
**A STUDY ON RELATIONSHIP BETWEEN SELF CONCEPT AND DEPENDENCY-
INDEPENDENCY OF STUDENT TEACHERS**

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Abstract

Personality covers the whole nature of the individual. Psychology does not regard personality as a passive entity but as that dynamic character of the individual which finds expression through his conduct and activities. This paper reports on relationship between self concept and dependence-independence of student teachers. The sample consists of 1080 student teachers of Madurai revenue district. Multi Dimensional Personality Inventory constructed by Manju Rani Agarwal was used to get the data from the student teachers. Percentage analysis, Mean, Standard deviation, 't'test and Product moment correlation were used for analyzing the data. The results showed that there is significant relationship between self concept and dependence-independence of student teachers.

Key words: *Dependence-independence, Relationship, Self concept, Student teachers.*

Introduction

Personality covers the whole nature of the individual. Psychology does not regard personality as a passive entity but as that dynamic character of the individual which finds expression through his conduct and activities.

The core of personality is the self concept; Cattell (1957) referred to self concept as the 'Key stone of personality'. Rogers (1951) who developed a theory of personality based on the concept of self, explaining the concept says "man is an organized whole rather than an accumulation of atomistic units". He deals with the total individual. Self concept has been considered as a person's view of himself, the fullest description of himself, of which a person is capable at any given time.

Self Concept implies a person's perception (or) view of himself. Self concept is what the individual thinks as his actual self. Self concept plays an important role in the development of personality of an individual. The positive Self concept is likely to enable an individual to lead a happy, contented and well-managed life. The idea of self starts growing from the period of infancy and grows during childhood, adolescence and maturity.(Thambi Dorai and Muthuchamy 2008).

A person who amities others and relies upon for his thoughts and expressions is said to be a dependent person. A person who expresses his own thoughts and ideas by himself without taking the help of others is said to be an independent person. An independent person will not only express whatever comes into his mind but will tackle any problem, emotional or mental, that he encounters in life. The behavior characteristics of a dependent person are as follows:-

- Generally depends on others for his work, hardly helps others
- Always seeks guidance from others
- Invites instructions from others to get away with his problems
- Shifts his responsibilities to others
- Keeps problems pending for quiet a longer time

The behavior characteristics of an independent person are as follows:-

- Can discharge the duty entrusted to him
- Tries to solve the problems in his life
- Has high confidence in him to face any situation in life
- Never in search of undue help from others

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Significance of the Study

Researchers approved that the levels of their personality traits characterize a person. How and why one differs from another is an important part of the study of personality. In a healthy classroom atmosphere, student teachers are given the opportunity to develop and enhance all the aspects of their levels of personality. When the psychological traits of personality are achieved within the student, one is more likely to be motivated to achieve, cooperate and take on new challenges. One's personality traits play an important role in one's behavior, even in childhood and influence not only the goals one sets for oneself but also the ways in which one goes about achieving the goals. It is important for a student teacher, future teacher to have a sound personality which will reflect upon the students. So the investigator wanted to study the relationship between self concept and dependence-independence of student teachers.

Statement of the Problem

Is there a relationship between self concept and dependence-independence nature of student teachers?

Title of the Problem

A study on relationship between self concept and dependence-independence of student teachers

Operational Definitions

Relationship

The way in which two or more things is connected

Self concept

The investigator means by self concept as a person's perception (or) view of himself. Self concept is what the individual thinks as his actual self.

Dependence-independence

The investigator means by dependent person as a person who is friendly with others and relies upon for his thoughts and expressions. An independent person is a person who expresses his own thoughts and ideas by himself without taking the help of others.

Student teachers

The investigator means by student teachers those students, who are undergoing Bachelor's degree in Education (B.Ed.) programme in Colleges of Education, Madurai revenue district, affiliated to Tamilnadu Teachers Education University, Chennai.

Objectives of the Study

1. To find out the level of self concept and dependence-independence of student teachers.
2. To find out the relationship between self concept and dependence-independence of student teachers.

Null Hypotheses

1. There is no significant difference in self concept of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.
2. There is no significant difference in dependence-independence of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.
3. There is no significant correlation between self concept and dependence-independence of student teachers.

Methodology

Survey method of research was adopted for the study.

Population and Sample for the Study

The population of the present study consists of all B.Ed. students of Madurai revenue district. 1080 B.Ed. students from 20 colleges of education, Madurai revenue district were selected through random sampling technique for the study.

Tools Used for the Study

For the present study, the investigator used the following tools,

- Multi Dimensional Personality Inventory constructed by Manju Rani Agarwal.
- Personal Data Sheet prepared by the investigator.

Data Analysis

To interpret the raw data, analyses were done using Percentage analysis, Mean, Standard deviation, 't' test and Product moment correlation. The results of the analyses are presented in the following tables.

Level of Self Concept and Dependence-Independence of Student Teachers

1. The level of self concept and dependence-independence of student teachers is moderate.

Table.1 Level of self concept and dependence-independence of student teachers

S.No.	Level of self concept	No. of students	%	Level of dependent-independent	No. of students	%
1.	<i>Low</i>	275	25.5	<i>Low</i>	254	23.5
2.	<i>Moderate</i>	510	47.2	<i>Moderate</i>	548	50.7
3.	<i>High</i>	295	27.3	<i>High</i>	278	25.7
	Total	1080	100.0	Total	1080	100.0

It is inferred from the above table that among student teachers, 25.5% are low, 47.2% are moderate and 27.3% are high in the level of self concept. Further it is inferred that 23.5% are low, 50.7% are moderate and 25.7% are high in the level of dependent-independent.

Self Concept of Student Teachers

2. There is no significant difference in self concept of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.

Table.2 Difference in self concept of student teachers

Factor		N	Mean	S.D	't' value	'p' value	Remarks
<i>Gender</i>	Male	316	44.93	6.174	0.142	0.887	NS
	Female	764	44.98	5.763			
<i>Type of college</i>	Women	555	44.75	5.891	1.216	0.224	NS
	Coeducation	525	45.19	5.873			
<i>Nature of college</i>	Govt. Aided	90	47.23	5.202	3.842	0.000	S
	Self finance	990	44.76	5.901			

It is inferred from the above table that there is no significant difference in self concept of student teachers with respect to gender and type of college whereas there is significant difference in self concept of student teachers with respect to nature of college.

From the mean value, it is found that Government Aided college student teachers (M=47.23) are better in the dimension self concept than self finance college student teachers (M=44.76).

Dependence-Independence of Student Teachers

3. There is no significant difference in dependence-independence of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.

Table.3 Difference in dependence-independence of student teachers

Factor	N	Mean	S.D	't' value	'p' value	Remarks	
Gender	Male	316	44.56	5.916	0.683	0.495	NS
	Female	764	44.83	5.939			
Type of college	Women	555	44.80	5.874	0.254	0.800	NS
	Coeducation	525	44.70	5.995			
Nature of college	Govt. Aided	90	47.82	5.911	5.191	0.000	NS
	Self finance	990	44.47	5.856			

It is inferred from the above table that there is no significant difference in dependence independence of student teachers with respect to gender, type of college and nature of college.

Correlation between Self Concept and Dependence-Independence of Student Teachers

4. There is no significant correlation between self concept and dependence-independence of student teachers.

Table.4 Correlation between self concept and dependence -independence of student teachers

Factors	Table value	Calculated r value	Remarks
<i>self concept and dependent-independent</i>	0.081	0.495	S

It is inferred from the above table that there is significant correlation between self concept and dependence-independence of student teachers

Findings

1. Self Concept of Student Teachers

- 1.1 27.3% of student teachers have high level of self concept.
- 1.2 Male and female student teachers do not differ in their self concept.
- 1.3 Women and co-education college student teachers do not differ in their self concept.
- 1.4 There is significant difference between Government aided and self finance college student teachers in their self concept

2. Dependence-Independence of Student Teachers

- 2.1 25.7% of student teachers only have high level of dependence-independence.
- 2.2 Male and female student teachers do not differ in their dependence-independence.
- 2.3 Women and co-education college student teachers do not differ in their dependence-independence.
- 2.4. Government aided and self finance college student teachers do not differ in their dependence-independence.

3. Correlation between Self Concept and Dependence-Independence of Student Teachers

- 3.1 There is a significant correlation between self concept and dependence-independence of student teachers.

Interpretation

The percentage analysis reveals that only 27.3% of student teachers have high level of self concept. This may be due to the fact that the student teachers might have minimum opportunities in their school and college level to improve their self concept.

The 't' test reveals that Government Aided college student teachers (M=47.23) are better in the dimension self concept than self finance college student teachers (M=44.76). This may be due to the fact that Government Aided college student teachers getting admitted to the colleges purely by merit have high self concept and do not depend much on others for their studies and future life.

The percentage analysis reveals that only 25.2% of student teachers have high level of dependence-independence. This may be due to the fact that the student teachers because of their over work load and pressure are unable to work independently and depend on others.

The correlation analysis reveals that there is significant correlation between self concept and dependence-independence of student teachers. This may be due to the fact that the student teachers who think high about themselves deal effectively with situations and possess are able to complete their work dependently or independently.

Educational Implications

- It is found that the level of self concept of student teachers is moderate. In order to develop it, the teacher educator should praise the student teachers accomplishments in specific domains. Feedback is most effective when it addresses the role that the student teacher played in producing positive outcomes.
- Teacher educators should praise student teacher's efforts and improvements in skills, in addition to the praise directed towards their accomplishments.
- Teacher educators must first work with student teachers to identify and discuss elements of tasks that show room for improvement. They can provide the guidance, support and resources needed to accomplish this improvement. Strategies include helping student teachers practice skills, giving them tips, or suggesting relevant workshops or programs to enhance skills.
- Teacher educators should avoid making negative comments or giving negative feedback to student teacher. Instead, describe and praise what they should do, rather than what they should not do.
- Classroom interventions such as peer tutoring and cooperative learning may promote self concept.
- It is found that the dependence-independence level of student teachers is moderate. To improve the dependence-independence levels of student teachers, they should be properly guided with necessary guidance programs by teacher educators and experts. Student teachers should be trained to do their academic work independently and not depend on their peers.
- Teacher educators should arrange meditation programs to student teachers. Yoga must be introduced as one of the subjects in the B.Ed., curriculum.

Conclusion

The author concludes that there is a relationship between self concept and dependence-independence of student teachers. The role of teacher educational institutions and teacher educators are vital in developing self concept and dependence-independence among student teachers.

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