

Educational Aspirations of prospective teachers in relation to Self Concept

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Abstract

Education makes a man a complete man and fit for a society. Without Education human is like uncivilized barbaric animal and development of good habits and character is possible only by the means of education and educational aspirations. The purpose of the research was to study the educational aspirations of prospective teachers in relation to self concept. For this purpose 200 prospective teachers of Ludhiana district were taken as sample. The tool used was Educational Aspiration Scale by Dr V .P Sharma and Dr Anuradha Gupta (1980).Self Concept questionnaire by Dr. Raj Kumar Sara swat (2005). Result of study revealed that there is a positive and significant correlation between Educational aspirations and Self Concept which means Self Concept affects Educational aspirations positively .The study revealed that there is a significant relationship between Educational Aspirations and Self Concept of female prospective teachers as compared to male prospective teachers. The Study also revealed that there is a significant relationship between Educational Aspirations and Self Concept of Science prospective teachers as compared to Arts prospective teachers

Introduction:

Education is a comprehensive term. As we have seen education is bound up with human race. Its boundaries are as rich and varied as life itself .According to report of **Indian Education Commission (1964-66)** “Education ought to be related to the life, needs and aspiration of the people and thereby made powerful instrument of social, economic and cultural transformation.” Aspirations means to wish or to desire. Aspiration is the driving force in the personalities. The aspirations are more important than abilities with which one is born or acquires through environment and education. Educational Aspirations: It is composed of two words –**Education +Aspiration** Educational Aspiration is a psychological construct which reflects a cognitive type of motivation of the individual. Educational Aspirations play an important role in human life to set their goals and to achieve them successfully. Educational aspirations thus represent not only his position at the particular moment in education but it is a measure of his intentional disposition, an important element of his long range of behavior.

By self, we generally mean the conscious reflection of one’s own being or identity as an object separate from others and from environment. There are four popular dimensions of self.

- **Perceived Self:** What we think.
- **Real Self:** What we actually are.
- **Ideal Self :** What we like to be
- **Social Self:** What others think.

Concept is an idea formation from inference. Concept is a mere abstraction from what is known through intuitive perception and they have arisen from our arbitrarily thinking or dropping of some qualities and our relations to others. Concept is drawn off from

previous images by putting off their differences. Self Concept may be considered as a person's ideas, feelings and attitudes about oneself. How one can perceive himself. The components of a self concept include physical, psychological and social attributes and can be influenced by its attitudes and habits. Self concept is a dominant element in personality patterns.

Rothan, Catherine (2011) examined the factors that are associated with high Educational aspirations. It also looked at the relationships between aspirations and achievement. The results showed that the Educational Aspirations was associated with individual characteristics.

Marsh (1993) studied how students from their self concept are different by comparing their academic abilities of other in their group.

Objectives of the study:

1. To find out the relationship between Educational Aspirations and Self Concept among prospective teachers of Ludhiana district.
2. To find out the relationship between Educational Aspirations and Self Concept among Male and Female prospective teachers of Ludhiana district.
3. To find out the relationship between Educational Aspirations and Self Concept among Science and Arts prospective teachers of Ludhiana district.
4. To find out the difference in the mean scores of Educational Aspirations among Male and Female prospective teachers of Ludhiana district.
5. To find out the difference in the mean scores of Educational Aspirations among Science and Arts prospective teachers of Ludhiana district.
6. To find out the difference in the mean scores of Self Concept among Male and Female prospective teachers of Ludhiana district.
7. To find out the difference in the mean scores of Self Concept among Science and Arts prospective teachers of Ludhiana district.

Hypotheses of the study

1. There is a significant relationship between Educational Aspirations and Self Concept among prospective teachers of Ludhiana district.
2. There is a significant relationship between Educational Aspirations and Self Concept among Male and Female prospective teachers of Ludhiana district.
3. There is a significant relationship between Educational Aspirations and Self Concept among Science and Arts prospective teachers of Ludhiana district.

4. There is a significant difference in the mean scores of Educational Aspirations among Male and Female prospective teachers of Ludhiana district .
5. There is a significant difference in the mean scores of Educational Aspirations among Science and Arts prospective teachers of Ludhiana district.
6. There is a significant difference in the mean scores of Self Concept among Male and Female prospective teachers of Ludhiana district.
7. There is a significant difference in the mean scores of Self Concept among Science and Arts prospective teachers of Ludhiana district.

Methodology

In the present study, Descriptive method study of research was used. It involves collection of data, measurement and classification .Descriptive method investigates the phenomenon in its natural setting. A sample of 200 prospective teachers of Ludhiana district constituted the purpose of the present study.

Tools Employed

Educational Aspiration Scale by Dr V .P Sharma and Dr Anuradha Gupta (1980).
Self Concept questionnaire by Dr. Raj Kumar Sara swat (2005).

Statistical Techniques Used

Measure of Central Tendency
Measure of Dispersion: Standard deviation
Test of significance of difference means T –Test
Calculation of Co- relation.

Analysis and Interpretation

Table1: shows the relationship between the Educational Aspirations and Self Concept of prospective teachers of Ludhiana district

VARIABLES	N	R
Educational Aspirations Self Concept	200	0.533**

Table reveals that coefficient of correlation between the scores of the educational Aspirations and Self Concept of 200 prospective teachers is 0.533**.which is higher than the table value of coefficient of correlation 0.181 at 0.01 and 0.05 level of significance. Therefore it can be concluded that there exists significant positive

correlation between the Educational aspirations and Self concept of prospective teachers .Hence Hypotheses 1 which states “There is a significant relationship between the Educational Aspirations and Self Concept among prospective teachers of Ludhiana district . “ is accepted.

Table2: shows the relationship between the Educational Aspirations and Self Concept of Male and Female prospective teachers of Ludhiana district

VARIABLES	N	r	
Educational Aspirations	100	MALE	FEMALE
Self Concept	100	0.550**	0.565**

Table reveals that coefficient of correlation between the scores of the Educational Aspirations and Self Concept of 100 prospective male teachers is 0.550** which is significantly higher than the table value of coefficient of correlation 0.254 at 0.01 level of significance and also reveals that coefficient of correlation between the scores of the Educational Aspirations and Self Concept of 100 prospective female teachers is 0.565** which is significantly higher than the table value of coefficient of correlation 0.254 at 0.01 level of significance. Therefore it can be concluded that there is a significant correlation between Educational Aspirations and Self Concept of male and female prospective teachers. Hence the Hypotheses 2 which states “There is a significant relationship between Educational Aspirations and Self Concept among Male and Female prospective teachers of Ludhiana district.” is accepted.

Table3: shows the relationship between the Educational Aspirations and Self Concept of Science and Arts prospective teachers.

VARIABLES	N	r	
Educational Aspirations	100	Science	Arts
Self Concept	100	0.570**	0.565**

Table reveals that coefficient of correlation between the scores of the Educational Aspirations and Self Concept of 100 prospective teachers of Science Stream is 0.570** which is significantly higher than the table value of coefficient of correlation 0.254 at 0.01 level of significance and also reveals that coefficient of correlation between the scores of the Educational Aspirations and Self Concept of 100 prospective teachers of Arts Stream is 0.565** which is significantly higher than the table value of coefficient of correlation 0.254 at 0.01 level of significance. Therefore it can be concluded that there exists significant correlation between Educational Aspirations and Self Concept of Science and Arts prospective teachers. Hence the Hypotheses 3 which states “There is a significant relationship between Educational

Aspirations and Self Concept among Science and Arts prospective teachers of Ludhiana district.” is accepted.

Table4: shows the difference between the mean scores of Educational aspirations of male and female prospective teachers.

Category	N	Mean	Mean Difference	t-value
Male	100	101.54	12.04	4.45
Female	100	113.58		

Table shows the difference between the mean scores of Educational Aspirations of male and female prospective teachers .The mean value of Educational Aspirations of prospective male teachers is 101.54 and female prospective teachers is 113.58 where as mean difference between the Educational aspirations of Prospective male and female teachers is 12.04. Further the t –ratio calculated from difference of mean is 4.45, which is significant at 0.01 and 0.05 level of significance. Therefore it can be concluded that there is a significant difference between the mean scores of Educational Aspirations of male and female prospective teachers of Ludhiana District. Hence the Hypotheses4 which states “There is a significant difference between the educational aspirations of prospective Male and Female teachers of Ludhiana district.” is accepted.

Table5: shows the difference between the mean scores of Educational Aspirations of prospective teachers of Science and Arts Stream.

Category	N	Mean	Mean Difference	t-value
Science	100	117.02	18.92	6.02
Arts	100	98.1		

Table shows the value of the mean scores of Educational Aspirations of 100 prospective teachers of Science and arts stream. .The mean value of Educational Aspirations of 100 prospective teachers of Science stream is 117.02 and Arts stream is 98.1. Where as mean difference between the Educational aspirations of Prospective teachers of Science and Arts stream is 18.92 .Further the value of t – ratio calculated from difference of mean is 6.02 ,which is significant at 0.01 and 0.05 level of significance. Therefore it can be concluded that there is a significant difference in the mean scores of Educational Aspirations of Science and Arts stream of Ludhiana District at 0.01 and 0.05 level of significance.. Hence the Hypotheses5 which states “ There is a significant difference between the Educational Aspirations of prospective teachers of Science and Arts stream of Ludhiana district.” is accepted.

Table6: shows the difference between the mean score of Self Concept of Male and Female prospective teachers

Category	N	Mean	Mean Difference	t-value
Male	100	246.82	35.92	9.8
Female	100	282.74		

Table shows the value of mean scores of the Self Concept of male and female prospective teachers. The mean value of Self Concept of prospective male teachers is 246.82 and female prospective teachers is 282.74 where as mean difference between the Self Concept of prospective male and female teachers is 35.92 .Further the t –ratio difference of mean is 9.8 ,which is significant. Therefore it can be concluded that there is a significant difference between the mean scores of Self Concept of male and female prospective teachers of Ludhiana district. Hence the Hypotheses 7 which states “There is a significant difference between the Self Concept of prospective Male and Female teachers of Ludhiana district.” is accepted.

Table7 shows the difference between the mean score of Self Concept of prospective teachers of Science and Arts Stream.

Category	N	Mean	Mean Difference	t-value
Science	100	333.18	136.8	15.3
Arts	100	196.38		

Table shows the value of mean scores of the Self Concept of prospective teachers Science and Arts Stream. The mean value of Self Concept of prospective teachers of Science stream is 333.18 and Arts Stream is 196.38.where as mean difference between the Self Concept of prospective teachers of Science and Arts stream is 136.8 .Further the t –ratio difference of mean is 15.3, which is significant at 0.01 and 0.05 level of significance. Therefore it can be concluded that there is a significant difference between Self Concept of prospective teachers Science and Arts stream of Ludhiana district. Hence the Hypotheses 7 which states “There is a significant difference in the mean score of the Self Concept of prospective teachers of Science and Arts stream Ludhiana district.” is accepted.

Conclusion

- Result of study revealed that there is a positive and significant correlation between Educational aspirations and Self Concept which means Self Concept affects Educational aspirations positively.
- The study reveals that there is a significant relationship between Educational Aspirations and Self Concept of female prospective teachers as compared to male prospective teachers.

- The Study also reveals that there is a significant relationship between Educational Aspirations and Self Concept of Science prospective teachers as compared to Arts prospective teachers

Educational Implications

Research work will not be considered complete in itself until research findings are put to some practical use, as such in this section of the chapter an attempt is made to see how the findings of the present study can be used as guidelines to protect and to promote the level of educational aspiration of the children. On the basis of findings of the study it has been seen that there is a significant difference in the mean scores of Educational Aspirations of prospective teachers in relation to self concept. It leads to the conclusion that Self Concept affects Educational Aspirations positively.

There is a significant relationship between Educational Aspirations and Self Concept of prospective teachers. This suggests that stronger the Self Concept, the Stronger will be Aspirations.

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