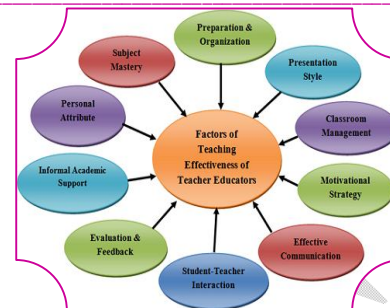_____

A STUDY OF TEACHER TRAINEES SELF-CONCEPT AND SOCIO-ECONOMIC STATUS

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ABSTRACT

Quality of education is determined by the quality of teachers. It is said that education reflects the value of the society. Education is an important social activity, and its importance cannot be minimized. For this reason, teachers play a special role in the society (Hadley, 1985). Teacher is the heart of nation building. Their professional preparation, disposition and commitment are critical for promoting excellence in higher education (Saroha, 1993). To enhance the quality of a teacher, one must know who he/she is, and have understanding of oneself. The knowledge of oneself is one of the most important factors in the profession of teaching. The quality of a teacher is judged by his or her work and behavior which depends mostly on one's capacity to adjust him or herself with the environment. It is evident that the socio-economic status plays an important role in the process of self-concept. Generally learners differ in their self- concept and in their socio-economic status as well. To a very great extent these two correlated in the learning process. Some of them are very high and some are very low in their performance in any self-concept test oriented activity. The kind and type of facilities will vary from one family to other as permitted by the individual's socioeconomic status. This article investigates the effect of families' socioeconomic status on the self-concept development of teacher trainees. The data was collected using a questionnaire from 200 teacher trainees in Pondicherry region. Standardized tools were used to collect the relevant information. The findings suggest that the families' socioeconomic status influence self-concept development. This was found using necessary statistical analyses. Findings indicated that there is a significant relationship between socio-economic status and self-concept.

KEYWORDS: Self-concept, Socioeconomic status, social status, economic status, teacher trainees, achievement.

INTRODUCTION:

With respect to teaching profession, self-concept is considered as an influential factor that determines the behavior of a teacher. A teacher's self-concept develops based on her/his experiences and how she/he interprets them. Therefore, it is very important for the teachers to understand themselves. The understanding of self will assist them in adjusting to the world and enable them to work with confidence. This understanding will contribute towards the satisfaction of teachers in their professional area. Wagner (2008) opined that if students are to become competitive in the global economy, education must first make a paradigm shift from outdated systems to ones which epitomize the new milieu of the twenty-first century. Darling-Hammond (2010) and Desimone (2009; 2011) argued that success in the global economy is dependent upon knowledge of twenty-first century skills. Since "teachers are the foundation of any educational system" Beavers (2009, p. 22), it is essential that educators are duty-bound to the recognition of the needs that are necessary to improve human capital in a rapidly changing global milieu. The Organization

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for Economic Cooperation and Development (OECD) (2009) reveal that global leaders currently employ education as the catalyst to the development, implementation, and improvement of social and economic investments. Clarke (2012) highlighted the importance of learning as it pertains to development and economic growth, and concluded that sound education systems are fundamental to learning. Generally learners differ in their self- concept and in their socio-economic status as well. Some of them are very high and some are very low in their performance in any self-concept test oriented activity. The kind and type of facilities will vary from one family to other as permitted by the individual's socioeconomic status. So it is a common notion that the learners from well-educated and high income families are superior to learners from less educated or uneducated and from low income groups.

DEFINITION OF THE TERMS
SOCIO-ECONOMIC STATUS
1. Chapin (1928) has offered the most widely used definition of socio-economic status as the position that an individual or family occupies with reference to providing average standard of cultural possessions and participation in group activity of the community.

2. Bharadwaj et al (1980) "socio-economic status would therefore be a ranking of an individual by the society he lives in, in times of his material belongings and cultural possessions along with the degree of respect, power and influence he yields".

3. Status: The term status refers to the recognition given to an individual by his group.

4. Social Status: Social Status is the individual influence in the social set up.

5. Economic Status: Economic Status stratifies modern population according to the amount and source of income, which is usually derived from a set of occupation activities or ownership of property or both.

SELF -CONCEPT
1. Sidhu (1987) defined self-concept as those perceptions, beliefs, feelings, attitudes and values which the individual used in describing him/herself. Personality is not a specific quality of a person but a quality of his/her behaviour. How he/she behave depends upon how he/she feels about him/herself, about other people and about his/her relationship with them.

2. Neill (2005) Self-concept is an overarching idea we have about who we are—physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are. We form our self-concept as we grow, based on the knowledge we have about ourselves.

3. Roy Baumeister (1999) The individual's belief about himself or herself, including the person's attributes and who and what the self is."

REVIEW OF RELATED LITERATURE
1. Kharlukhi, B. A Study of Self-concept in relation to some Selected Personality Variables among Teacher Trainees in Meghalaya., Shilong.(2005) Objectives (i) To find out the self-concept and personality of teacher trainees in rlation to sex, community and locale; and (ii) To study the relationship of self-concept with personality. For the study all the elementary and secondary level TT admitted in the different training institutions in Meghalaya were taken into account. A representative sample of the population is drawn by adopting stratified random sampling technique, the strata being the different level of TT. For the analysis of the data Mean, Standard Deviation and t-values were used. The level of self-concept of teacher trainees for each dimension was noted: the highest percentage (77.50%) of the high level category is found to be in SCD-E (moral), the highest percentage (89.69%) of the average level category is found in SCD-F (intellectual). There was a significant difference between the means of male and female teacher trainees in SCD of physical, social and moral

2. Victor G. Cicirelli" Relationship between socioeconomic status and ethnicity of primary grade children's self-concept (2006) ". Of the total 345 children taken for the study 180 were black children. The findings show that student's self-concept differed with those of welfare status of parents. Low expectations resulting

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from SES and ethnic segregation, effects of the black pride and defensiveness are considered as possible explanations.

3. Matsuoka, Ryoji " School Socioeconomic Context and Teacher Job Satisfaction in Japanese Compulsory Education "(2015) This study extends the literature on the disparities among schools in compulsory education by focusing on one critical but inadequately explored factor: teachers. Using nationally representative data of junior high school teachers from the Teaching and Learning International Survey administered in 2013 (TALIS 2013), this study investigates whether teacher job satisfaction, which is known to be related to turnover, varies among schools, and whether teacher self-efficacy, a major factor influencing job satisfaction, differently shapes job satisfaction among schools. In addition, the study assesses whether school-level SES explains the disparities among schools in teacher job satisfaction and in the effect of self-efficacy on job satisfaction. Results using multilevel mediation modeling show that disparities in these two factors are indeed affected by SES. Specifically, school SES influences teacher job satisfaction through the frequency of students' behavioral issues: teachers at higher-SES schools tend to face fewer student behavior problems, resulting in higher job satisfaction. Similarly, among teachers with the same level of self-efficacy, those at higher-SES schools have higher job satisfaction. These empirical findings indicate that teacher job satisfaction depends on the socioeconomic context in which teachers are embedded.

NEED FOR THE STUDY

The socio economic status plays a vital role on teacher trainee's behavior. There are many studies which support the view that high socio-economic status trainees perform better than the trainees from the low socio-economic status. Similarly depending on the family background trainees may have different self-concept. The research findings sometimes accept the view that socio-economic status influences self-concept of pupils. An equal number of studies express the view in contradiction. Hence the investigator has taken up the problem or study.

OBJECTIVES

1. To study the self-concept of teacher trainees.
2. To study the socio-economic status of teacher trainees.
3. To find out the relationship between self-concept and socio-economic status of teacher trainees.

HYPOTHESIS

1 The level of self-concept of teacher trainees is low
2. The level of socio-economic status of teacher trainees is low
3. There is no significant relationship between level of self-concept and socio-economic status of teacher trainees

METHODOLOGY

Normative survey method is used for the present study. The normative kind of research is concerned with the conditions or a relationship that exist, attitude and practices that prevail, process that is going on effects that are being felt or the developing trends. The term normative implies the determination of normal or typical conditions or practices. To collect data standardized tools were used. The term Normative Survey generally used for the type of research, which proposes to ascertain what is normal or typical condition or practices at the present time. According to Best (1968)'the survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clear problem and definite objective. Simple random sampling technique was used to collect the data. Two hundred samples were collected from Puducherry region

TOOLS USED IN THE STUDY

1. Self- Concept Rating scale (SCRS)- Pratibha Deo(1998).

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2. Socio-Economic Status Scale- Rajbir Singh, et. Al (2005)

STATISTICAL TECHNIQUES USED
The following statistical techniques are used for the studies
1. Descriptive Analysis- Mean, Median and Mode.
2. Standard Deviation
3. Co- relational analysis

ANALYSIS AND INTERPRETATION OF DATA
The data collected were analyzes using appropriate devices like mean, median, mode and correlation. From the calculated value hypothesis were tested and the level of significance were found. Then the calculated values were subjected to interpretation.

Hypothesis –I
The level of self-concept of teacher trainees is high

Sl.no	N	Mean value	Median value	Mode value
Self-concept	200	217.82	221.01	228.32

The self –concept mean value is 217.82. It is greater than the standard norms value. Hence hypothesis is accepted. The level of self –concept of the total sample is high.

Hypothesis –II
The level of Socio-economic status of teacher trainees is high

Sl.no	N	Mean value	Median value	Mode value
Socio-economic status	200	75.52	62.46	46

The socio-economic status mean value is 75.52. It is greater than the standard norms value. Hence the hypothesis is rejected. The level of SES of the total sample is found to be average.

Hypothesis III
There is no significant relationship between the self-concept and Socio-economic status of teacher trainees

Variable	N	Df	Correlation coefficient (r)	Level of Significance
Gender	200	197	.220	P<0.002
Age(Below 25/Above25)	200	197	.226	P<0.001
Subject(science/Arts)	200	197	.231	P<0.001
Residence(Urban/Rural)	200	197	.213	P<0.002
Entire	200		.231	P<0.01

It is evident from the above table value that there is a significant relationship exists between the self-concept and socio-economic status of teacher trainees. Hence the hypothesis is rejected.

CONCLUSION
Education of students is the primary job of teachers. Education is an important social activity. The teacher must have proper self-concept in carrying out his duty effectively. In this context socio-economic status also plays an important role. The researcher framed certain objectives and hypothesis to test the relationship between self-concept and socio-economic status. Standardized questionnaire was used to collect the responses. Random sampling techniques were used to collect the sample. Two hundred samples were collected. To test the hypotheses standard statistical tools were used. Results conclude that there is a positive relationship between self-concept and socio-economic status of teacher trainees.

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