



RELATIONSHIP BETWEEN SELF-CONCEPT AND LEADERSHIP BEHAVIOUR OF STUDENT TEACHERS OF B.ED

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ABSTRACT :

Man is the most intelligent and admirable being among all the creations of God. His quest for knowledge is eternal and insatiable and education completely modifies the behavior and personality of the individual .

Education is never ending, it starts with the birth of an individual and then it goes on till the last day of the individual. Education makes an individual a real human being. It is an essential human virtue. A man becomes a civilized man through education. Education equips an individual with social, moral, cultural and spiritual value and thus makes life progressive, cultured and civilized. About education, Banerjee confirms this view in his cryptic statement, "It is the development of the power of adaptation to an ever changing social environment" (Taneja, 1995). Mahatma Gandhi asserts, "By education, I mean an all-round development, drawing out the best in the child and man - body, mind and spirit" .This study examined the relationship between self-concept and leadership behaviour of student teachers of B.Ed in kanniyakumari district. For this purpose 400 student teachers of B.Ed. were randomly selected from various colleges of Education in kanniyakumari district. The result showed that there is no significant level of self-concept and leadership behaviour of student teachers of B.Ed in kanniyakumari district.

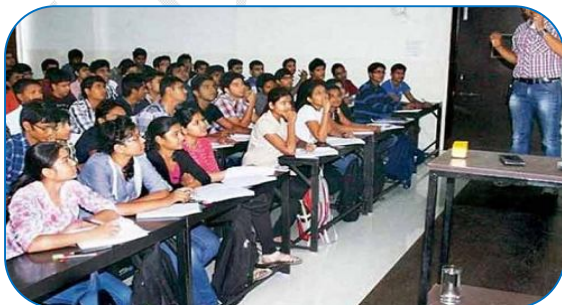
KEYWORDS : Self-Concept , Leadership Behaviour , Student Teachers of B.Ed.

INTRODUCTION

Education is the powerful instrument that develops the desired and desirable values in the younger generation . In order to revitalize the education system of a given society more efficient teachers are needed because they are considered to be agents for change . Teachers is the backbone of our education system, and teaching is an important part of the process of education . Its special function is to impart knowledge , develop understanding and skills. The education for the professional qualification of a teacher is commonly known as teacher education . Teacher education enables a teacher to be an effective teacher . An effective teacher is expected to be a person of knowledge , competency and skills. So it is necessary for an effective teacher to acquire all the skill which are essential for the teaching profession .

Teaching is a noble activity . It involves a great deal of sacrifice and total commitment to the welfare of the students. It cannot offer big money as in some other profession . However , teacher should love and like teaching and learning both equally .

Psychological characteristics are closely related to a person's capability to interact effectively with



others . Psychology plays an important and significant role in building one's success, more particularly in professional life. Human achievement depends on interaction between one's behaviors, personal factors and environmental conditions. Self - concept , and leadership behavior are two Psychological aspects influencing the personalities of individuals.

NEED AND SIGNIFICANCE OF THE STUDY

Present day education is characterized by the features of the modern society, modern thought of technological development and the new theories of the western system. Indian education has a great historical background that begins from the Brahmanical system of guru Kula education. As the education system march the path of modernization, need and importance of the education increased in all its spheres. Teaching learning becomes a specialized and organized activity, in this context teachers become specialized persons rather than preceptors. The teachers are trained in modern methodologies, pedagogy, technology and special institutions have emerged for this purpose.

Self - concept is one of the key psychological variables which would be developed by all teachers and student teachers. Self –concept is a process of identifying and admitting one's strength and worthiness. A person with high self- concept is able to understand his strength and weakness of his / her children. The term self concept refers to the individual's perception or view of himself . It refers to those perceptions of his abilities and his status and roles in the outer world. The formation of self concept is fundamental to the development of the individual's personality. The scientists of recent years are very much interested in the concept of self . Self concept is not an in born factor . But it is the outcome to interaction from infancy onwards with the individual's physical and social environment. This interaction involves new sensation such as acceptance , resistance , rejection, gratification and pain.

Leadership behaviour means the behaviour of a leader towards his followers. It can transform an ordinary person into extra ordinary person. It is the ability of a person to influence a group towards the achievement of goals. Effective leadership behaviour will create inspiring and stimulating climate so that the students can enjoy a high level of morale and receive new ideas. A successful leadership requires behaviour that unites and stimulates other towards defined objectives in specific situations.

Psychological aspects are the important factors for the success of educational programs. Therefore, it is essential to examine any relationship between self concept, and the leadership behavior of the student teachers of B.Ed.

STATEMENT OF THE PROBLEM

The problem selected for the present study is stated as “**RELATIONSHIP BETWEEN SELF-CONCEPT AND LEADERSHIP BEHAVIOUR OF STUDENT TEACHERS OF B.ED.**”

DEFINITIONS OF THE KEY TERMS

SELF CONCEPT

Self concept is defined as the individual's way of looking at himself. It also signifies his way of thinking , feeling, behaving and image about oneself.

LEADERSHIP

Leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has the will to change inspiration and motivation. It can be inferred that leader's task is to build followers confidence in their job so as to be effective on the job.

LEADERSHIP BEHAVIOUR

Leadership behaviour means the particular acts in which a leader engages in the course of directing and coordinating the work of his group members and showing consideration for their welfare and feeling during college life.

STUDENT TEACHERS OF B.ED

Student teachers of B.Ed, in this study, refer to the students who are studying for the Bachelor of Education programme in various colleges of Education affiliated to Tamil Nadu Teachers Education University.

OBJECTIVES OF THE STUDY

- To study the level of self-concept of student teachers of B.Ed
- To study the level of Leadership Behaviour of student teachers of B.Ed
- To study the significant difference in the mean scores of self-concept of Students teachers of B.Ed with respect to Age , and Subject.
- To study the significant difference in the mean scores of Leadership Behaviour of Students teachers of B.Ed with respect to Age, and Subject.
- To find out the correlation between self-concept and Leadership Behaviour of Students teachers of B.Ed .

HYPOTHESES OF THE STUDY

- There exists no significant difference in the mean scores of Self-concept of Students teachers of B.Ed of different age group.
- There exists no significant difference in the mean scores of Self-concept of science and arts Students teachers of B.Ed .
- There exists no significant difference in the mean scores of Leadership Behaviour of Students teachers of B.Ed of different age group.
- There exists no significant difference in the mean scores of Leadership Behaviour of science and arts Students teachers of B.Ed
- There exists no significant correlation between Self-concept and Leadership Behaviour of Students teachers of B.Ed with regard to background variables age and subject.

REVIEW OF RELATED LITERATURE

Fari Wingling Paula and Amaladoss Xavier (2018) conducted a study on “Self-concept and academic achievement of visually impaired adolescent students”. The objectives of the study were to find out the level and find out the significant difference between male and female visually impaired adolescent students in their academic achievement. The sample consisted of 100 visually impaired students of Tirunelveli and Kanyakumari districts. Finding shows that most of the visually impaired adolescent students have moderate level of self-concept and academic achievement. There was no significant relationship between self-concept and academic achievement of visually impaired adolescent students.

Devasia Jesy and Punitha Mary (2018) conducted a study on “Home environment and leadership qualities of high school students”. Objectives of the study was to find out the level and whether there was any significant difference between male and female government and private high school students in their leadership qualities and its dimensions. The sample consisted of 300 high school students of kokrajar district of Assam . The major findings showed that the level of home environment and leadership qualities and their dimensions of high school students was moderate. There was significant difference between government and private high school santhal students in their relationship among family members and personal freedom, but no significant difference between them in their socio –economic status , social affinity and home environment.

METHODOLOGY

Normative survey method was adopted .The population of the study consisted of students teacher of B.Ed from Kanniyakumari District. The investigator randomly selected 400 students teacher of B.Ed from various colleges of Education. The sample size consisted of 106 male and 294 female respectively. The Self-

Concept and Leadership Behaviour scale constructed and validated by the investigator. The statistical techniques used to analyze the data were percentage analysis, mean, standard deviation and 't' test.

TOOL USED FOR THE STUDY

Collection of relevant data is one of the most important steps in any research especially in the field of education. For this an appropriate tool or instrument is very essential. The investigator used the following tools in the present study.

1. General data sheet
2. Self-Concept scale constructed and validated by the investigator.
3. Leadership Behaviour scale constructed and validated by the Investigator

RESULT AND DISCUSSION

Table 01
The level of Self-Concept of Student Teachers of B.Ed

Category	Number	Low		Medium		High	
		No	%	No	%	No	%
Total	400	75	18.75	253	63.25	72	18

Among the student teachers of B.Ed, 18.75 % have showed low self - concept, 63.25 % have showed medium self - concept and 18 % have showed high self - concept.

Table 02
COMPARISON OF SELF- CONCEPT AMONG STUDENT TEACHERS OF B.ED WITH RESPECT TO VARIOUS SUB SAMPLES

S.No	Demographic Variable	Sub Sample	N	Mean	S.D	t-value	p-value	Remark
1	Age	Below 25	217	96.77	17.65	0.01	0.97	N.S
		Above 25	183	95.16	18.22			
2	Subject	Science	211	95.65	16.69	0.01	0.09	N.S
		Arts	189	95.51	17.25			

1. The obtained t value (t – 0.01 , P > 0.05) is not significant at any level. This result indicates that there exists no significant different between the student teachers of B.Ed of different age groups in their self – concept.
2. The obtained t value (t – 0.01 , P > 0.05) is not significant at any level. This result indicates that there exists no significant different between the student teachers of B.Ed of Science and Arts subject in their self – concept.

Table 03
The level of Leadership Behaviour of Student Teachers of B.Ed

Category	Number	Low		Medium		High	
		No	%	No	%	No	%
Total	400	74	18.50	246	61.50	80	20.00

Among the student teachers of B.Ed, 18.50 % have showed low Leadership Behaviour, 61.50 % have showed medium Leadership Behaviour and 20.00 % have showed high Leadership Behaviour.

Table 04
COMPARISON OF LEADERSHIP BEHAVIOUR AMONG STUDENT
TEACHERS OF B.ED WITH RESPECT TO VARIOUS SUB SAMPLES

S.No	Demographic Variable	Sub Sample	N	Mean	S.D	t-value	p-value	Remark
1	Age	Below 25	217	124.90	30.97	0.49	0.624	N.S
		Above 25	183	123.43	29.41			
2	Subject	Science	211	121.14	29.59	2.17	0.034	Sig.at 0.05 level
		Arts	189	127.65	30.67			

1. The obtained t value ($t = 0.49$, $P > 0.05$) is not significant at any level. This result indicates that there is no significant different between the student teachers of B.Ed of different age groups in their Leadership Behaviour

2. The obtained t value ($t = 2.17$, $P < 0.05$) is significant at 0.05 level. This result indicates that there is significant different between the student teachers of B.Ed of Science and Arts subject in their Leadership Behaviour

Table 05
Correlation Between Self-Concept and Leadership Behaviour of
student teachers of B.Ed classified on the basis of Age and Subject

Variable	Sub Sample	r	Level of Significance
Age	Below 25	0.694	0.01 level
	Above 25	0.775	0.01 level
Subject	Science	0.762	0.01 level
	Arts	0.711	0.01 level

From the above table it is inferred that there exist significant high positive correlation between Self-concept and Leadership Behaviour of student teachers of B.Ed .

FINDING OF THE STUDY

- There exists no significant difference in the mean scores of Self-Concept of student teachers of B.Ed of age group below 25 and above 25.($t = 0.49$, $P > 0.05$)
- There exists no significant difference in the mean scores of Self-Concept of student teachers of B.Ed of Science and Arts subjects ($t = 0.49$, $P > 0.05$)
- There exists no significant difference in the mean scores of Leadership Behaviour of student teachers of B.Ed of age group below 25 and above 25.($t = 0.49$, $P > 0.05$)
- There exists significant difference in the mean scores of Leadership Behaviour of student teachers of B.Ed of Science and Arts subjects ($t = 2.17$, $P < 0.05$)
- There exists significant positively Correlated between Self-Concept and Leadership Behaviour.

EDUCATIONAL IMPLICATIONS

- A free environment should be provided within the classroom and college Premises
- Encourage the student teachers of B.Ed to read auto biography of various leaders.
- Establish smaller class sizes thereby allowing greater opportunities for students teacher interactions
- Encourage the students to take up initiative for various activities

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