

A Study of the Self Concept of the D.T.Ed. Students

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Abstract

Self concept is the accumulation of awareness about the nature of a person; one's philosophy of life, aspirations and responsibility. Our societal system influences our behavior to a great extent. Philosophically speaking, each individual is a reflection of the Celestial Being. We have all the capacity within us and the absolute awareness and this realization is the very hub of our personality. What we are depends upon our passion, dedication and confidence level, if we are optimistic then we can gain the utmost and experience the highest. Our self-image decides one's self worth it means a complimentary opinion of oneself. Developing good self-concept involves encouraging a positive attitude towards oneself and the world around us. Social psychologists have pointed out that self-concept plays a vital role in social discernment in which a person forms impressions about others and also of oneself.

It was found that 88% of both first year and second year D.T.Ed. students fall into the moderate self concept category. Only 10% have high self concept this shows that there is lot of scope for improvement. A teacher is a guide, supervisor, motivator and she herself should have a high self concept which in turn can be passed on to the students. Having a positive approach to life will certainly help the teachers to strengthen the self-concept of students.

Self concept is one of the most accepted ideas in psychological literature. Self means the conscious manifestation of one's own identity as an entity separate from others or from the milieu. Self concept is the formation of the entire personality, which is developed on the basis of beliefs regarding one's own self.

Self conceptual thoughts and views:

Stephanie (1995) operationally defined self-concept as an attitude towards one's self reflecting both a description and an evaluation of one's behavior and attributes.

Neill (2005) refers self-esteem to general feelings of self-worth or self-value.

Huitt (2004) supported the idea that one's paradigm or worldview and one's relationship to that view provide the boundaries and circumstances within which we develop our vision about possibilities. This is one of the major issues facing children and youth today.

Self concept is the accretion of awareness about the nature of a person; one's philosophy of life, persona, unique characteristics, aptitude, morals, aspiration and responsibility. Our societal system influences our behavior to a great extent. Each one of us takes up diverse roles assigned to us by our family, community, sex, age, social class, religion and profession. When a person's communitarian responsibilities are ambiguous,

contradictory, or uncomfortable, the growth of the individual will be affected because he/she will be unable to sustain and preserve the most favorable level of self esteem.

Philosophically speaking, each individual is a reflection of the Celestial Being. We have all the capacity within us and the absolute awareness and realization is the very hub of our personality. It is independent and cognizant by itself. What we are depends upon our passion, dedication and confidence level, if we are optimistic then we can gain the utmost and experience the highest.

On the other hand, we find ourselves speculating as to why we differ so much in our discernment of even ordinary things, few of us are contented and blissful, few are law abiding and others law breakers, some are despondent while few are joyful, some always depressed and dismal while others are in high spirits. Ivan Petrovich Pavlov a Nobel Prize-winning Russian physiologist states that each and every individual is trained differently. Therefore each one behaves in a unique manner.

As a child matures and learns to distinguish between itself and other people, it moulds its personality and forms its character which becomes the focal point around which the person's knowledge, skill and adjustment is structured. This formation plays a major role in the life of the individual image can either be beneficial and practical or disparaging, or it can facilitate or encumber the individual's growth. The image that one creates enhances one's self esteem- self concept. It is the impression that one has about oneself Our self-image decides one's self worth it means a complimentary opinion of oneself. Developing good self-concept involves encouraging a positive attitude towards oneself and the world around us and appreciate our worth.

Social psychologists have pointed out that self-concept plays a vital role in social discernment in which a person forms impressions about others and also of oneself. A person's self worth is hidden within oneself. One may not be able to see it but one can see the effects of being positive.

The following abstracts highlight a study of self-concept.

1. R.Grace Sophia, A. Veliappan have dealt with,

An Investigation on Educational Self-Concept of Higher Secondary Students.

The present study was taken to measure the Educational Self-Concept of higher Secondary Students in Tirunelveli, Tuticorin and Kanyakumari districts. For the purpose, 1095 students from XI and XII standards were selected randomly. A standardized self-concept questionnaire was used in the present study. Percentage analysis and 't' test were used for data analysis. Results revealed that there is significant difference found between male and female students and students studying in Tamil and English Medium for their educational Self-concept.

2. Dr. Aradhana Mani has done a study on,

Academic Self-Concept and Family Environment as Predictors of Achievement of High School Students.

The paper attempts to study the Academic Self-Concept and Family Environment as Predictors of Achievement. The sample for the study consisted of 601 Class X students of Allahabad city. Cluster sampling technique was employed for selecting the sample. Casual Comparative and Correlation Survey Method were adopted for the study. Findings of the study revealed that humanistic thrust, control, friction, formality and acculturation dimensions of family environment significantly affect the achievement of high school students. Boys and girls studying in ICSE, CBSE and UP Board schools differed significantly in their achievement.

Since self concept is an imperative feature, the investigator has dealt with the trait of self concept. It is very essential that teachers need to have a positive self concept. They should give positive reinforcement that will enable students to be and become as aspiring citizens. As teachers are mentors they need to tap the potential of the students. Teachers can improve students self concept by supporting and by being there to help them even if it means extra working hours.

Statement of the problem:

A Study of the self concept of the D.T.Ed. Students.

Objectives:

1. To study the self concept of the First Year D.T.Ed Students.
2. To study the self concept of the Second Year D.T.Ed Students.
3. To compare the self concept of First Year D.T.Ed Students and Second Year D.T.Ed students.

Hypotheses:

1. The First year D.T.Ed. Students have positive self concept.
2. The Second year D.T.Ed. Students have positive self concept.
3. There is no significant difference in the self concept of First Year D.T.Ed. Student teachers and Second Year D.T.Ed.Students.

Methodology of the study:

To study the self concept of the first year and second year D.T.Ed. students the researcher has used the descriptive research design wherein survey was conducted.

Sample, sample size and its nature:

The investigator collected data from the D.T.Ed. students. The total sample comprised of 85 students, First year 42 students and second year 43 students. The sample was limited to English medium students. Convenient sampling technique was used to study the attitudes and beliefs of D.T.Ed. students about their own self.

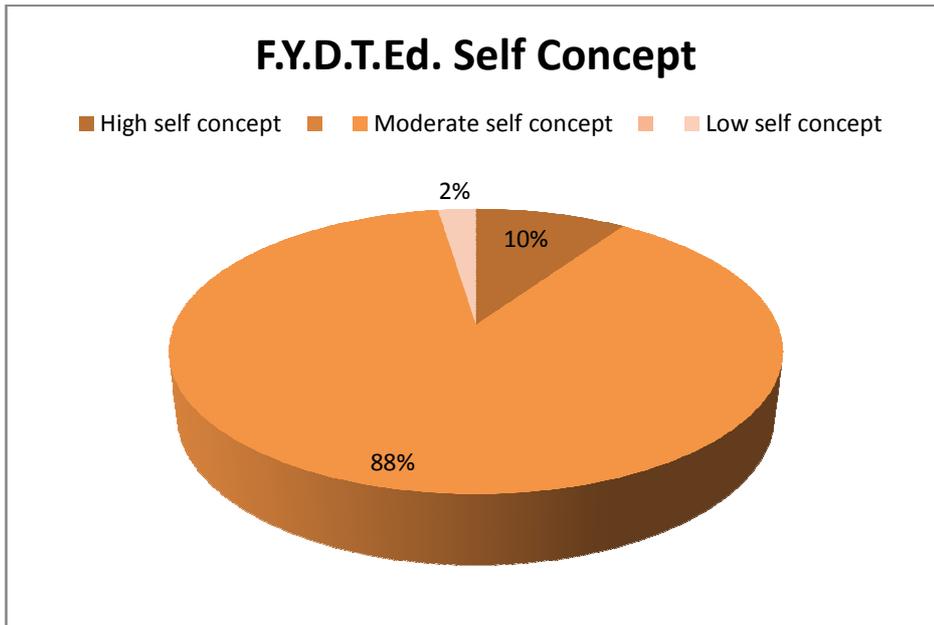
Tool used for the present study:

The data was collected by using Robson SCQ (Self Concept Questionnaire). This tool had 30 items out of which 14 were positive and 16 were negative items.

Analysis of Data: To analyse the obtained data both descriptive and inferential statistical techniques were used. Descriptive analysis technique included percentage and pie chart whereas t test was used as part of inferential analysis.

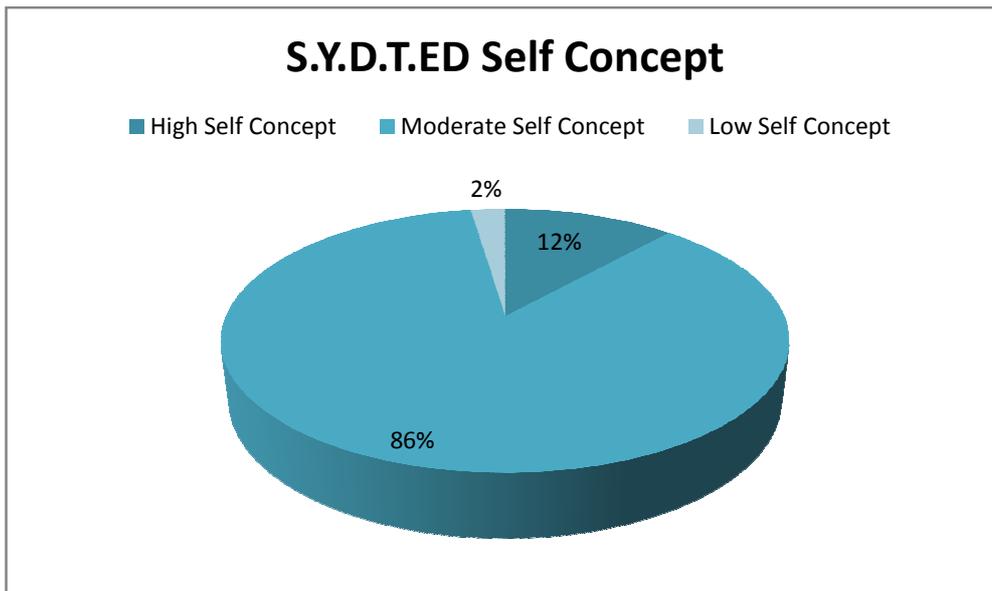
Data Analysis:

Hypothesis 1. The first year D.T.Ed. Students have positive self concept.



It was found that only 12% of first year D.T.Ed. Students have high self concept. 88% of students have moderate self concept and just 2% have low self concept.

Hypothesis 2. The second year D.T.Ed. Students have positive self concept.



It was found that only 10% of second year D.T.Ed. Students have high self concept. 88% of students have moderate self concept and just 2% have low self concept.

Hypothesis 3. There is no significant difference in the self concept of First Year D.T.Ed. Students and Second Year D.T.Ed. Students.

The t-test is the most commonly used method to evaluate the differences in means between two groups. The above hypothesis was tested using the t-test.

D.T.Ed.	Mean	SD	N	df	t value	0.01 level	0.05 level
F.Y.D.T.Ed.	125.76	22.12	42	83	0.6359	NS	NS
S.Y.D.T.Ed.	127.93	19.87	43				

For the above hypothesis calculated 't' value is lower than table value at 0.05 and 0.01 level of significance. Hence it is not significant. That means hypothesis is accepted and therefore there is no significant difference in the self concept of the first year D.T.Ed. Students and second year D.T.Ed. Students.

Finding of the study:

1. 12% of first year D.T.Ed Students have high self concept. 88% of students have moderate self concept and just 2% have low self concept.
2. 10% of second year D.T.Ed. Students have high self concept. 88% of students have moderate self concept and just 2% have low self concept.
3. There is no significant difference in the self concept of the first year D.T.Ed. Students and the second year D.T.Ed. Students.

Conclusion:

It was found that 88% of both first year and second year D.T.Ed. students fall into the moderate self concept category. Only 10% have high self concept this shows that there is lot of scope for improvement. A teacher is a guide, supervisor, motivator and she herself should have a high self concept which in turn can be passed on to the students. Having a positive approach to life will certainly help the teachers to strengthen the self-concept of students.

Finally it is the responsibility of teacher education colleges to prepare teaches with such healthy self concept.

The findings of the study show that there is no significant difference in the self concept of the first year D.T.Ed. students and the second year D.T.Ed. students. This only shows that the course has not had much effect on the students. The study has dealt with the individual's knowledge and perception of his or her self concept. Hence there is need for all those in the research area, administration or educational authority to look into the seriousness of the study and thus they could frame new questionnaires, think of courses,

conduct programmes or build up new strategies to enhance the self concept of these students. Educators need to rise up to the occasion and work out for the good of the country and also at the individual level.

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