



A STUDY ON SELF CONCEPT OF B.ED TRAINEES

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ABSTRACT

The current investigation aims to explore the B.Ed. trainees in Vellore District's self-concept. Using the random sampling technique, 103 samples were drawn from one government institution and one self-financing college. The normative survey method was used in this investigation. Finding out the B.Ed. trainees' self-concept is the aim of this study. Researchers Govindhammal and Ponmozhi, D., created and standardized the self-concept scale (2024). This scale has fourteen items with a 5-point rating each in four dimensions: self-image, self-efficacy, self-confidence, and self-reflection. The Self-Concept measure yielded a Cronbach's Alpha reliability score of 0.76 and a validity score of 0.87. Descriptive, deferential, correlational, and regression analyses were carried out using SPSSIBM19. The trainee for the B. Ed. has a very high self-concept. The department, the type of college, and overall self-concept have a somewhat positive link. After nine variables were eliminated, the prediction model—which included one of the 10 predictors—was obtained in a single step. With a p-value of less than .001 and a statistically significant $F(1-102) = 5.443$, the model explained almost 5% of the variance in self-concept ($R^2=0.05$, Adjusted $R^2=0.045$). About 5% of the difference in the self-concept was uniquely explained by the department of study. Self-Efficacy and Self-Reflection were comparatively low indicators of B.Ed trainees' self-concept, whereas Self-Confidence and Self-Image were comparatively dominant indicators of self-concept.

Key words: Self-concept, B.Ed trainees.

INTRODUCTION:

Self-concept, often referred to as self-perception or self-identity, is the foundation upon which our personalities, behaviors, and perceptions of the world are built. It encompasses our beliefs, thoughts, feelings, and evaluations about ourselves. Understanding self-concept is crucial as it profoundly influences our interactions, decisions, and overall well-being. This essay delves into the intricacies of self-concept, exploring its components, formation, influences, and implications for personal growth and psychological health.

SIGNIFICANCE OF THE STUDY:

The main component of B.Ed. trainees' personality patterns is their self-concept. It controls the person's typical responses to other people, parents, the public, and circumstances and establishes the standard of his trainees' behavior. Positive attitudes should come from training. In order to better assist trainees in developing resilience, self-efficacy, and confidence as future educators, teacher educators should find ways that foster the development of positive self-concepts. Research on the self-concept of B.Ed. trainees can be used to pinpoint early signs of burnout and variables that lead to rookie teachers leaving the field early. Studies on the self-concept of B.Ed. candidates can provide insight into the traits and attributes that support successful instructional strategies to develop self-concept.

NEED OF THE STUDY:

The Teacher Education program has undergone numerous modifications to enhance its professionalism. This includes extending the course duration to two years, increasing the amount of practice teaching time, the emergence of private colleges, and increasing the number of course work papers to promote professionalism. For government jobs, the government administers two screening exams to teachers. All of these have an impact on the B.Ed. trainees' self-concepts. Prominent pupils are not drawn to the B.Ed program. Thus, this study sheds information on the trainees' present self-concept and the changes that are required to enhance it.

STATEMENT OF THE PROBLEM:

A Study on Self Concept of B.Ed Trainee is the chosen as research problem.

OBJECTIVES:

1. To assess the self-concept of B. Ed trainees.
2. To find the relationship between self-concept of B. Ed trainees with their subsamples
3. To identify the predictor of self-concept of B. Ed trainees
4. To identify the dominant self-concept of B. Ed trainees.

HYPOTHESIS:

1. The self-concept of B. Ed trainees are low.
2. There is no significant relationship between self-concept of B. Ed trainees with their subsamples
3. There is no suitable predictor of self-concept of B. Ed trainees
4. There is no vital dominant self-concept of B. Ed trainees.

METHODOLOGY:

Normative survey method is used in the present study. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends and effects. In brief it is an attempt to analyze, interpret and report the present

level of self-concept of B. Ed trainees. The population of the study is thought to be the students enrolled in the Government, Aided and self-financing college in Vellore. In Vellore, there are 19 education colleges with approximately 2000 students are pursuing their undergraduate and post graduate degrees. All candidates obtaining a B. Ed degree in colleges are viewed as representative candidates as population for the study. Using random sample techniques, 103 students from various colleges in Vellore were chosen. In these 103 samples there are 64 students from Self-financing college, 39 from government college are involved. Self-concept scale (2024) was constructed and standardized by the researchers Ponmozhi, D. and Govindhammal was used. This scale contains 14 items in 4 dimensions like impact on Self-Image, Self-Efficacy, Self-Confidence and Self-Reflection with 5-point scale.

DESCRIPTIVE ANALYSIS

One of the important objectives of the study is to assess the level of B.Ed trainees self-concept. For that, the investigator Self-concept scale (2024) was constructed and standardized by the researchers Ponmozhi, D. and Govindhammal was used. This scale contains 14 items in 4 dimensions like impact on Self-Image, Self-Efficacy, Self-Confidence and Self-Reflection with 5-point scale. The maximum score for this test is 70. For that college students were divided into Very Low, Low, Moderate, High and Very high level of self-concept. In order to divide the sample into above stated categories investigator adopted the following method. The categorization was done by dividing the baseline normal curve into 5 units, each unit being Very Low (0-14), Low (15-28), Moderate (29-42), High (43-56) and Very high level (57-70).

ANALYSIS OF THE LEVEL OF SELF-CONCEPT IMPACT OF COLLEGE STUDENTS

S.No	Self-concept	Score	N	Percentage
1	Very Low	0-14	0	0
2	Low	15-28	0	0
3	Moderate	29-42	0	0
4	High	43-56	50	49
5	Very high	57-70	53	51

The above table 1 shows that 51 % of B. Ed trainees self-concept score is Very high (57-70) and 49% of B. Ed trainees self-concept score is High (57-70) Thus, B. Ed trainees self-concept is Very High.

ANALYSIS OF THE RELATIONSHIP BETWEEN SELF-CONCEPT SCORE AND SUBSAMPLES

Evaluating the degree of B. Ed. trainees' self-concept for both the full sample and selected subsamples is one of the study's key goals. For both full and subsamples, the mean Standard deviation values have been computed. which comprise the students enrolled in education colleges were considered as the population and sample. Sub-samples were considered for College Type, Age, Department, Locality, Gender, Medium, Family Type, Income, Parental Role, And Parental Education.

Variable	N	Mean	SD
Self-Concept	103	56.19	5.74

The above table 2 shows the mean score and standard deviation of B. Ed trainees Self-Concept are found to be 56.19 and 5.7 respectively. It is concluded that the B. Ed trainees Self-Concept is High (43-56).

S.NO	Variable	N	Mean	STD	t/f	Result	
1	College type	Self-Financing	64	57.16	5.58	2.24	S
		Government	39	54.58	5.71		
2	Age	20-23	85	56.04	5.60	-.571	NS
		24-27	18	56.89	6.47		
3	Department	Arts	17	53.06	6.20	3.24	S
		Science	25	56.40	3.03		
		Professional	61	56.97	6.22		
4	Locality	Rural	52	56.52	5.61	1.02	NS
		Urban	51	55.84	5.91		
5	Gender	Male	42	56.88	5.77	-.571	NS
		Female	61	55.70	5.72		
6	Medium	Tamil	35	57.03	6.47	1.07	NS
		English	68	55.75	5.33		
7	Family type	Nuclear	65	55.74	5.71	.754	NS
		Joint Family	28	57.32	5.30		

		Single Parent	10	55.90	7.19		
8	Parental income	0-2lakhs	85	55.99	5.62	2.50	S
		2.1-4 Lakhs	5	56.20	1.92		
		4.1-6 Lakhs	8	55.88	5.91		
		6.1-8 Lakhs	3	64.00	10.39		
		8.1-10 Lakhs	2	54.00	5.66		
9	Parental Role	Friendly	67	56.33	5.37	.135	NS
		Strict	33	56.03	6.68		
		No care	3	54.67	3.21		
10	Parental Education	SSLC	63	56.32	4.99	2.50	S
		HSC	16	53.13	7.17		
		UG	12	56.00	6.00		
		PG	2	58.00	0.00		
		Professional	10	60.10	6.12		

The calculated t-value suggests that there is discernible difference between the self-concept of Self-financing and Government college B.Ed trainees. Considering the t-value (-1.02) that was computed is significant at the 5% level. As a result, the alternative hypothesis is accepted and the stated null hypothesis is rejected. Thus, it can be concluded that Self-financing and Government college B.Ed trainees differ in their overall self- concept.

The calculated t-value suggests that there is no discernible difference between the Total Self-Concept of B.Ed trainees aged 20 to 23 and 24 to 27, considering the t-value (-0.559) that was computed is not significant at the 5% level. As a result, the alternative hypothesis is rejected and the stated null hypothesis is accepted. Thus, it can be concluded that college students' overall self-concept is the same for those between the ages of 20 and 23 and 24 and 27.

The obtained f-value suggests that there is a significant variation between the department of study and over all Self concepts of B.Ed trainees. Considering that the computed f-value (3.24) is significant at the 5% level. As a result, the alternative hypothesis is accepted and the stated null hypothesis is rejected. Therefore, the overall Self concept of B. Ed. trainees from different fields varies.

The calculated t-value suggests that there is no discernible difference between the self-concept of Rural and Urban B.Ed trainees. Considering the t-value (-1.02) that was computed is not significant at the 5% level. As a result, the alternative hypothesis is rejected and the stated null hypothesis is accepted. Thus, it can be concluded that college students' overall self-concept is the same for the B.Ed. trainees from rural and urban areas.

The calculated t-value suggests that there is no discernible difference between the self-concept of Male and Female B.Ed trainees. Considering the t-value (-.571) that was computed is not significant at the 5% level. As a result, the alternative hypothesis is rejected and the stated null hypothesis is accepted. Thus, it can be concluded that college students' overall self-concept is the same for Male and Female B.Ed. trainees.

The calculated t-value suggests that there is no discernible difference between the self-concept of B.Ed trainees from Tamil medium and English medium. Considering the t-value (-1.07) that was computed is not significant at the 5% level. As a result, the alternative hypothesis is rejected and the stated null hypothesis is accepted. Thus, it can be concluded that college students' overall self-concept is the same for B.Ed trainees from Tamil medium and English medium.

The obtained f-value suggests that there is a no significant variation between the type of family and over all Self concepts of B.Ed trainees. Considering that the computed f-value (.754) is not significant at the 5% level. As a result, the alternative hypothesis is rejected and the stated null hypothesis is accepted. Therefore, the overall Self concepts of B. Ed. trainees from different family types are same.

The obtained f-value suggests that there is a significant variation between the parental annual income and over all Self concepts of B.Ed trainees. Considering that the computed f-value (2.50) is significant at the 5% level. As a result, the alternative hypothesis is accepted and the stated null hypothesis is rejected. Therefore, the over all Self-concept of B. Ed. trainees from different parental annual income are different.

The obtained f-value suggests that there is a no significant variation between the parental role and over all Self-concept of B.Ed trainees. Considering that the computed f-value (.135) is not significant at the 5% level. As a result, the alternative hypothesis is rejected and the stated null hypothesis is accepted. Therefore, B. Ed. trainees with varying parental roles have the same overall self-concept.

The obtained f-value suggests that there is a no significant variation between the parental education and over all Self-concept of B. Ed trainees. Considering that the computed f-value (2.50) is not significant at the 5% level. As a result, the alternative hypothesis is accepted and the stated null hypothesis is rejected. Therefore, B. Ed. trainees' overall self-concept is differing based on their parental education.

TABLE 4 STEPWISE REGRESSION BETWEEN SELF-CONCEPT AND PERSONAL VARIABLES.							
		Unstandardized Coefficients		Standardized Coefficients			
Model		B	Std. Error	Beta	Pearson r	Sr ²	Structured Coefficient
2	(Constant)	52.049	1.857				
	Department	1.704	.730	.226	.226	0.051	.226
Note: the dependent variable is self- concept, R ² =.051, Adjusted R ² =0.045							
F(1-102)=5.443							

Table 4 shows self- concept and College Type, Age, Department, Locality, Gender, Medium, Family Type, Income, Parental Role, Parental Education, were used in a stepwise multiple regression analysis to predict self- concept of B.Ed trainees.

The prediction model contained one of the ten predictors and was reached in one step with 9 variables removed. The model was statistically significant, $F(1-102) = 5.443$, $p < .001$, and accounted for approximately 5 % of the variance of self- concept ($R^2=0.05$, Adjusted $R^2=0.045$). Self- concept is primarily predicted by the lower levels of Department of study. The raw and standardized regression coefficient of predictors together with their correlation with self- concept, their squared semi-partial correlations, and their structure coefficients are shown in table-4.15. The Department of study received the strongest weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The Department of study uniquely accounted for approximately 5% of variation in the self- concept. Inspection of the structure coefficient suggests that. The Department of study was relatively strong indicators of self- concept of B.Ed trainees.

TABLE 5 STEPWISE REGRESSION BETWEEN SELF-CONCEPT AND ITS DIMENSIONS.							
		Unstandardized Coefficients		Standardized Coefficients			
Model		B	Std. Error	Beta	Pearson r	Sr ²	Structure d Coefficient t
4	(Constant)	-3.553	.000				
	Self-Confidence	1.000	.000	.423	.849	1.000	.321
	Self-Image	1.000	.000	.369	.818	1.000	.284
	Self-Efficacy	1.000	.000	.266	.663	1.000	.231
	Self-Reflection	1.000	.000	.244	.665	1.000	.209
Note: the dependent variable is self- concept, R ² =1.000, Adjusted R ² =1.000							
F(4-98)=719.44							

Table 4.16 shows self- concept and Self-Image, Self-Efficacy, Self-Confidence and Self-Reflection, were used in a stepwise multiple regression analysis to Dominant self- concept of B.Ed trainees.

The Indicator model contained four of the four predictors and was reached in four steps with no variables removed. The model was statistically significant, $F((4-98)=719.44$, $p < .001$, and accounted for approximately 100% of the variance of self- concept ($R^2=0.05$, Adjusted $R^2=0.045$). Self- concept is primarily predicted by the higher of Self-Confidence and followed by Self-Image, Self-Efficacy and Self-Reflection. The raw and standardized regression coefficient of predictors together with their correlation with self- concept, their squared semi-partial correlations, and their structure coefficients are shown in table-4.16. The Self-Confidence received the strongest weight in model and Self-Reflection received the lowest weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively high: The Self-Confidence, Self-Image, Self-Efficacy and Self-Reflection uniquely accounted for approximately 32%, 28%, 20% 2nd 20% of the self- concept. Inspection of the structure coefficient suggests that, The Self-Confidence and Self-Image were relatively Dominant indicator of self- concept of B.Ed trainees and Self-Efficacy and Self-Reflection were relatively low indicator of self- concept of B.Ed trainees

CONCLUSION

The trainee in B. Ed. has an extremely high self-concept. Male, rural, self-financing college students ages 24 to 27 with professional degrees studying in Tamil; they live in a joint home with parents who earn between 6.1 and 8 lakhs a year and are kind, well-educated, and have a positive self-concept. The student's self-concept is predicted by their field of study. The self-concept of B. Ed trainees

is indicated by their self-confidence and self-image. Therefore, the government or private sectors should offer more high-paying work possibilities to B.Ed. trainees.

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