

A STUDY OF SELF-CONCEPT AMONG ELEMENTARY EDUCATION TRAINING STUDENTS

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ABSTRACT

This paper is concerned with the study of Self-concept of elementary teachers' training students. Self-concept is an important psychological aspect influencing the personality of an individual. The term self-concept refers to the individual's perception or view of him. It refers to those perceptions, beliefs, feelings, attitudes and values which a person perceives of his abilities and his status and roles in the outer world. The study was conducted on a sample of 72 elementary teachers' training students who were given the Self-concept questionnaire (Dr. R. K. Saraswat, 2011). The results revealed that there is a significant difference in the self-concept of male and female elementary teachers' training students.

Keywords: Self-concept; Elementary Teachers' Training; Male; Female

INTRODUCTION: It is the teacher who is mainly responsible for implementation of educational process at any stage." Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. This shows that the task of building an enlightened, strong and prosperous nation rests on the shoulders of its teachers. For the betterment of society and development of nation, it is necessary to see all round development of its children which is an outcome work of effective teachers.

SELF CONCEPT:

The term self-concept is a general term used to refer to how someone thinks about or perceives oneself. The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. Self-concept or self-identity is the mental and conceptual awareness. According to **Baumeister (1999)** Self Concept is "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Everyone has a concept of what they are and who they are. Some people are more aware of this than others, because there are individuals who go through a day of work or social interaction without considering who they really are or how they fit into the world around them.

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This is also different from being self conscious, a term that means we are aware of where we exist. The concept is also a much more wide-ranging term than self esteem because we can have a view of ourselves without holding ourselves in esteem. Self concept is made up of how we assess ourselves, how we see our personality and how we rate our skills and abilities. When we have self esteem, our assessment is more positive, sometimes falsely as we give ourselves more credit than is due. Those who focus on the subject of self concept also note that a concept of who we are is more permanent than how we feel at the moment, or even how we feel for a day or two. A consistent concept will put us in a state of mind, and will be an understanding that does not change dramatically over time.

A concept of the self actually reaches both into the past and into the future, as we know who we were and who we are. Included in this picture are all the memories, fears, goals and possibilities that remain in our minds. For example, a concept of self from our early life might involve how we looked physically and how we are associated with friends and playmates. What we remember of this is part of our personal concept. In the present, our concept might also involve how we work, what success we achieve and, most importantly, if those things are important to whom we think we are. Self concept is distinct from self esteem, and may be more akin to self worth. Esteem means that we think something is important or has a particular value. While this idea can be a small part of our concept of self, they are not necessarily one and the same. In short, self concept is a lifelong and often complex view of the person we are.

NEED AND SIGNIFICANCE OF THE STUDY:

It is quite obvious that an individual knowing his self development- a sort of self- concept whereby one can develops realistic approaches to achieve higher and to excel others in his endeavors. Present system of education lays much emphasis upon all round personality development of every individual. Therefore considering this aim of education at secondary stage of education, it is necessary to be nourished and develops the self concept among would be school teachers.

OBJECTIVES:

1. To measure Self-Concept between male and female Elementary Teachers' Training Students.
2. To find out significant difference in Self-Concept between male and female Elementary Teachers' Training Students.

HYPOTHESIS:

There will be a significant in Self-Concept between male and female Elementary Teachers' Training Students.

DELIMITATION:

The study is delimited to the Elementary Teachers' Training Students of Jasdev Singh Sandhu College of Education, Kauli, Patiala only.

METHOD:

Descriptive method was used for this study.

SAMPLE:

The sample of study consists of 72 students, out of which 36 were male and 36 were female Elementary Teachers' Training Students of Jasdev Singh Sandhu College of Education, Kauli, Patiala.

TOOL:

Self-Concept Questionnaire by Dr. Raj Kumar Saraswat.

STATISTICAL ANALYSIS:

Mean, SD, SE and t-ratio were calculated in order to measure and find out significant difference between male and female elementary training students respectively.

RESULTS:

To find out the nature of distribution of scores, the descriptive statistics in terms of mean, standard deviation, standard error separately was employed. The results are presented in the following table:

Table 1
Mean, SD and Standard Error for Total Data of self concept of Elementary Teachers Training Students

ETT Students	N	Mean	SD	SE
Male	36	191.55	10.90	0.79
Female	36	146.36	8.25	0.68

Table 1 reveals that the values of mean, standard deviation and standard error in case of Self-Concept of male and female were 191.55, 10.90, 0.79 and 146.36, 8.25, 0.68 respectively for the total sample of Elementary teachers training students.

H: There will be a significant in Self-Concept between male and female Elementary Teachers' Training Students.

Table 2
Mean, SD and t-ratio for Total Data of Self- concept of Elementary Teachers Training Students

ETT Students	N	Mean	SD	t-ratio
Male	36	191.55	10.90	4.01**
Female	36	146.36	8.25	

*Significant at 0.05 level

**Significant at 0.01 level

The calculated t-value for finding out the significance of difference in the Self- Concept of male and female elementary teachers training students were found to be 4.01. The required table value to be significant at 0.05 and 0.01 levels are 2.00 and 2.65 respectively. The calculated t-value for Self-Concept is higher than the table value at both levels and hence significant. Therefore it can be inferred that there exist a significant difference between Self- Concept of male and female elementary teachers training students. Hence the hypothesis that "*There will be*

a significant in Self-Concept between male and female Elementary Teachers' Training Students'' was accepted.

CONCLUSION:

The results showed that male elementary teachers' training students have a positive Self-Concept as compared the female counterparts. In male elementary teachers' training students, the obtained mean scores of self-concept are above average. This showed that male elementary teacher' training students were socially active and rely on them rather than on other and were willing to accept suggestions.

The conclusions drawn from this study suggest some important educational implications which are useful for teachers, administrators and educational planners. A positive self-concept is the capacity to control the different parts of our emotional world in a way that provides consistency and balance to our life. Students who have a positive self concept achieve more whereas negative self-concept distracts students from learning situation and creates a feeling of incompetence and inferiority.

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