

A Comparative Study on Self-Image as a Dimension of Self-Understanding among Male and Female B.Ed. Trainees

¹.Mrs. Chanchal Yadav, Research Scholar, Education, Kalinga University, Raipur

².Prof.(Dr.) Lubhawani Tripathi, Professor, Education, Kalinga University, Raipur

Abstract

The present study investigates gender differences in the self-image dimension of self-understanding among Bachelor of Education (B.Ed.) trainees. Self-image, as a core psychological construct, reflects how individuals perceive and evaluate themselves in personal and professional contexts. A total of 800 B.Ed. trainees (400 males and 400 females) from seven teacher-education colleges of Janjgir District, Chhattisgarh, were selected through a stratified random sampling technique. The Self-Understanding Inventory was administered, and the Self-Image scores were analyzed using the Independent-Samples t-test. Findings revealed that female trainees scored significantly higher ($M = 86.28$, $SD = 15.63$) than male trainees ($M = 82.45$, $SD = 15.12$), $t = 2.36$, $p < 0.05$. The results indicate that female teacher trainees possess a more positive and confident self-perception, which may enhance their academic engagement and professional growth. The study highlights the influence of gender on self-understanding and emphasizes the need for value-based and reflective training practices in teacher education.

Keywords: *Academic performance; B.Ed. trainees; Gender differences; Self-image; Self-understanding; Teacher education*

1. Introduction

Self-understanding is an essential element of personality formation and professional identity, particularly for future teachers who must engage in reflective and empathetic interactions. Among its core dimensions, self-image serves as the foundation for self-confidence, motivation, and emotional stability. A positive self-image helps teacher trainees to accept themselves, manage emotions, and perform effectively in academic and interpersonal contexts.

Gender is known to play an influential role in shaping self-concept and psychological functioning. Social expectations, cultural norms, and emotional experiences often lead to differences between male and female trainees in how they perceive their worth and potential.

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Understanding such variations in self-image is crucial for designing teacher-education programs that promote balanced personal and professional growth.

The present study aims to examine whether male and female B.Ed. trainees differ significantly in their self-image levels—a key dimension of self-understanding.

2. Review of Related Literature

Several researchers have emphasized the role of self-image in educational and professional development.

- **Rogers (1951)** viewed self-image as the organized, consistent set of perceptions that individuals hold about themselves, influencing their behavior and self-esteem.
- **Coopersmith (1967)** found that high self-image correlates positively with confidence and academic achievement.
- **Best & Thomas (2014)** reported that trainees with higher self-understanding exhibit greater classroom adaptability and emotional intelligence.
- **Sharma (2019)** observed significant gender differences in self-concept among Indian teacher trainees, with females scoring higher in self-esteem and interpersonal awareness.
- **Singh and Rani (2021)** highlighted that positive self-image enhances reflective teaching and resilience among prospective educators.

These studies collectively suggest that gender-related variations in self-perception persist, warranting focused empirical analysis in the Indian teacher-education setting.

3. Methodology

3.1 Objectives

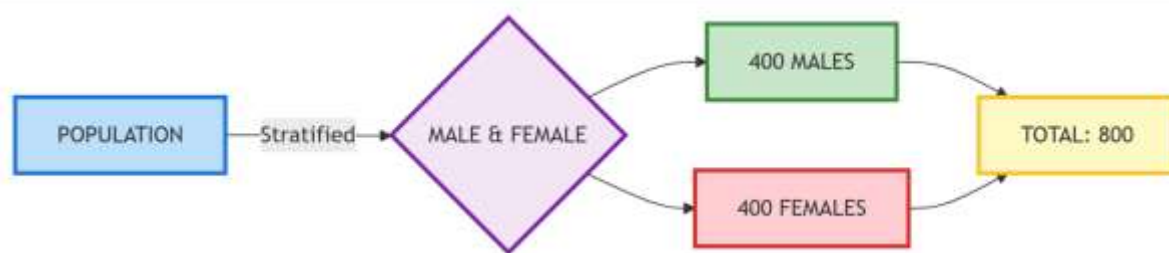
To study the significant difference in the self-understanding levels of male and female B.Ed. trainees related to their **Self-Image**.

3.2 Hypothesis (H_{01})

There is no significant difference in the self-understanding levels of male and female B.Ed. trainees related to their Self-Image.

3.3 Population and Sample

The population comprised all B.Ed. trainees enrolled in seven teacher-education colleges of Janjgir District, Chhattisgarh. A sample of 800 trainees (400 males and 400 females) was selected using stratified random sampling to ensure gender representation. Participation was voluntary, confidentiality was assured, and data were used strictly for academic purposes.



3.4 Tool Used

Self-Understanding Inventory developed and standardized for B.Ed. students was employed. The instrument measures five dimensions—Self-Image, Self-Identity, Self-Satisfaction, Self-Management, and Self-Evaluation. For this study, only the Self-Image dimension was considered. The reliability coefficient (Cronbach's $\alpha = 0.87$) ensured internal consistency, and expert validation confirmed content validity.

3.5 Statistical Technique

Data were analyzed using Descriptive Statistics (Mean and Standard Deviation) and the Independent-Samples t-test to determine gender-based differences in mean Self-Image scores. The significance level was fixed at $p < 0.05$. All t-tests were conducted under the assumptions of independent observations, approximate normality, and homogeneity of variances, verified through standard diagnostic checks (e.g., Levene's test).

4. Analysis and Interpretation

Table 1

Self-Image Scores of Male and Female B.Ed. Trainees

Gender	N	Mean	SD	t-Value	p-Value	Significance
Male	400	82.45	15.12	2.36	0.019	Significant ($p < 0.05$)
Female	400	86.28	15.63			

Interpretation:

Female trainees obtained a higher mean Self-Image score ($M = 86.28$) than males ($M = 82.45$). The computed $t = 2.36$ ($p < 0.05$) indicates a statistically significant gender difference. Therefore, the null hypothesis (H_{01}) is rejected. Female trainees perceive themselves with greater confidence and self-worth, reflecting a stronger sense of competence during teacher training.

Graphically, the bar chart comparing mean scores demonstrates a visibly taller bar for females, confirming higher self-image and reinforcing the statistical conclusion.

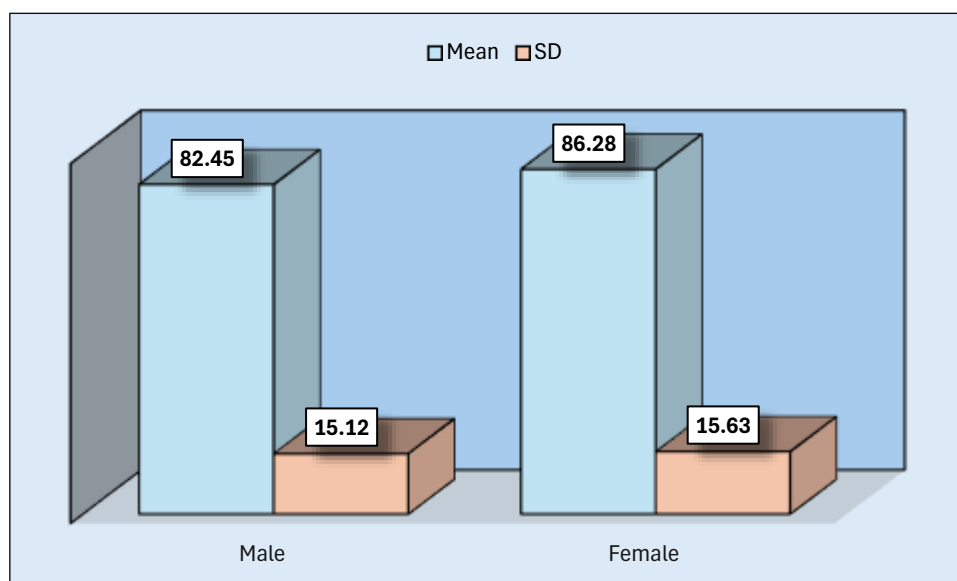


Figure 1. Mean Self-Image scores of male and female B.Ed. trainees.**5. Discussion**

The results of the present study indicate that female B.Ed. trainees possess a significantly higher level of self-image compared to their male counterparts. This finding is consistent with earlier studies which suggest that women are often more expressive and confident in communicating their abilities and emotions (Sharma, 2019; Singh & Rani, 2021). The difference may be attributed to gender-based socialization processes in Indian society, where females are increasingly encouraged to pursue professional education and develop self-reliance in teaching careers.

A stronger self-image among females may also be influenced by their higher engagement in interpersonal relationships, empathy, and reflective practices—skills that align well with teaching roles (Best & Thomas, 2014). Female trainees typically demonstrate greater willingness to accept feedback and improve professionally, contributing to a healthy self-view and a positive learning mindset.

In contrast, male trainees often experience higher social and academic expectations, performance-related pressure, and limited emotional expression, which may restrict the development of self-acceptance and confidence. Cultural norms may also play a role, as males are encouraged to exhibit strength and independence, leaving less room for introspection and self-assessment.

Therefore, the study highlights the importance of teacher-education institutions in adopting gender-responsive development strategies, such as personality enhancement programs, guidance and counseling services, and reflective practice workshops. These initiatives can help ensure that both male and female trainees develop a balanced and constructive self-image, which is essential for their professional identity formation and classroom effectiveness.

6. Conclusion and Suggestions**6.1 Conclusion**

The study concludes that gender significantly influences the Self-Image dimension of Self-Understanding among B.Ed. trainees. Female trainees demonstrate higher self-esteem, confidence, and self-acceptance than male trainees. Self-image serves as a crucial factor in

enhancing emotional resilience, motivation, and classroom effectiveness, ultimately shaping the quality of teacher education.

6.2 Suggestions

1. Teacher-education programs should include self-reflection and personality-development sessions to nurture positive self-image among all trainees.
2. Workshops on emotional intelligence and confidence building can especially help male trainees strengthen self-perception.
3. Curriculum designers should integrate modules promoting gender equity and psychological well-being.
4. Future studies may explore interactions among other self-understanding dimensions (e.g., Self-Identity or Self-Evaluation) using longitudinal or mixed-method designs.

7. References

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