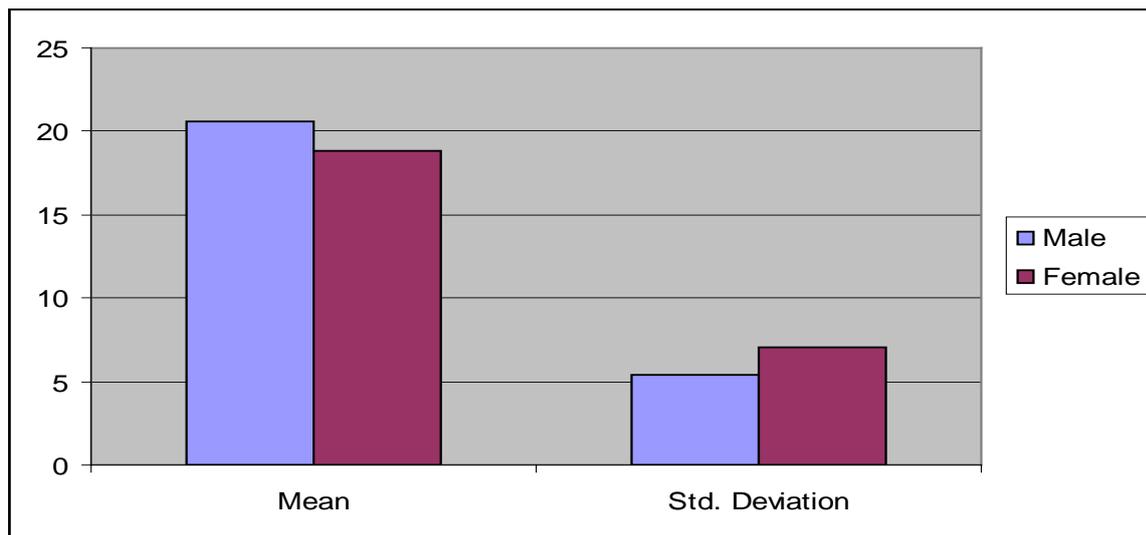
Hence on intellectual dimension of self-concept there is found to be there is significant difference between the mean scores of male and female students. This may mean that male students perceived themselves more intellectual in comparison to female students.

2.2 Comparison of male and female students on Emotional Dimension of self-concept

Table 2- Mean, SD and t-ratio on emotional dimension of self-concept.

Variable	N	Mean	Std. Deviation	Df	D	SEm	t-ratio
Male	350	20.6	5.4	698	1.77	0.476805	3.71221
Female	350	18.83	7.1				

Figure 2 Mean scores and SD of student teacher on emotional dimension of self-concept.

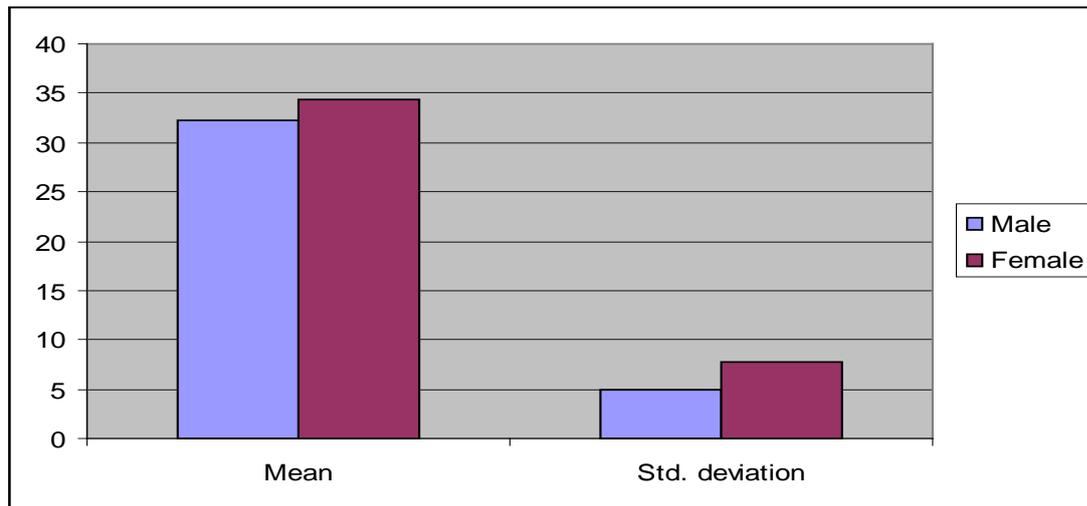


Hence on emotional dimension of self-concept there is found to be there is significant difference between the mean scores of male and female students and hypothesis is retained on emotional dimension. This may mean that male students perceived themselves more emotional in comparison to female students.

2.3 Comparison of male and female students on Character Dimension of self-concept

Table 3- Mean, SD and t-ratio on character dimension of self-concept.

Variable	N	Mean	Std. Deviation	Df	D	SEm	t-ratio
Male	350	32.29	4.9	698	-2.05	0.487852	-4.20209
Female	350	34.34	7.7				

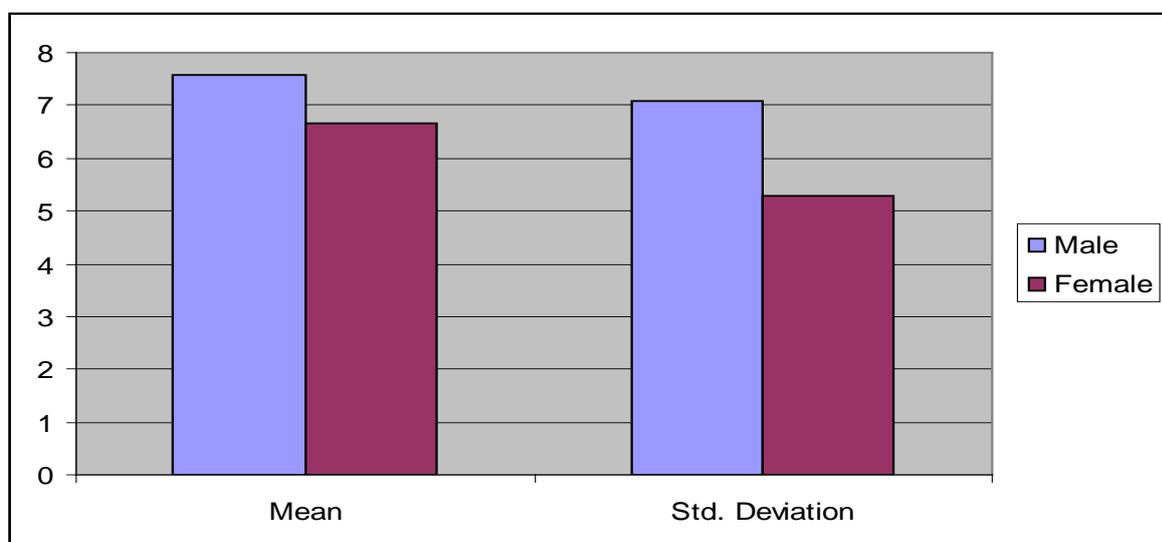
Figure 3 Mean scores and SD of student teacher on character dimension of self-concept.

Hence on character dimension of self-concept there is found to be there is significant difference between the mean scores of male and female students and hypothesis-I is retained on character dimension. This may mean that female students perceived themselves more on character scale in comparison to male students.

2.4 Comparison of male and female students on Social Dimension of self-concept

Table 4- Mean, SD and t-ratio on social dimension of self-concept.

Variable	N	Mean	Std. Deviation	df	D	SEm	t-ratio
Male	350	7.59	7.1	698	0.92	0.473588	1.942616
Female	350	6.67	5.3				

**Figure 4 Mean scores and SD of student teacher on social dimension of self-concept.**

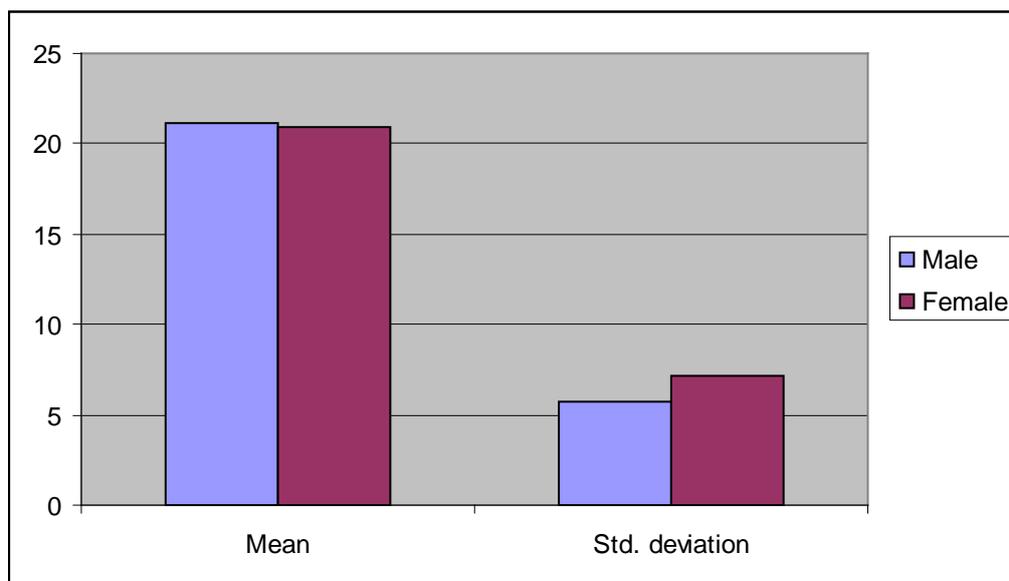
Hence on social dimension of self-concept the two groups did not differ significantly and hypothesis is rejected on social dimension. This may mean that male students perceived themselves as social as female students.

2.5 Comparison of male and female students on Aesthetic Dimension of self-concept

Table 5- Mean, SD and t-ratio on aesthetic dimension of self-concept.

Variable	N	Mean	Std. Deviation	df	D	SEm	t-ratio
Male	350	21.17	5.7	698	0.2	0.490859	0.407449
Female	350	20.97	7.2				

Figure 5 Mean scores and SD of student teacher on aesthetic dimension of self-concept.



Hence on aesthetic dimension of self-concept the two groups did not differ significantly and hypothesis is rejected on aesthetic dimension. This may mean that male students perceived themselves as aesthetic as female students.

Comparison of male and female students on self-concept

On intellectual dimension of self-concept there is found to be significant difference between the mean scores of male and female students. This means that the male students perceived themselves more intellectual in comparison to female students. On emotional dimension of self-concept the two groups differ significantly. This means that in comparison to female students, male students perceived themselves more emotional. On character dimension of self-concept the two groups differ significantly. This may mean that in comparison to male students, female students perceived themselves more on character scale. On social dimension

of self-concept the two groups did not differ significantly. This may mean that in comparison to female students, male students perceived themselves as social as female students. On aesthetic dimension of self-concept the two groups did not differ significantly. This may mean that in comparison to female students, male students perceived themselves as aesthetic as female students.

3. RELATIONSHIP BETWEEN ACHIEVEMENT AND SELF-CONCEPT

In this section, the researcher has attempted to find out the relationship of students' self-concept with their academic achievement. A large number of researches have been conducted to analyze the relationship of students' self-concept with their academic achievement. It is found that high achievers in schools and colleges possess a feeling of adequacy. Some investigators have found relatively low correlations between self-concept and achievement; others have found fairly high correlations, comparable with correlations between aptitude test scores and academic achievement. On the other hand some investigators have found zero or no correlation between self-concept and achievement. In the present study, researcher has made an attempt to analyze this relationship in case of student teachers (N=700).

3.1 Achievement and intellectual dimension of self-concept

Table 6- Chi square and C's of student teachers on achievement and intellectual dimension of self-concept.

Self-concept	First division	second division	third division	χ^2	C
High	69	225	111	3.873294	0.074181
Low	36	182	77		

3.2 Achievement and emotional dimension of self-concept

Table 7- Chi square and C's of student teachers on achievement and emotional dimension of self-concept.

Self-concept	First division	second division	third division	χ^2	C
High	60	232	126	5.705396	0.089915
Low	45	175	62		

There seems to be no significant relationship between achievement and emotional scale of self-concept.

3.3 Achievement and character dimension of self-concept

Table 8- Chi square and C's of student teachers on achievement and character dimension of self-concept.

Self-concept	First division	second division	third division	χ^2	C
High	59	217	112	2.067235	0.054263
Low	46	190	76		

There seems to be no significant relationship between achievement and character scale of self-concept.

3.4 Achievement and social dimension of self-concept

Table 9- Chi square and C's of student teachers on achievement and social dimension of self-concept.

Self-concept	First division	second division	third division	χ^2	C
High	50	241	94	7.130034	0.100414
Low	55	166	94		

In the present study the social scale of self concept is found to be significantly related to the achievement of student teachers.

3.5 Achievement and aesthetic dimension of self-concept

Table 10- Chi square and C's of student teachers on achievement and aesthetic dimension of self-concept.

Self-concept	First division	second division	third division	χ^2	C
High	62	232	130	8.064432	0.106721
Low	43	175	58		

In the present study the aesthetic scale of self-concept is found to be significantly related to the achievement of student teachers.

Relationship between Achievement and Self-concept

There seems to be no significance relationship between achievement and intellectual dimension of self-concept and also there seems to be no significance relationship between achievement and emotional dimension of self-concept. There seems to be no significance relationship between achievement and character scale of self-concept. In the present study the social scale of self-concept is found to be significantly related to the achievement of student

teachers and also the aesthetic scale of self-concept is found to be significantly related to the achievement of student teachers.

4. IMPLICATIONS OF FINDINGS OF THE STUDY FOR POLICY MAKERS, TEACHER EDUCATORS AND EDUCATION

These findings have some important implications for the policy makers, teachers, students and education. The teachers training institutions are expected and must be compelled to implement the programme for quality improvement. The findings of present study have important implications in this regard. To develop the confidence and feelings of superiority among student teachers, the policy makers provide the good facilities for personality development. The teacher educators develop confidence and feelings of emotional stability among student teachers. They must develop the interest of student teachers in education and society. One of the major implications to education is that the results of the present study should be verified by conducting further studies.

4.1 Suggestions for further research

After completed the present study, some of the suggestions are given below:

1. Similar study may be conducted on other professional college students.
2. The present study is delimited to district sirsa. Further study may be conducted at the national level so that the generalization of wider nature may be made.
3. To understand the behavior of student teachers fully, other variables may be included in further research.

4.2 Conclusion

From the finding of the present and few other studies, it seems that student teachers are perceived themselves as intelligence, emotional, social and aesthetic. The student teachers placed some values top and having positive attitude towards education, teachers, family and society. The finding reveals that significant difference in self-concept exist in some scales. Achievement is a very complex variable that depends on several other variables. Hence, there is necessity of conducting more researches to draw some significant results in the field.

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