

5

Self-Concept Research with Teacher Trainees: An Investigation

Dr. V. S. Sumi, Assistant Professor, Department of Education and Training, Maulana Azad National Urdu University, Hyderabad, Telangana-500032. Mob:9581645757

Abstract

Self-esteem can be defined as the sense of contentment and self-acceptance that results from a person's appraisal of one's own worth, attractiveness, competence, and ability to satisfy one's aspirations (Robson, 1989). The self-concept may be called as an internal model because it uses self-assessments in order to define one's self-schemas. A healthy self-concept leads the individual to achieve their goal with efficiency. This study was conducted on 40 teacher trainees on their self-concept. Self-concept developed by Robson is used for the study. Percentage analysis is the main analysis used to find out the result. The findings of the study revealed that the B. Ed trainees possess above average self-concept level which is a good indicator. Though there is a couple of trainees whose self-concept level is low. Measures to be taken to enhance their self-concept level and if necessary, counselling is also a supportive measure.

Keywords: *Self-concept, schema, teacher trainees*

Introduction:- The self-concept

In simple words one's self-concept is a collection of beliefs about oneself which influences their own thinking and feeling. Understanding one's own actions is depending on one's self-concept. It helps for the betterment of their actions indirectly. "The individual's belief about himself or herself including the person's attributes and who and what the self is" (Baumeister, 1999). According to Crisp and Turner (2015) the individual self consists of attributes and personality traits that differentiate us from other individuals. There is a relational self is defined by our relationships with significant others which can be explained by the

relationship with siblings, friends, and spouses. The other is collective self which is reflected from our relationship in social groups.

There are six specific domains involved in self-concept (Bracken, 1992), they are Social: the ability to interact with others, Competence: the ability to meet basic needs, Affect: the awareness of emotional states, Physical: feelings about looks, health, physical condition, and overall appearance, Academic: success or failure in school, and Family: how well one function within the family unit. One individual self-concept can be studied from all these domains. All the domains are interrelated. No one domain stands independent.

The self-concept may be called as an internal model because it uses self-assessments in order to define one's self-schemas. These schemes are derived from features such as personality, skills and abilities, occupation and hobbies, physical characteristics and things like that. These are assessed and applied to self-schemas, which are ideas of oneself in a particular dimension at a particular time. Rogers identified three different components of self-concept, self-image, self-esteem and ideal self. Self-image is the view you have of yourself, self-esteem is how much value you place on yourself and ideal self is what you wish you were really like. All these three when put together we get one's self-concept.

Significance of Self-concept

To move forward in your life you will definitely need a healthy self-concept. A healthy self-concept help you to identify your potential and take out the best from your strengths, aptitudes, and abilities. This can be otherwise explained as when you have a weak self-concept, it will obstruct all your progress. You will be fragile in all your acts and will lead to a self-sabotaging behaviour. Self-struggle will pull you down in all things. When you struggle a lot then you fail to set the goals and subsequently no-where you will reach.

Emotional maturity is indirectly is the results of a healthy self-concept. Managing our own emotional experiences and other as well is influenced by self-concept. It is of worth having a healthy self-concept when we recognize how much it influences our ability to manage our emotional experiences. A healthy self-concept also determines how far you will go to get a solution for your problem or to reach your goal.

© Dr.V. S. Sumi

When you introspect, a healthy self-concept impacts the questions you ask yourself each day, and it also affects how you interact with people, how you think about yourself, others, and situations.

So from all these it is evident that it is your self-concept which determines what you have to do and not to do in a given situation at a particular time. In other words your self-concept decides how effectively you are dealing with your situations.

Review of research studies

It is seen that a positive self-concept can be advanced through performing and behavior, accurately in knowing oneself (Yahaya & Ramli, 2009). According to Tan & Yates (2007) self-concept assumed as a multidimensional construct that having one general and numerous specific facets. On contrast Guimond (2006) said that the self-concept can be replaced rapidly between the personal and social individuality. But it is researched that self-knowledge is improved when individuals examine the reason for cognitively driven behaviors and the feelings behind affectively driven behaviors (Schultz & Schultz, 2012). According to Wilson (1985), the introspection can sometimes impair self-knowledge; additionally, it impacts on the concept and social behavior. Markus (1991), described that different cultures foster dissimilar conceptions of the self.

Objectives of the study

- To study the self-concept of teacher trainees
- To find out the percentage of self-concept teacher trainees
- To find out if there are any gender differences exist in teacher trainees self-concept

Methodology

Sample

The present study adopted simple random sampling for sample selection. 40 teacher trainees of Hyderabad city is selected as the sample.

Tool

Self-concept questionnaire prepared and standardised by Robson is used for the study. RSCQ or Robson Self Concept Questionnaire is a psychological scale used to measure self-concept. A total score of ≤ 120 indicates low self-concept. The scale comprises of 30 items, which rated on an 8 point scale (0 to 8) that range from "completely disagree" to "completely agree".

Statistical techniques

Preliminary analysis and percentage analysis are done to analysis the data

Data collection procedure

For collecting the data from the selected sample, the investigator distributed the questionnaire to the sample selected. The instructions are given beforehand and doubts are cleared. The filled questionnaire is collected after 30 minutes. The incomplete and wrongly marked questionnaires are discarded and others are taken for data analysis.

Analysis

The preliminary analysis and percentage analysis are done to find out the results as per the objectives of the study. The preliminary analysis is given in the Table 1.

Table 1
Preliminary Analysis of the total sample

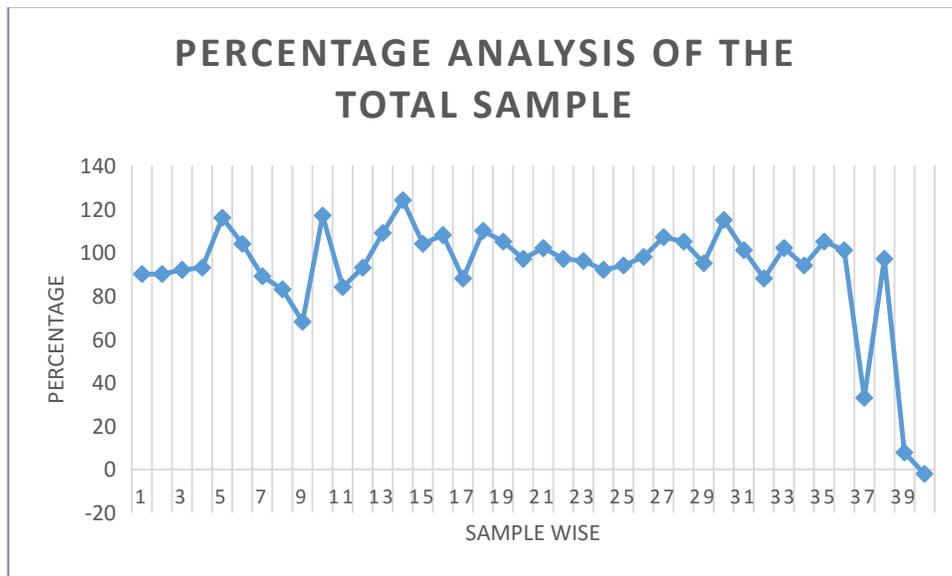
Mean	97
SD	0.50
Kurtosis	7.80
Skewness	-2.00

The result of the percentage analysis is given in the table 2 and the graphical representation is shown in figure 1.

Table 2
Percentage Analysis of the total sample

Percentage	Total sample
65	40

Figure 1
Graphical Representation of the Percentage Analysis



Interpretation of the results

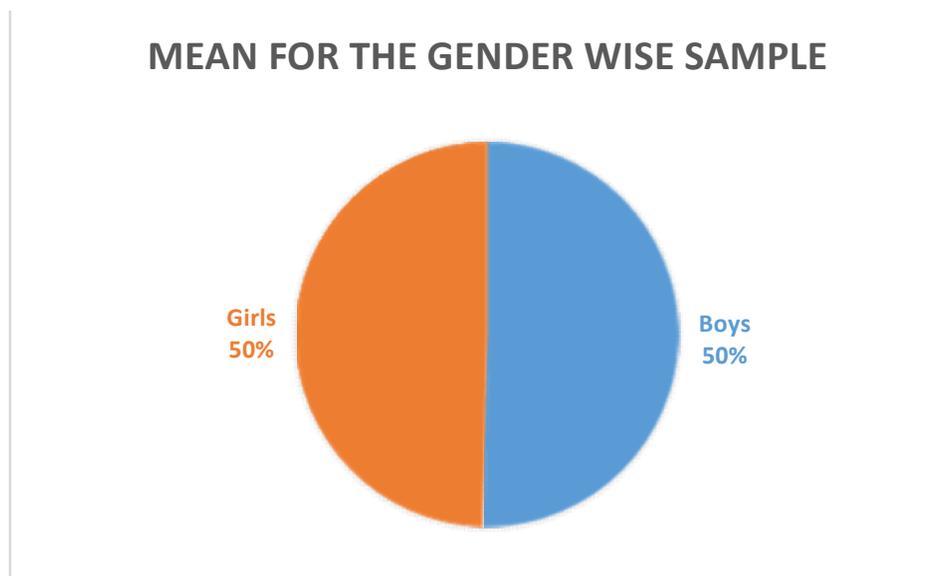
From the preliminary analysis, the mean, standard deviation and the frequency distribution are seen. It is seen from the results that the mean of the self-concept of the teacher trainees are above average, means that the teacher trainees possess a better self-concept. The healthy self-concept indirectly pointed out to a highly self-confident individuals.

© Dr.V. S. Sumi

To find out the degree of self-concept of individual teacher trainees percentage analysis is done. From the results it is revealed that most of the teacher trainee's self-concept is really high but a negligible number of teacher trainees self-concept is below average. It cannot be neglected because the self-concept of teachers affects the students also. Their teaching affects that larger community as well. So measures to be taken to enhance their self-concept and if necessary, counselling must be provided to those who really need attentions.

Gender differences in self-concept are not evident from the results obtained. It is glad to say that boys and girls both are equal in their self-concept irrespective of the gender. The gender wise graphical representation is given in the figure 2.

Figure 2
Gender wise graphical representation of total sample



Conclusion

Self-concept is depends on many forces that determines it potential and it's vary over time. These forces may come from your inside as well as outside. What you think of yourself, what you are paying attention to, how you interpret incidents and situations in your life, how you manage your ups and downs in life, how you accept the criticisms, all these are said to be the forces from your inside or the internal forces. Your interaction with others, how others treat you, the kind of environment you are involved mostly are tend to the external forces. So it may be noted that your self-concept is also the result of influence of other people too. Rejection, judgment, ridicule, and criticism, by all these means other people often influence how you feel about yourself, the labels you give yourself but it is you decide fundamentally what you believe about yourself, about your own abilities, and the world around you. Nothing can beat that. So be confident in you and always BE YOU.

References

- Baumeister, R. F. (Ed.) (1999). *The self in social psychology*. Philadelphia, PA: Psychology Press (Taylor & Francis).
- Gerrig, Richard J.; Zimbardo, Philip G. (2002). "Glossary of Psychological Terms". *Psychology and Life*. Boston:
- Guimond, S., Chatard, A., Martinot, D., Crisp, R., & Redersdorff, S. (2006). Social comparison, self-stereotyping and gender differences in self-construal. *Journal of Personality and Social Psychology*, 90(2), 221–242.
- Kendra, Cherry. (2018). *What Is Self-Concept? The Psychological Exploration of "Who Am I?"*MD
- Markus, H., & Kitayama, S. (1991). Culture and the self: Implication for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253

© Dr.V. S. Sumi

Markus, H. (1986). Self-schemata and processing information about the self. *Journal of Personality and Social Psychology*, 35(2), 63-78.

McLeod, S. A. (2008). Self-Concept. Retrieved from www.simplypsychology.org/self-concept.html

Rhiannon, N, Turner. () - Rhiannon Turner, Queens University Belfast, Uk, Professor of Psychology, Queen's University Belfast, Belfast, UK

Richard, J, Crisp. (2015). *Essential Social Psychology, THIRD EDITION*, - Durham University, UK.

Robson, P.J. (1989). Development of a new self-report questionnaire to measure self-esteem. *Psychological Medicine*, 19,513–518.

Rogers, C. (1959). A theory of therapy, personality and interpersonal relationships as developed in the client-centered framework. In (ed.) S. Koch, *Psychology: A study of a science*. Vol. 3: Formulations of the person and the social context. New York: McGraw Hill.

Schultz, D. P., Schultz, S. E. (2012). *A history of modern psychology* (10th ed.). Belmont,CA: Wadsworth, Cengage Learning. pp. 67–77, 88–100. ISBN 978-1-133-31624-4

Tan, J. B. Y. & Yates, S. M. (2007). A Research analysis of the academic self-concept questionnaire. *International Education Journal*, 8(2), 470-484.

Yahaya, A., & Ramli, J. (2009). The relationship between self-concept and communication skills towards academic achievement among secondary school students in Johor Bahru. *International Journal of Psychological Studies*, 1(2), 25-34.