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A STUDY ON SELF CONCEPT OF STUDENT TEACHER TRAINEES OF COLLEGES OF EDUCATION AFFILIATED TO DAVANGERE UNIVERSITY

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Abstract:

The aim of the study is to find out the self concept of student teachers of Colleges of Education affiliated to Davangere university who are undergoing B.Ed. Course. It very important that teacher training should make Student teachers to caliber to handle the secondary school level students. There were 120 student teachers selected with respect to their gender, Locality, Type of school and Caste. Result reviews that there is no significant difference between the self concept of student teachers with respect to their gender, type of school and caste where as there is a significant difference in the self concept of student teachers studying in rural and urban Colleges of Education. This study focused some practical aspect of self concept and its related things.

Key words: Colleges of Education, Self concept, Student teacher.

1. Introduction:

Self concept can be defined as the value judgment each person makes of himself. A substantial part of the self concept is a reflection of how others view the person. Cooley (1902) in his concept of the "looking glass self" maintained that we learn to see and judge ourselves as we imagine others see and judge us. One's self concept is thus a self-image - "the impression it makes on others and the impression it makes on ourselves as perceived in terms of the impression we think it makes on others" (Lindgren 1973). Social interaction plays a major role in the formation of self concept. Mead (1934) observed that every person is seeking to anticipate what others with whom he interacts are expecting of him. He adapts his behaviour and his feelings and attitudes about his self in accordance with the anticipated expectations. The expectations of the "generalized others" in society are internalized. In this study, an attempt has been made to study the self concept of Student teachers studying in Colleges of Education affiliated to Davangere university.

The self-concept includes past, present and future selves. Future or possible selves represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. These different selves correspond to one's hopes, fears, standards, goals, and threats for their present selves. Possible selves may function as incentives for future behavior and also provide an evaluative and interpretive context for the current view of self that is used when one self-evaluates, contributing to one's self-esteem. This study revealed Self Concept of student teacher trainees of Colleges of Education affiliated to Davangere university

2. Objectives

The following objectives have been formulated:

1. To find out whether men and women Student teachers differ significantly in their self concept.
2. To find out whether Student teachers studying in government schools and private schools differ significantly in their self concept.
3. To find out whether Student teachers studying in rural and urban schools differ significantly in their self concept.

4. To find out whether Student teachers who belong to forward castes and Student teachers who belong to castes other than forward castes differ significantly in their self concept.

3. Hypotheses:

1. There is no significant difference between the self concept of men and women Student teachers
2. There is no significant difference between the self concept of Student teachers studying in Government and private schools
3. There is a no significant difference in the self concept of Student teachers studying in rural and urban schools
4. There is no significant difference between Student teachers belonging to forward castes and those belonging to other castes in respect of their self concept

4. Method of Study:

The method chosen for the study was Survey method.

4.1. Sample:

There were 120 student teachers selected with respect to their gender, Locality, Type of school and Caste from Colleges of Education affiliated to Davangere university.

4.2. Tool used for the study:

Self-concept Questionnaire by R.K. Saraswat has been used for the study. The respondent provided with 5 – point scale to give his responses ranging from most acceptable to least acceptable description of his self concept. The alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same i.e. 5, 4, 3, 2, 1 whether the items are positive or negative. If the respondent put 1 mark for first alternative the score is 5, for second alternative the score is 4, for third alternative score is 3, for the fourth it is 2 and for the fifth and last alternative the score is 1. The summated score of all the forty eight items provide the total self concept score of an individual. A high score on this inventory indicates a higher self concept, while a low score shows low self concept.

4.3. Statistical Techniques for Data Collection:

The 't' test was used to find out the significance of the difference between the means of

1. men and women Student teachers,
2. Student teachers studying in government and private schools,
3. Student teachers studying in rural and urban schools,
4. Student teachers belonging to forward castes and those belonging to castes other than forward caste.

5. Data analysis and Interpretations:

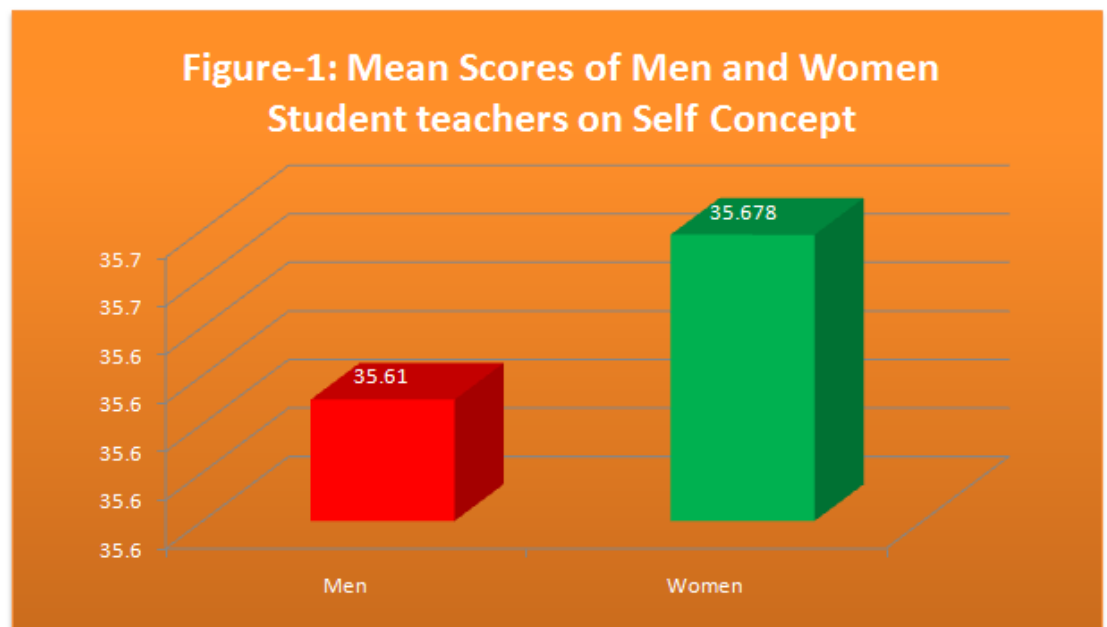
Data has been analyzed based on the objectives of the study as follows:

1. **To find out whether men and women Student teachers differ significantly in their self concept.**

Table -1: Significance of the difference between the Mean Scores of Men and Women Student teachers on Self Concept inventory

Sample	N	Mean	SD	σD	CR	Level of Significance
Men	69	35.61	8.012	1.36	0.49	Not significant at 0.5 level
Women	56	35.678	7.29			

The critical ratio of the self concept scores of men and women Student teachers is found to be 0.049. it is not significant at 0.05 level, therefore the null hypothesis-1 is retained and it is concluded that there is no significant difference between the self concept of men and women Student teachers (Vide Table 1).

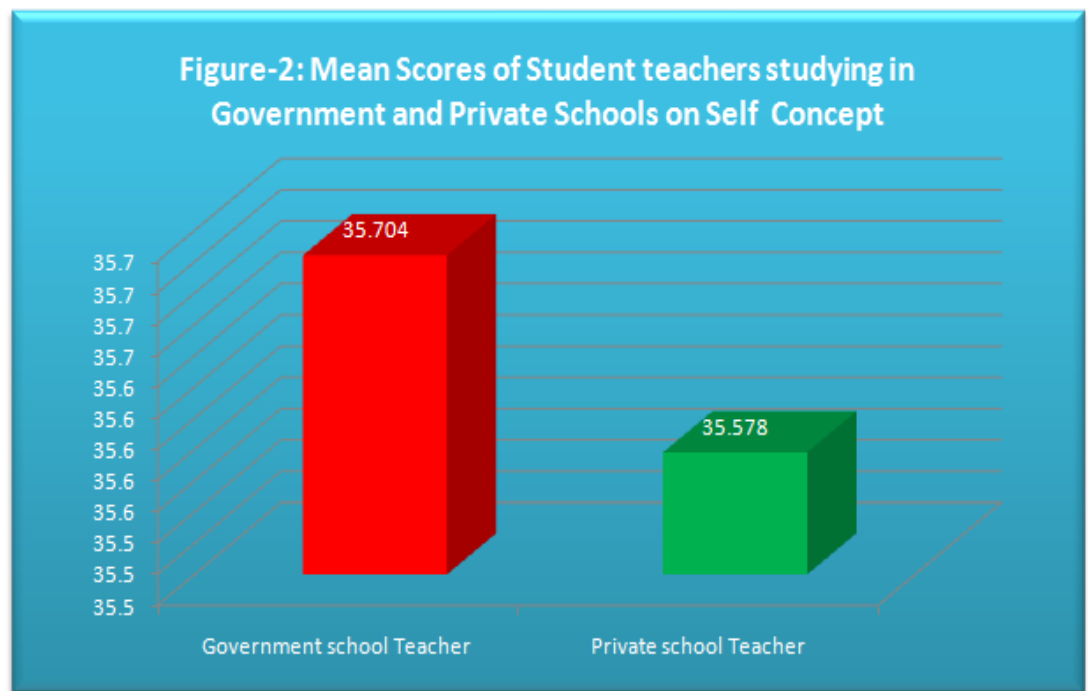


2. To find out whether Student teachers studying in government schools and private schools differ significantly in their self concept.

Table 2: Significance of the Difference between the Mean Scores of Student teachers studying in Government and Private Schools on Self Concept Inventory

Sample	N	Mean	SD	σD	CR	Level of Significance
Government school Teacher	61	35.704	7.92	1.376	0.0915	Not significant at 0.5 level
Private school Teacher	64	35.578	7.45			

The critical ratio of the self concept scores of Student teachers studying in government and private schools is found to be 0.0915. It is not significant at 0.05 level. Hence the null hypothesis-2 is retained. Hence it can be concluded that there is no significant difference between the self concept of Student teachers studying in Government and private schools.

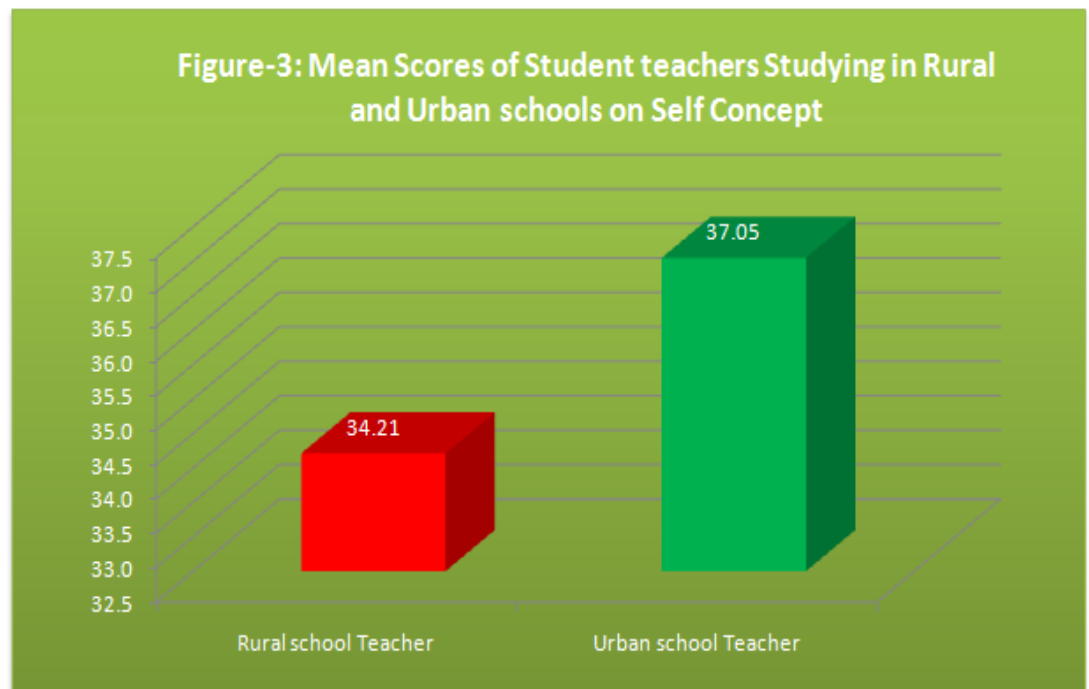


3. To find out whether Student teachers studying in rural and urban schools differ significantly in their self concept.

Table 3: Significance of the Difference between the Mean Scores of Student teachers Studying in Rural and Urban schools on Self Concept Inventory

Sample	N	Mean	SD	σD	CR	Level of Significance
Rural school Teacher	62	34.21	7.92	1.35	2.103	Significant at 0.5 level
Urban school Teacher	63	37.05	7.17			

The critical ratio of the self concept scores of men and women Student teachers studying in rural and urban school is found to be 2.103. it is significant at 0.05 level. Hence the null hypothesis-3 is rejected. It is concluded that there is a significant difference in the self concept of Student teachers studying in rural and urban schools. The urban school Student teachers have a better self concept than rural school Student teachers.

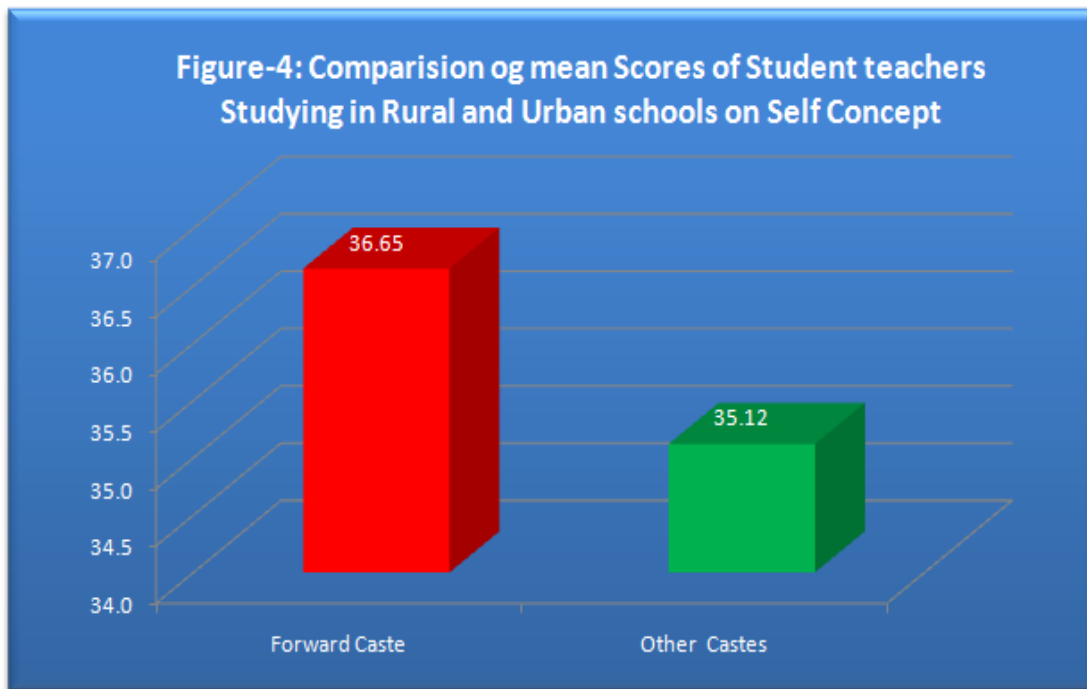


4. To find out whether Student teachers who belong to forward castes and Student teachers who belong to castes other than forward castes differ significantly in their self concept.

Table 4: Significance of the Difference between the Mean Scores of Student teachers who belong to Forward and Other Castes on Self Concept Inventory

Sample	N	Mean	SD	σD	CR	Level of Significance
Forward Caste	52	36.65	7.64	1.388	1.102	Not significant at 0.5 level
Other Castes	73	35.12	7.67			

The critical ratio of the self concept scores who belong to forward castes and those belonging to castes other than forward caste is found to be 1.102 and it is not significant at 0.05 level. Hence the null hypothesis-3 is retained at 0.05 level and it is concluded that there is no significant difference between Student teachers belonging to forward castes and those belonging to other castes in respect of their self concept (vide Table 5)



5. Findings:

1. There is no significant difference between the self concept of men and women Student teachers
2. There is no significant difference between the self concept of Student teachers studying in Government and private schools
3. There is a significant difference in the self concept of Student teachers studying in rural and urban schools
4. There is no significant difference between Student teachers belonging to forward castes and those belonging to other castes in respect of their self concept

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