



GRT JOURNAL OF EDUCATION, SCIENCE AND TECHNOLOGY

Published by GRT College of Education

ISSN: 2584-301X

A study on self-concept among b.ed students in ongkharak district

Chittarawadee Chaiwathi¹, Pakhwan Comchan¹, Pensiri Suktongsa¹, Supaporn Reunsuk¹, E. Anbarasan^{*1}, P. Karnan²

¹St.Teresa International University, Thailand.

²GRT College of Education, Tiruttani, Tamil Nadu India.

Article History:	Abstract	
Received on: 16 Oct 2024 Revised on: 22 Nov 2024 Accepted on: 30 Nov 2024 Keywords: <i>Self-Concept, Random Sampling, Normative Survey, B.Ed students.</i>	This study examined the self-concept among B.Ed students in Ongkharak District, adopting a normative survey method. The participants included 46 B.Ed students who were randomly selected from a B.Ed college in Ongkharak District. The research instrument utilized for data collection was the Self-Concept Questionnaire, developed by Dr. Jerusalem and SALF, validated at a 0.05 level of significance. The results revealed that male and female B.Ed students do not differ significantly in their self-concept. This finding suggests that gender does not play a significant role in influencing the self-concept of B.Ed students in this context. The study highlights the uniformity in self-concept levels between male and female students, indicating a balanced perspective across genders in their sense of self. Future research could explore additional factors that might influence self-concept, such as socio-economic status, teaching experiences, or cultural influences. Expanding the sample size and including participants from multiple institutions could further enhance the generalizability of the findings. These insights can contribute to developing targeted interventions to support self-concept development in teacher education programs.	

*Corresponding Author

Name: Dr. E. Anbarasan

Phone: +91 9688947475

Email: anbarasan.e@stic.ac.th

Journal Home Page: www.grtjest.com
 <https://doi.org/10.26452/grtjest.v2i2.51>


Production and hosted by
GRT College of Education
© 2024 | All rights reserved

INTRODUCTION

Education is very important among all of us, the fact which is commonly nothing to deny among any. It's the education which transforms a person to live a better life and more importantly in a socially well-being. It educates us with all the needed attributes in leading our life in a proper lifestyle. Education does make a remarkable effect on one's personality. Getting educated and finally

earning a professional degree prepares you to be a part and contribute in good organizations, companies or institutions. Education is the one which provides us the thrust in getting ahead and doing something constructive in our near future. Education is not a side issue not a decorative after thought to real business life, not luxury which may be provided if possible not a conversion grudgingly extended to the lower classes but a basic activity without which life cannot fulfill its gracious promise.

Self-Concept

Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important.

OBJECTIVES OF THE STUDY

To find out significant difference between male and female among B.Ed students with respect to Self - Concept.

To find out significant difference between Rural and Urban area among B.Ed students with respect to Self - Concept. To find out significant difference between Thai and English medium among B.Ed students with respect to Self - Concept.

To find out significant difference between the Modes of study among B.Ed students with respect to Self - Concept .To find out significant difference between the Type of Management among B.Ed students with respect to Self- Concept.

To find out significant difference between the Type of Family among B.Ed students with respect to self- concept

HYPOTHESES OF THE STUDY

There is no significant difference between Male and Female among B.Ed students with respect to Self - Concept. There is no significant difference between Rural and Urban area among B.Ed students with respect to Self - Concept. There is no significant difference between Thai and English medium among B.Ed students with respect to Self - Concept. There is no significant difference between the Modes of study among B.Ed students with respect to Self - Concept. There is no significant difference between the Type of Management among B.Ed students based on their Self Concept. There is no significant difference between the Type of Family among B.Ed students based on their Self-concept.

Research Design

Methods

The study was conducted through normative survey method of research and it is most suitable for the present study.

Sample and sampling techniques

The simple random sampling technique was adopted for the selection of sample 46 B.Ed students were taken for the study.

Research Tool used in the present study

To verify the hypothesis formulated in the study the following tools have been used. Self-Concept Questionnaire developed by Dr. Jerusalem and Salf

Statistical Techniques

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

Descriptive analysis

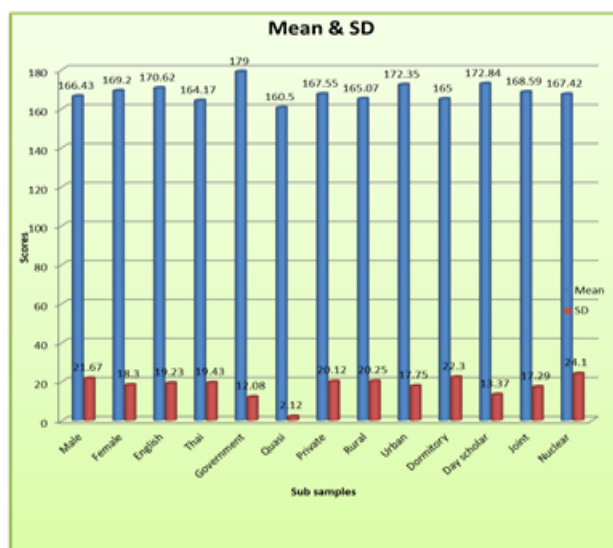
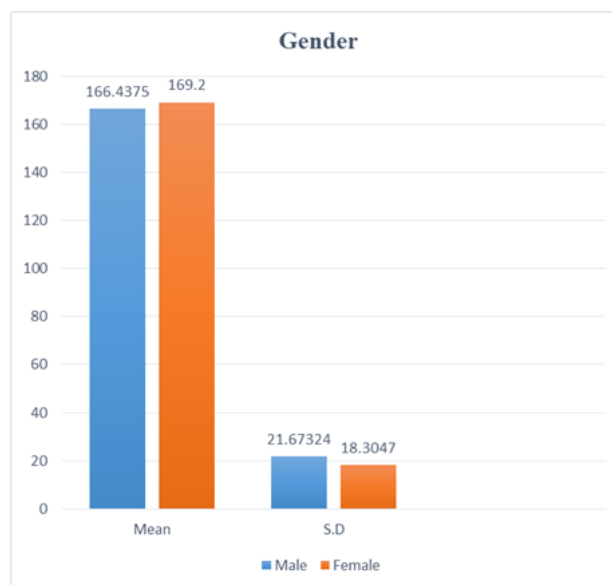
Differential analysis

Table 1 Table Showing the Mean and SD Scores of Self Concept among B.Ed Students

Sl. No.	Sub-samples	Category	Total	Self-Concept (Mean)	Self-Concept (SD)
Entire sample			100		
1.	Gender	Male	16	166.43	21.67
		Female	30	169.20	18.30
2.	Location	Rural	16	165.07	20.25
		Urban	30	172.35	17.75
3.	Medium	Thai	29	164.17	19.23
		English	17	170.62	19.43
4.	Mode of Study	Dormitory	27	165.00	22.30
		Day scholar	19	172.84	13.37
5.	Type of Management	Government	4	179	12.8
		Quasi Government	2	160.5	2.12
		Private	40	167.55	20.12
6.	Type of family	Nuclear	32	168.59	17.29
		Joint	14	167.42	24.10

Table 2 Table showing the Mean Difference in the self-concept Scores of Male and Female among B.Ed students

Gender	N	M	SD	t-value	Significance at 0.05 level
Male	16	166.4375	21.67324	0.434	Not significant
Female	30	169.2000	18.30470		

**Figure 1 Figure Showing the Mean and SD Scores of Self Concept among B.Ed Students****Figure 2 Figure showing the Mean Difference in the self-concept Scores of Male and Female among B.Ed students**

Major Findings of the study

It is found that male and female among B.Ed students do not differ significantly in their self-concept.

It is found that B.Ed students residing in rural and urban do not differ significantly in their self-concept.

It is concluded that Medium of instruction among B.Ed students do not differ significantly in their self-concept.

It is found that the mode of dormitory and day scholar among B.Ed students do not differ significantly in their self-concept.

It is found that the joint and nuclear types of family among B.Ed students do not differ significantly in their self-concept.

It is found that B.Ed students belonging to different types of management do not differ significantly in their self-concept.

Educational Implications

Self-Concept is the information that we have about ourselves what we think we are like. Self-Concept is person's perceptions of himself formed through experience and interpretations of the environment. Self-concept generally refers to the composite of ideas, feelings, and attitudes people have about themselves. Our self- perceptions vary from situation to situation and from one phase of our lives to another. Self-concept refers to self-evaluation or self- perception, and it represents the sum of an individual's beliefs about his or her own attributes. A person's concept of his self is one of the best predictions of his successful achievement. The relationship of Self-Concept to school achievement is very specific. The level of college success predicts the level of regard of self and one's own ability. Hence the teachers need to concentrate on the academic successes and failures of the students. It is the

student's history of success and failures that gives them the information with which to assess themselves. Developing proper emotions and controlling them is another important objective of education during adolescence.

The study is significant because the results may generate useful knowledge and understanding of the relationship between the male and female students of self-concept. The results of the study are likely to assist educators to improve student's self-concept. The study results, therefore, are likely to be significant for students, teachers, parents and society at large in order to promote higher education among females. Teachers, parents and society may follow the below ideas for the fruitful future of the student

Avoid moralizing, humiliating, lecturing, denying, pitying, and rescuing. Instead, listen patiently and nod your head appropriately.

Problem solve with the child by encouraging him or her to think of options and decide what constructive action to take.

Keep lines of communication open.

Teach children to identify and verbalize their feelings, as well as to read the signals from other children and adults.

Communicate understanding and empathy by reflecting the observed emotion.

Conclusion

Self-concept of B.Ed students has been reducing various maladaptive behavioral and emotional problems, it is important to address signs of negative self-concept in youth. This brief emphasizes the importance of assessing the various domains that make up an adolescent's self-concept. Furthermore, by determining the specific causes of a negative self-concept, program directors and staff can use a variety of techniques to help

adolescents combat any negative views that they may hold about themselves. By intervening to improve adolescents' self-concepts, out-of-school time programs hold the potential to influence the social, academic, and behavioral adjustment of adolescents at a critical time in their development. Research performed over the years has suggested the self-concept of B.Ed students. Society plays a dominant role in shaping self-concept of a person. Self is in fact a complex whole, which consists of several parts and sub-parts which have functional inter-relationship. Self is not an inborn quality; it develops gradually as a result of social interaction. It is the totality of attitudes, judgment and values of an individual relating to his behaviours, abilities and qualities.

Ethical Approval

No ethical approval was necessary for this study.

Author Contribution

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

Funding Support: The Author declares that there is no funding.

Conflict of Interest: The Author declares that there is no conflict of interest.

REFERENCES

- [1] Arens, A. Katrin; Yeung, Alexander Seeshing; Craven, Rhonda G.; Hasselhorn, Marcus (2011) the Twofold Multidimensionality of Academic Self-Concept: Domain

- Specificity and Separation between Competence and Affect Components. *Journal of Educational Psychology*, v103 n4 p970-981.
- [2] Burnett, Paul C.; (2003) the Influences of Conceptions of Learning and Learner Self-Concept on High School Students' Approaches to Learning. *School Psychology International*, v24 n1 p54-66.
- [3] Calero, Flor R.; Dalley, Christopher; Fernandez, Nicole; Davenport-Dalley, Tania Marie; Morote, Elsa-Sofia; Tatum, Stephanie L. (2014) A Model of Academic Self-Concept for High School Hispanic Students in New York. *Journal of Latinos and Education*, v13 n1 p33-43.
- [4] Campbell-Whately, Gloria D. (2008) Teaching Students about Their Disabilities: Increasing Self-Determination Skills and Self-Concept. *International Journal of Special Education*, v23 n2 p137-144.
- [5] Chen, Yi-Hsin; Thompson, Marilyn S. (2004) Confirmatory Factor Analysis of a School Self-Concept Inventory. Online Submission, Paper presented at the Annual Meeting of the *Arizona Educational Research Organization* (AERO) (Tempe, AZ).
- [6] Green, Jasmine; Nelson, Genevieve; Martin, Andrew J.; Marsh, Herb (2006) The Causal Ordering of Self-Concept and Academic Motivation and Its Effect on Academic Achievement. *International Education Journal*, v7 n4 p534-546 Sep 2006.
- [7] Huang, Chiungjung (2012) Self-Concept and Academic Achievement: A Meta-Analysis of

- Longitudinal Relations. *Journal of School Psychology*, v49 n5 p505-528 Oct 2012.
- [8] Liem, Gregory Arief D.; McInerney, Dennis M.; Yeung, Alexander S. (2015) Academic Self-Concepts in Ability Streams: Considering Domain Specificity and Same-Stream Peers. *Journal of Experimental Education*, v83 n1 p83-109 2015.
- [9] Marsh, Herbert W.; (2006) the Big-Fish-Little-Pond Effect: Persistent Negative Effects of Selective High Schools on Self-Concept after Graduation. *American Educational Research Journal*, v44 n3 p631-669 2006.
- [10] Mitchell, Natasha (2005) Academic Achievement among Caribbean Immigrant Adolescents: The Impact of Generational Status on Academic Self-Concept. *Professional School Counseling*, v8 n3 p209.
- [11] Nishikawa, Saori; Hagglof, Bruno; Sundbom, Elisabet (2010) Contributions of Attachment and Self-Concept on Internalizing and Externalizing Problems among Japanese Adolescents. *Journal of Child and Family Studies*, v19 n3 p334-342.
- [12] Singh, Kusum; Chang, Mido; Dika, Sandra (2010) Ethnicity, Self-Concept, and School Belonging: Effects on School Engagement. *Educational Research for Policy and Practice*, v9 n3 p159-175.
- [13] Trautwein, Ulrich; Ludtke, Oliver; Marsh, Herbert W.; Nagy, Gabriel (2009) Within-School Social Comparison: How Students Perceive the Standing of Their Class Predicts Academic Self-Concept. *Journal of Educational Psychology*, v101 n4 p853-866 Nov 2009.
- [14] Wang, Clare Wen; Neihart, Maureen (2015) Academic Self-Concept and Academic Self-Efficacy: Self-Beliefs Enable Academic Achievement of Twice-Exceptional Students. *Roeper Review*, v37 n2 p63-73 2015.
- [15] Yeung, Alexander Seeshing; Craven, Rhonda G.; Ali, Jinnat (2013) Self-Concepts and Educational Outcomes of Indigenous Australian Students in Urban and Rural School Settings. *School Psychology International*, v34 n4 p405-427 Aug 2013.

Copyright: This is an open access article distributed under the terms of the Creative Commons Attribution-Noncommercial- Share Alike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as the author is credited and the new creations are licensed under the identical terms.



**GRT JOURNAL OF EDUCATION,
SCIENCE AND TECHNOLOGY**

© 2024 GRT College of Education