

# Self-concept of general and special education two-year B.Ed. teacher trainees in Arunachal Pradesh

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**Abstract:** This study analyzed the self-concept of general and special education two-year B.Ed. teacher trainees in Arunachal Pradesh. The study was completed adopting descriptive research method. 100 B.Ed. teacher trainees (50 general education and 50 special education) selected employing simple random sampling technique made the sample. Data was collected using a standardized self-concept rating scale developed by Pratibha Deo (2019) and statistical analysis was performed using mean and standard deviation. The study found that both general and special education two-year B.Ed. female teacher trainees have high perceived self, ideal self, and social self, but, their male counterparts' mean scores on the same dimensions of self concept - perceived self, ideal self, and social self - range from below average to above average.

**Key Words:** Self-Concept, general education, special education, two-year B.Ed. teacher trainees.

## 1. INTRODUCTION:

Children carry what they are taught at a young age throughout the rest of their lives. They will use what they have learned to influence the society. After family members, teachers come next in the lives of children. Thus, teachers play pivotal role in the early years of children lives. They give children purpose, set them up for success as the citizens, and ensure them a drive to do well and succeed in life. As today's children are tomorrow's citizens, irrespective of any difference, they must be ready for their future with needed knowledge, skills, values, and attitudes. However, children's abilities and potentials differ greatly. Although the majorities of children are born healthy and grow up healthy, other experience setbacks at birth or frequently experience unfortunate events that result in disability. Children with special needs (CWSN) are the term used to describe children with disabilities, regardless of the cause. Today, the nation offers two types of B.Ed. programs: general education B.Ed. program and special education B.Ed. programme, in order to give every child the chance to receive quality education, regardless of differences. While the special education B.Ed. degree prepares prospective teachers to work with children with special needs (CWSN), the general education B.Ed. program prepares them to work with normal students. It is crucial for aspiring teachers to have self-confidence if they want to succeed in their line of work because teachers play a crucial part in the development of nations. An overview of the body of literature found that certain research on the self-concept of B.Ed. trainees conducted by Prasad (2014), Maheshwari (2015), Sumi (2019), and Kumar and Ahmad (2021) were done in other Indian states other than Arunachal Pradesh. To close this research gap, the current study in Arunachal Pradesh looked at the self-concept of general and special education two-year B.Ed. teacher trainees.

### 1.1 OPERATIONAL TERMS USED:

**General Education Two-Year B.Ed. trainees:** The III semester general education two-year B.Ed. teacher trainees in Papum Pare District of Arunachal Pradesh for the academic year 2022–2023 are referred to as general education B.Ed. teacher trainees.

**Special Education Two-Year B.Ed. trainees:** The III semester special education two-year B.Ed. teacher trainees in Papum Pare District of Arunachal Pradesh for the academic year 2022–2023 are referred to as special education B.Ed. teacher trainees.

**Self-Concept:** In the context of the current study, the term "self-concept" refers to the classification of a sample of two-year B.Ed. teacher trainees on any one of six levels, including "very high," "high above average," "average," "below average," "low," and "very low," based on their scores on a self concept rating scale developed by Dr. (Mrs.) Pratibha Deo (2019).

## 2. OBJECTIVES:

The present study intended to fulfill the following objectives:

- To study the self-concept of general education two-year B.Ed. teacher trainees.
- To study the self-concept of special education two-year B.Ed. teacher trainees.

## 3. METHOD:

The descriptive research methodology was used to perform the investigation. All of the special education (60) and general education (403) two-year B.Ed. third semester teacher trainees in the Papum Pare district of Arunachal Pradesh who were enrolled during the academic session 2022-23 in the existing five (5) institutions offering these programs made up the study's population. By using the simple random sampling technique, a total of 100 (21.59%) teacher trainees (50 general and 50 special) were chosen as sample teacher trainees from the existing population. Pratibha Deo's (2019) standardized Self-Concept rating scale was used to gather the data, and inferential statistics like mean, standard deviation, and t-test were used to analyze the data.

## 4. DELIMITATIONS:

The study was delimited to:

- Papum Pare District of Arunachal Pradesh.
- Existing five Colleges of Teacher Education in Papum Pare District providing special and general education two-year B.Ed. programmes.
- 100 two-year B.Ed. teacher trainees in Papum Pare district (50 general education and 50 special education)

## 5. RESULT AND INTERPRETATION:

This section is divided into two phases such as self-concept of general education two-year B.Ed. teacher trainees and self-concept of special education two-year B.Ed. teacher trainees, the detail can be seen as follows: -

**Table 1.0**

*Displaying the Mean Scores of General Education Two-Year B.Ed. Teacher Trainees on the Three Self-Concept Dimensions*

Dimensions of Self-Concept	N		Mean	SD	Remarks
Perceived Self	M	25	51.12	15.73	Above Average
	F	25	51.72	8.83	High
Ideal Self	M	25	119.92	22.18	Above Average
	F	25	121.24	21.24	High
Social Self	M	25	64.32	12.27	Average
	F	25	64.72	13.85	High

**Note:** The data was gathered through field visit carried out in the year 2022, N = Number of Sample General Education Two-Year B.Ed. Teacher Trainees, SD = Standard Deviation.

Table 1.0 indicates that the mean scores of general education two-year B.Ed. male teacher trainees came out as 51.12, 119.92, and 64.32 for perceived self, ideal self, and social self, respectively. These values show that the general education two-year B.Ed. male teacher trainees possess above average perceived self, above average ideal self, and average social self.

Table 1.0 further reveals that the mean scores of general education two-year B.Ed. female teacher trainees came out as 51.72, 121.24, and 64.72 for perceived self, ideal self, and social self, respectively. These values show that unlike male teacher trainees, female teacher trainees possess high perceived, ideal, and social self.

However, the standard deviation scores, which came out as 15.73, 22.18, and 12.27 for general education two year male teacher trainees' perceived self, ideal self, and social self scores, respectively, show a substantial variations of scores from the mean scores of three dimensions of self-concept, which is a matter of concern. Likewise, the standard deviation scores which came out as 8.83, 21.24, and 13.85 for general education two year B.Ed. female teacher trainees' perceived self, ideal self, and social self scores, respectively, show substantial variation of scores from the mean scores of three dimensions of self-concept, which is a matter of concern.

**Table 1.1**  
*Displaying the Mean Scores of Special Education Two-Year B.Ed. Teacher Trainees on the Three Self-Concept Dimensions*

Dimensions of Self-Concept	N		Mean	SD	Remarks
Perceived Self	M	25	50.04	9.1	Above Average
	F	25	52.28	11.5	High
Ideal Self	M	25	98.8	25.8	Average
	F	25	118.7	23.81	High
Social Self	M	25	59.08	11.6	Below Average
	F	25	62.24	12.85	Above Average

**Note:** The data was gathered through field visit carried out in the year 2022, N = Number of Sample Special Education Two-Year B.Ed Teacher Trainees, SD = Standard Deviation.

Table 1.1 indicates that, the mean scores of special education two-year B.Ed. male teacher trainees came out as 50.04, 98.8, and 59.08 for perceived self, ideal self and social self, respectively. These values show that the male teacher trainees possess above average perceived self, average ideal self, and below average social self.

Table 1.1 further reveals that, the mean scores of special education two-year B.Ed. female teacher trainees came out as 52.28, 118.7 and 62.24 for perceived self, ideal self and social self, respectively. These values show that unlike male teacher trainees, female teacher trainees possess high perceived, high ideal self, and above average social self.

However, the standard deviation scores, which came out as 9.1, 25.8, and 11.6 for the perceived self, ideal self, and social self scores of special education two-year B.Ed. male teacher trainees, show significant discrepancies in scores from the mean scores of the three dimensions of self-concept, which is a matter of concern. Likewise, the standard deviation scores for the three dimensions of self-concept of special education two-year B.Ed. female teacher trainees, which came out as 11.5, 23.81, and 12.85 for special education two year B.Ed. female teacher trainees' perceived self, ideal self, and social self scores, respectively, show substantial variations in scores from the mean scores, which is a matter of concern.

## 6. FINDINGS:

Following are the findings of the paper study:

- General education two-year B.Ed male teacher trainees possess above average perceived self, above average ideal self, and average social self, while, their female counterparts possess high perceived self, high ideal self, and high social self.
- Special education two-year B.Ed male teacher trainees possess above average perceived self, average ideal self, and below average social self, while, their female counterparts possess high perceived self, high ideal self, and above average social life.

## **7. CONCLUSION AND RECOMENDATION:**

One of the key elements influencing the effectiveness of the teaching-learning process is teachers' high self-concept. However, this study discovered that, though both the general and special education two-year B.Ed. female teacher trainees have high perceived self, high ideal self, and high social self, male counterparts' mean scores on the three dimensions of the self-concept range from below to above average. In light of the study's findings, it is recommended that teacher educators, in particular, make an effort to help male two-year B.Ed. candidates in general and special education establish positive self-concepts.

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