
SELF CONCEPT AND ACADEMIC ACHIEVEMENT AMONG B.ED.STUDENTS IN COIMBATORE DISTRICT

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Abstract

Every individual has an individual profile of characteristics, abilities and challenges that may be inherited and/or consequence of learning and development. Each person contributes his or her unique part to the world on the basis of his or her own potentials and capabilities. No two human beings, even identical twins on this planet respond in the same way to the same stimulus. This uniqueness makes individuals different from one another. The differences among individuals may be with respect to their cognitive, behavioural, physical, psychological, sensory and many more areas of characteristics. Sometimes these differences are to such an extent that people may deviate from the status considered as normal. However being different is not always negative but sometimes individuals are different from other individuals of the same life age due to functional losses in one or more areas in different proportions.

Keywords: B.Ed. students, t' test, B.Ed. Programme, Academic achievement, self-concept, Coimbatore district

Need for the Study

As a human being everyone of us in this entire world is a member of a group or society and tries to identify his or herself and it is an important topic of discussion, so as many of psychologist, sociologist and educationist inclined to know about the behaviour of a person and their self concept. The term "self-concept" has been defined in many ways in past research. In some instances, the self-concept measure was developed specifically for the study. While these operational definitions and measures of self-concept have been reliable within studies, the instability of frequent new definitions does not provide for a cohesive research base. To avoid adding to these potential limitations, the present study is using a well established self-concept

measure. Hence the need for the present study, "**SELF-CONCEPT AND ACADEMIC ACHIEVEMENT AMONG B.ED. STUDENTS IN COIMBATORE DISTRICT**".

Terms and Definitions

Self-concept refers to an idea or mental image one has of oneself and one's strengths, weaknesses, status, etc. and an individual's assessment of his or her status on single trait or on many human dimensions using societal or personal norms as criteria.

Academic Achievement refers to the aggregate of 1 year examination marks conducted by Tamil Nadu Teachers Education University. B.Ed. Students refers to those who are studying face-to-face B.Ed. Programme affiliated to Tamil Nadu Teachers Education University in Coimbatore district.

Variables of the Study

Dependent Variables

1. Self-concept
2. Academic Achievement

Independent Variables

- | | | |
|--------------------------|---|-------------------------|
| 1. Gender | : | Male / Female |
| 2. Residence | : | Hosteller / Day-Scholar |
| 3. Major Subject | : | Arts / Science |
| 4. Medium of Instruction | : | Tamil / English |
| 5. Marital Status | : | Married / Unmarried |
| 6. College Locality | : | Rural / Urban |
| 7. College Kind | : | Unisex / Mixed |

Objectives of the Study

The specific objectives of the present study are

1. To measure the level of self-concept among B.Ed. students in Coimbatore district.
2. To find out whether there is a significant difference in self concept among B.Ed. students in Coimbatore district in terms of select independent variables.
3. To measure the level of academic achievement among B.Ed. students in Coimbatore district.
4. To find out whether there is a significant difference in academic achievement among B.Ed. students in Coimbatore district in terms of select independent variables.
5. To find out the relationship between self- concept and academic achievement among B.Ed. students in Coimbatore district.

Hypotheses of the Study

1. Each of the population variables involved in this study exerts a significant influence on self- concept among B.Ed. students.
2. Each of the population variables involved in this study exerts a significant influence on academic achievement among B.Ed. students.
3. There is a positive relationship between self-concept and academic achievement among B.Ed. students.

Methodology –In- Brief

Method –Normative, Technique -Survey

Sample - A stratified representative sample of 250 B.Ed. students from six B.Ed. colleges from Coimbatore district with due representation given to select independent variables.

Tools Used

1. "Self-concept Inventory" Constructed and standardized by Balaprakash.P (2016)
2. General Information Sheet

Statistical Treatments

1. 't' test for significance of difference between the mean of large independent samples.
2. Test of product moment correlation 'r'

Results and Discussions

Self-Concept among B.Ed. Students

The average score of self-concept among B.Ed. students is found to 34.25 while the theoretical average is 25 only. Hence the self-concept among B.Ed. students is well above the average level.

Table 1: Results of Test of Significance of Difference between the Mean Scores of Self Concept among B.Ed. Students Coimbatore District: Population Variables – Wise.

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	69	33.19	4.02	-2.246	Significant
		Female	181	34.65	4.41		
2.	Residence	Hosteller	108	34.75	3.88	2.947	Significant
		Day scholar	142	33.15	4.71		
3.	Major Subject	Arts	166	34.48	4.52	1.464	Not Significant
		Science	84	33.51	4.28		
4.	Medium of Instruction	Tamil	128	34.18	4.19	-0.568	Not Significant
		English	122	34.62	4.63		
5.	Marital Status	Married	71	35.16	4.94	0.700	Not Significant
		Unmarried	179	34.35	4.22		
6.	College Locality	Rural	109	34.18	4.06	-0.788	Not Significant
		Urban	141	34.61	4.55		
7.	College Kind	Unisex	139	35.42	4.26	3.285	Significant
		Co-education	111	33.62	4.33		

Self-Concept and Gender

The calculated 't' value (-2.246) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference in self-concept of male and female B.Ed. students in Coimbatore district.

Self-Concept and Residence

The calculated 't' value (2.947) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference in self-concept of hosteller and day scholar B.Ed. students in Coimbatore district.

Self-Concept and Major Subject

The calculated 't' value (1.464) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in self-concept of Arts and Science B.Ed. students in Coimbatore district.

Self-Concept and Medium of Instruction

The calculated 't' value (-0.568) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in self-concept of Tamil and English medium B.Ed. students in Coimbatore district.

Self-Concept and Marital Status

The calculated 't' value (0.700) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in self-concept of married and unmarried B.Ed. students in Coimbatore district.

Self-Concept and College Locality

The calculated 't' value (-0.788) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in self-concept of rural and urban college B.Ed. students in Coimbatore district.

Self-Concept and College Kind

The calculated 't' value (3.285) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference in self-concept of unisex and mixed college B.Ed. students in Coimbatore district.

Academic Achievement among B.Ed. Students

The average score of academic achievement among B.Ed. students is found to 75.56 while the theoretical average is 50 only. Hence the academic achievement among B.Ed. students is well above the average level.

Table 2: Results of Test of Significance of Difference between the Mean Scores of Academic Achievement among B.Ed. Students Coimbatore District: Population Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	69	75.71	5.34	0.132	Not Significant
		Female	181	75.81	5.63		
2.	Residence	Hosteller	108	76.04	5.18	0.435	Not Significant
		Day scholar	142	75.74	5.68		
3.	Major Subject	Arts	166	74.95	5.91	-2.276	Significant
		Science	84	76.60	5.15		
4.	Medium of Instruction	Tamil	128	76.75	5.03	2.003	Significant
		English	122	75.08	5.91		
5.	Marital Status	Married	71	74.64	6.05	-1.842	Not Significant
		Unmarried	179	76.16	5.44		
6.	College Locality	Rural	109	75.53	4.89	-0.531	Not Significant
		Urban	141	75.89	5.83		
7.	College Kind	Unisex	139	75.03	6.16	-1.672	Not Significant
		Co-education	111	76.23	5.19		

Academic Achievement and Gender

The calculated 't' value (0.132) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between male and female B.Ed. students in terms of academic achievement.

Academic Achievement and Residence

The calculated 't' value (0.435) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between hosteller and day scholar B.Ed. students in terms of academic achievement.

Academic Achievement and Major Subject

The calculated 't' value (-2.276) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between Arts and Science B.Ed. students in terms of academic achievement.

Academic Achievement and Medium Of Instruction

The calculated 't' value (2.003) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between Tamil and English medium B.Ed. students in terms of academic achievement.

Academic Achievement and Marital Status

The calculated 't' value (-1.842) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between married and unmarried B.Ed. students in terms of academic achievement.

Academic Achievement and College Locality

The calculated 't' value (-0.531) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between rural and urban college B.Ed. students in terms of academic achievement.

Academic Achievement and College Kind

The calculated 't' value -1.672) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between unisex and mixed college B.Ed. students in terms of academic achievement.

Relationship between Self-Concept and Academic Achievement

The 'r' between Self-concept and academic achievement among B.Ed. students is found to be 0.764. This is higher than the critical value 0.124 at 0.05 level of significance. Hence, they are significance and positively correlated.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Self-concept among B.Ed. students in Coimbatore district is well above average level.
2. Self-concept among B.Ed. students in Coimbatore district is dependent upon-Gender, Residence and College kind.
3. Self-concept among B.Ed. students in Coimbatore district is independent upon-Major subject, Medium of instruction, Marital status, and College locality.
4. Academic achievement among B.Ed. students in Coimbatore district is well above average level.
5. Academic achievement among B.Ed. students in Coimbatore district is dependent upon-Major subject and Medium of instruction.
6. Academic achievement among B.Ed. students in Coimbatore district is independent upon-Gender, Residence, Marital status, College locality and College kind.
7. There is a positive and significant relationship between self-concept and academic achievement among B.Ed. students in Coimbatore district.

Educational Implications

Gender plays a vital role on self- concept among B.Ed. students. The out of the research shows that female students do well in self-concept than male students. Efforts should be taken for the up lift ment of the self-concept among the male B.Ed. students

immediately. B.Ed. students those who are staying in hostels do well in respect of Self-concept than day scholar students. So, the parents and concerned authorities should think over the programme connected with the day scholar students and programme should be given to day scholar students connected with Self- concept. Unisex B.Ed. college students do well in respect of Self-concept than mixed college students. So, the authorities should think over the programme connected with the mixed college students and programme should be given to mixed B.Ed. College students connected with Self- concept. Science subject studied B.Ed. Students posses more academic achievement than Arts subjects studied students. Hence, the educational authorities should be organized academic achievement related seminars / workshops and motivational talk to Arts subject studied B.Ed. students.

Due to medium of instruction, Tamil medium studied B.Ed. students have more academic achievement than English medium students. This is one of the surprised findings. However, the family, the educational institutions and Government should make all the arrangements for developing academic achievement among English medium students.

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