

Influence of Self Concept on Academic Achievement of Prospective Teachers

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Abstract: *Learning is like a lighting of a fire and the sparks are the outcomes which require a series of planned and systematised organisation of various components. It is a complex process and is the outcome of interaction in a situation, which acquires a new mode of behaviour pattern. The family environment influences learning and is a major determinant of the development of self-concept. Better family relationship and paternal influence provide the students with a better self- concept. Self-concept and achievement are dynamically interactive and reciprocal. Labeling of children based on school performance as under achievers or over achievers tends to suggest that intelligence is not the sole basis of predicting achievement and agrees that there are other variables influencing achievement. This leads us to the question of discovering other variables predicting achievement. It is found that certain psychological factors, like self-concept plays a major role in determining the academic achievement of students (Shah, 1990). Hence it becomes very essential for the researchers to ascertain the influence of self-concept on the academic achievement of student teachers. Hence, the researcher felt the need to select this vital area for the present investigation. Survey method was implemented in this study. Brook Over's scale of Self Concept (1967) was the tool used. University examination marks were taken as the scores to measure academic achievement. The statistical techniques employed were t-test and correlation. Findings of the study revealed that no significant correlation existed between self-concept and academic achievement of secondary prospective teachers. Educational Contributions were given based on the findings.*

Keywords: Self Concept, Self Esteem, Self Perception, Academic Achievement and Prospective Teachers.

Introduction

Teaching is an activity, a unique, creative, rational and human activity. It is called not merely an art, but the most difficult of all arts and profound of all sciences. Teaching is therefore an intricate, complex and conscious activity. The teacher's personality plays a very important role in the teaching learning process. Much emphasis is given to the academic achievement of teachers thereby ignoring the personality parameters. Many of the successes and failures that, people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. Thus the study of self-concept has awakened growing interest in psychological research of recent years.

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Self-Concept

There are a variety of ways to think about the self. Two of the most widely used terms are self-concept and self-esteem. Self-concept is our perception or image of our abilities and our uniqueness. At first one's self-concept is very general and changeable. As we grow older, these self-perceptions become much more organized, detailed, and specific (Pastorino & Portillo, 2013).

Self-concept has typically been defined in terms of the cognitive appraisal one makes of the expectations, descriptions, and prescriptions that one holds about one's self (Hattie, 1992). By self, we generally mean the conscious reflection of one's own being or identity, as an object separate from others or from the environment. As far as we know, no one is born with a self-concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others.

The fact that self-concept is learned has some important implications. Because self-concept does not appear to be instinctive, but is a social product developed through experience, it possesses relatively boundless potential for development and actualization. Self-concept is the cognitive or thinking aspect of self and generally refers to the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence (Purkey, 1988).

Researchers have identified seven features critical to a definition of self-concept: that it is organized, multifaceted, hierarchical, stable, developmental, evaluative, and differentiable (Marsh & Shavelson, 1985; Shavelson & Marsh, 1986). The hierarchical feature has received the most attention. The hierarchy progressively narrows into more discreet types of self-concepts. Academic self-concepts can be subject-specific, such as language arts, history, mathematics, science, art, or music self-concepts; social self-concepts can include self-perceptions regarding family, peers, or significant others. People become increasingly aware of their differing domain-specific self-concepts as they grow older. Self-concept is considered to comprise various dimensions, areas or facets, some of which are more related to certain personality aspects (physical, social, emotional), while others appear to be more linked to academic achievement (in different areas and subjects). Academic achievement has been one of the most important goals of the educational process (Nathanap, 2007: 6). It is one of the determinants of success in life. It serves as a key criterion in order to judge students' true potentials and capabilities (Daulta, 2008). Identifying these potentials and capabilities are necessary to better hone them and find remedies where there are lacking. Thus, the present study

Objectives of the Study

The study has been conducted on the basis of the following objectives.

1. To find out the significant difference, if any, in the self-concept of prospective teachers with regard to select personal, familial, and institutional variables.
2. To find out the significant difference, if any, in the academic achievement of prospective teachers with regard to the personal, familial, and institutional variables.
3. To find the significant correlation, if any, between self-concept and academic achievement of prospective teachers.

Hypotheses Formulated

To achieve the objectives of the study, the following hypotheses were framed.

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1. There exists no significant difference in self-concept of prospective teachers with regard to the personal, familial, and institutional variables.
2. There exists no significant difference in academic achievement of prospective teachers with regard to the personal, familial, and institutional variables.
3. There is no significant correlation between self-concept and academic achievement of prospective teachers.

The personal variables selected are Order of Birth, Number of Siblings, Marital Status, Optional Subject, and Educational Qualification; the familial variables are Father's Occupation, Mother's Occupation, Family Status and Monthly income; the institutional variables are Type of Administration, Type of School and Medium of Instruction.

Method Adopted

Normative Survey method was adopted for the present study.

Sample

The study was conducted on a sample of 200 prospective teachers belonging to Colleges of Education affiliated to Tamil Nadu Teachers Education University, Chennai. The sample was selected on the basis of stratified random sampling technique. Also due consideration was offered to factors like Order of Birth, Number of Siblings, Marital Status, Optional Subject, Educational Qualification, Father's Occupation, Mother's Occupation, Family Status, Monthly Income, Type of Administration Type of School and Medium of Instruction while selecting the sample.

Tools Used

The tool used for the present study was Brook Over's scale of self-concept (1967). University examination marks were taken into account for academic achievement.

Analysis of Data

Pearson product moment correlation and t-test were applied for analysing the data. t- test was used to find out the significant difference between the variables and correlation was used to find out the relationship between the variables.

Table 1: t- Test for the Self Concept of Prospective Teachers With Regard To the Background Variables

Group	Variable		N	Mean	S.D	t-value	P value
Personal Variables	Order of Birth	1 st or 2 nd	128	24.469	2.9052	0.652	0.515
		Above 2 nd	72	24.750	2.9634		
	Number of Siblings	Up to 2	137	24.540	2.5235	0.213	0.832
		3 and above	63	24.635	3.6646		
	Marital Status	Married	59	24.373	3.2211	0.616	0.538
		Unmarried	141	24.652	2.7954		
	Optional Subject	Science	113	24.699	2.4817	0.711	0.478
		Arts	87	24.402	3.4183		
Educational Qualification	UG	129	24.264	3.2392	2.014	0.045*	
	PG	71	25.127	2.1443			
Familial Variables	Father's Occupation	Employed	62	25.016	3.5227	1.451	0.148
		Unemployed	138	24.370	2.5972		
	Mother's Occupation	Employed	40	24.575	2.7258	0.012	0.990
		Unemployed	160	24.569	2.9771		
	Family Status	Nuclear	132	24.803	2.4446	1.577	0.116
		Joint	68	24.118	3.6550		
Monthly Income	Below Rs.10000	96	24.625	2.6487	0.255	0.799	
	Above Rs.10000	104	24.519	3.1653			
Institutional Variables	Type of Administration	Autocratic	42	24.833	3.0115	0.656	0.512
		Democratic	158	24.500	2.9034		
	Type of School	Government	74	24.973	2.8380	1.499	0.135
		Private	126	24.333	2.9557		
	Medium of instruction	Tamil	168	24.810	2.5311	2.698	0.008*
English		32	23.313	4.2838			

Significant at 5% level

- There was no significant difference in the self concept of prospective teachers with regard to Order of Birth, Number of Siblings, Marital Status, Optional Subject, Educational Qualification, Father's Occupation, Mother's Occupation, Family Status, Monthly Income, Type of Administration and Type of School.
- There was significant difference in the self concept of prospective teachers with regard to Educational Qualification. The mean scores show that the PG prospective teachers had more self concept than UG prospective teachers.
- There was significant difference in the self concept of prospective teachers with regard to Medium of Instruction. The mean scores show that the Tamil medium prospective teachers have more self concept than English medium students.

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Table 2: t- test for the Academic Achievement of Prospective Teachers with Regard to the Background Variables

Group	Variable		N	Mean	S.D	t-value	P value
Personal Variables	Order of Birth	Up to 2	128	67.267	6.876	0.658	0.511
		Above 2	72	67.862	4.531		
	Number of Siblings	Up to 2	137	67.233	6.837	0.845	0.399
		Above 2	63	68.022	4.203		
	Marital Status	Married	59	68.256	3.835	1.157	0.249
		Unmarried	141	67.157	6.853		
	Optional Subject	Science	113	67.515	7.447	0.088	0.930
		Art	87	67.438	3.839		
Educational Qualification	UG	129	66.302	6.752	3.790	0.000**	
	PG	71	69.625	4.031			
Familial Variables	Father's Occupation	Employed	62	67.806	9.112	0.501	0.617
		Unemployed	138	67.366	4.189		
	Mother's Occupation	Employed	40	66.805	10.279	0.779	0.437
		Unemployed	160	67.651	4.580		
	Family Status	Nuclear	132	68.288	4.656	2.630	0.009*
		Joint	68	65.916	8.091		
	Monthly Income	Below Rs.5000	96	66.501	7.408	2.194	0.029*
		Above Rs.5000	104	68.387	4.502		
Institutional Variables	Type of Administration	Autocratic	42	67.679	3.189	0.234	0.815
		Democratic	158	67.429	6.706		
	Type of School	Government	74	65.778	8.253	3.074	0.002**
		Private	126	68.482	4.163		
	Medium of Instruction	Tamil	168	67.294	6.294	0.991	0.323
		English	32	68.466	5.165		

Significant at 1% level

Significant at 5% level

- a) There was no significant difference in the academic achievement of prospective teachers with regard to Optional Subject, Marital Status, Mother's Occupation, Monthly Income, Educational Qualification, Family Status, Type of Administration, Type of School and Medium of Instruction.
- b) There was significant difference in the academic achievement of prospective teachers with regard to Educational Qualification. The mean scores show that the prospective teachers with Educational Qualification - PG had more emotional maturity than prospective teachers with Educational Qualification - UG.
- c) There was significant difference in the academic achievement of prospective teachers with regard to Family Status. The mean scores show that the prospective teachers with

Family Status – nuclear had more emotional maturity than prospective teachers with Family Status - joint.

- d) There was significant difference in the academic achievement of prospective teachers with regard to Monthly Income. The mean scores show that the prospective teachers with Monthly Income - above Rs. 5000 had more emotional maturity than prospective teachers with Monthly Income - below Rs. 5000.
- e) There was significant difference in the academic achievement of prospective teachers with regard to Type of School. The mean scores show that the prospective teachers with Type of School - private had more emotional maturity than prospective teachers with Type of School - government.

Table 3: Correlation between Self Concept and Academic Achievement of Prospective Teachers

Variable	N	R	P value	Remarks
Self-Concept	200	0.061	0.390	No Correlation
Academic Achievement	200			

There was no significant correlation between self-concept and academic achievement of prospective teachers.

Educational Contributions of the Study

Academic self-concept powerfully and positively predicts general performance. It is necessary to give adequate and sufficient attention to self-concept. Teachers should be offered methodological guidance in order to work on these throughout the educational process. Self-concept is a powerful motivating force, that responds to the students' immediate achievement. Nonetheless, this level of achievement does not affect students' self-concept immediately, the purpose should serve toward the development of a guide we can use for making intervention suggestions and offering training directed toward parents and/or teachers, and to optimize educational processes. It is true that the forming of self-concept, principally the academic type, is not only the task of the classroom teacher, but that the other professionals in the school also intervene. This is why we continue to insist that teacher training, apart from the teaching specialty involved, must include training in common themes which concern the entire educational team that deals with each student. Thus, at each school, training and development in the areas of the pupil's personal and social competence should be addressed through the teachers' development plans. Most definitely, it is necessary to give adequate and sufficient attention to self-concept and this type of psycho-educational intervention may serve as an avenue to improve academic achievement.

Conclusion

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 behaviors, abilities and qualities. From the present study, it is evident that there is no significant and positive relationship between the select variables, namely, self-concept and academic achievement of prospective teachers at teacher education level.

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