**SELF IMAGE AND BIG FIVE FACTORS OF PERSONALITY OF PROSPECTIVE TEACHERS AT PRIMARY LEVEL**

**SHANIMA P.T.**

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**2011**

**DECLARATION**

 I, SHANIMA. P.T, do hereby declare that this dissertation, **"SELF IMAGE AND BIG FIVE FACTORS OF PERSONALITY OF PROPSECTIVE TEACHERS AT PRIMARY LEVEL"** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

 I, Dr. BINDHU.C.M., do hereby certify that this dissertation, **"SELF IMAGE AND BIG FIVE FACTORS OF PERSONALITY OF PROPSECTIVE TEACHERS AT PRIMARY LEVEL"** is record of bonafide study and research carried out by **SHANIMA. P.T**, under my supervision and guidance. The dissertation has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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**CONTENTS**

**LIST OF TABLES**

**LIST OF FIGURES**

**LIST OF APPENDICES**

|  |  |  |
| --- | --- | --- |
| ***Chapter*** |  | ***Page*** |
|  |  |  |
| I | **INTRODUCTION** | 1 – 12 |
| II | **REVIEW OF RELATED LITERATURE** | 13 – 34 |
| III | **METHODOLOGY** | 35 – 48 |
| IV | **ANALYSIS** | 49 – 65 |
| V | **FINDINGS AND SUGGESTIONS** | 66 – 78 |
|  | **BIBLIOGRAPHY** | 79 - 84 |
| **APPENDICES** |

**LIST OF TABLES**

|  |  |  |
| --- | --- | --- |
| **Table**  |  | **Page**  |
| 3.1  | Scoring procedure | 40 |
| 3.2 | t-values of 60 items of Self image scale | 41 |
| 3.3 | Component wise distribution of items in Self image scale | 42 |
| 3.4 | Break up of the proposed sample | 44 |
| 3.5 | Break up of the final sample | 45 |
| 4.1 | Statistical characteristics of variables for total sample and relevant subsamples | 51 |
| 4.2 | Mean score of Self image and Big five factors of personality of for the total sample | 55 |
| 4.3 | Percentile norms of Self image and Big five factors of personality for the total sample | 56 |
| 4.4 | Data and results of t-test in Self image and Big five factors of personality between male and female prospective teachers at primary level | 57 |
| 4.5 | Data and results of t-test in Self image and Big five factors of personality between rural and urban prospective teachers at primary level | 58 |
| 4.6 | Data and results of t-test in Self image and Big five factors of personality between prospective teachers at primary level in government and private institutions | 59 |
| 4.7 | Coefficient of correlation between Self image and Big five factors of personality for the total sample and relevant subsamples | 61 |
| 4.8 | Coefficient of correlation between Self image and Big five factors of personality for the total sample and relevant subsamples | 63 |

**LIST OF FIGURES**

|  |  |  |
| --- | --- | --- |
| **Figure** |  | **Page**  |
| 4.1 | Frequency curve showing the Self image of prospective teachers at Primary level of total sample | 53 |
| 4.2 | Frequency curve showing the Big five factors of personality of prospective teachers at Primary level of total sample | 54 |

**LIST OF APPENDICES**

|  |  |
| --- | --- |
| ***Appendix*** |  |
| I | Self image scale (Malayalam – Draft) |
| II | Self image scale (Malayalam – Final) |
| III | Self image scale (English – Final) |
| IV | Response sheet |
| V | Details of Teacher Training Institutes Selected for Data collection |

Chapter I

INTRODUCTION

* **Need and significance of the study**
* **Statement of the Problem**
* **Definition of Key terms**
* **Objectives**
* **Hypotheses**
* **Methodology**
* **Scope and Limitations**
* **Organization of the Report**

**INTRODUCTION**

 Education can be defined as an art of ‘leading out’ which would mean that the whole of education- intellectual, moral, emotional, physical consists of leading out the innate knowledge including the virtues and powers of the child. Education, thus consists of the modification of the natural development of an individual, without which he would have been different. That means, when education process begins, it brings some sort of influence on the pupil.

 On one hand education develops to the full personality of the individual in all fields and aspects making him intelligent, bold, courageous and possessing strong good character much in the same way, on the other hand, it contributes to the growth and development of society also.

 An individual’s sense of themselves will involve and awareness of mental and physical attributes, as well as social roles. Such self awareness defined the Self image and it begins to develop at an early stage. Our self image is the complex impression we have about our physical appearance, social roles, personal history and personality traits; and it matters a lot.

 Our self image is the way we see ourselves consciously and unconsciously. It is our idea of how we present ourselves to others and how we are subsequently judged by them. As Arkoff (1980) states our self image is the conception or picture we have of ourselves. Self image is not formed by a single event or experience. Instead, it is the culmination of all life experiences. Body image, the way we picture our physical self, is an important aspect of the concept of self. According to Manler and Devitt (1982), the construction of body image represents the first step in the evolution of a sense of self. If one have a positive self image, one will be more positive and a negative self image can produce dysfunctional thoughts and habits. This can undermine success in our career, relationship and other life areas by undermining our motivation and confidence.

 Education consists of all those experiences which affect the individual from birth till death. Thus education is that process by which an individual freely develops his self according to his nature in a free and uncontrolled environment.

 Education is a bipolar process in which one personality acts upon another in order to modify the development of the other. The process is not only conscious but also a deliberate one. The educator has the clearly realized intentions of modifying the development of the educand.

 Personality may be hard to define, but we know it when we see it. When psychologists define personality, they tend to refer to qualities within a person, characteristics of a person's behaviour or both. Psychologist Water Mischel (1976) defined personality as “the distinctive patterns of behavior (including thoughts and emotions) that characterize each individuals adaptations to the situations of his or her life.” Most psychologists agree that personality includes the behavior patterns a person shows across situations or the psychological characteristics of the person that lead to those behavioural patterns.

 The interest in role of personality in organizational behavior has increased over recent years. To a large extent this is due to emergence of Big five as a valued and reasonably generalisable taxonomy for personality structure. The various personality researches and attempts at assessing and qualifying personality over last few decades have raised the need for the development of a frame work that organize variety of individual differences of personality. One such attempt at effectively classifying dimensions of personality has resulted in development of Big five factor structure, which offers a broad suggestion of five primary factors basic to human personality. The Big five factor model was originally developed by Tupes and Christal (1961) on the basis of reanalysis of various data sets that were earlier constructed by cattel (1957).

 In the Big five model of personality, the most common trait approaches to personality can be captured by five dimensions. These are Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

 The importance of personality increases as social life becomes more complex. A ‘pleasing personality’ has a ‘marketable value’ in a complex society and highly prized and sought after.

 Nowadays, it is recognized that a teacher has to prepare pupil not only for life within family, but also as citizens. Teacher’s role is not only difficult but greatly challenging, highly pragmatic as well as yielding good in all respects. The importance of teacher personality in the teaching learning situations is recognized by most of the teachers and administrators. A teacher should be physically, intellectually, socially and emotionally fit to teach. So training institutions gives more importance to this aspect.

**NEED AND SIGNIFICANCE OF THE STUDY**

 In India, the imparting of education has always been regarded as a noble task. A teacher occupies a very respected place in a society. It was presumed that he gave the student real self knowledge. Teaching is a profession which gives rise to healthy traditions and thus helps to make concrete the dream of national development.

 Teaching as a profession is as old as human race. Now, the student teachers are supposed to be future educators and not merely subject teachers. That is why the scope of training teachers has widened. Education is the alround development of personality and the teachers should be prepared to contribute to this development of personality. In the context of education, there for the student teachers construct of self image and personality may have important implications in the teaching learning process. Further the self image of teachers has to be improved by social recognition of the vital role they play in the delivery of education and the lives of children.

 Teaching is not simply imparting knowledge or information. Teaching is a unique style of each and every individual. When the student has to be child centric, the teacher is the pivot in its delivery. Therefore the personality and training of teachers has to be a matter of immediate concern.

 In order to become an efficient and effective teacher, one must strive to be competent. One should possess the personality traits essential for a good quality education. Hence there arises a need to assess the personality of student teachers as they are future educators.

 Self image has a strong impact on our thoughts, feelings and actions. Having a positive self image, teachers will be more likely to see his or her selves as positive, capable person and this will help to give quality education to students. A young person's construct of self can be fundamental to their psychological well being (Glick, 1999; Emler, 2001). Since the teacher is an indispensable factor in the teaching learning process, a teachers self image and personality find an important place. Hence there arise a need to find both the extent and relationship of Self image and Big five factors of personality.

 Survey of literature on Self image shows it has been studied extensively broad in various dimensions. This includes the study which examined the development of self image of pre-service teachers (Howard et al., 2010), Self image and body size (Granberq et al., 2009), Self image and sociometric status (Bakker et al., 2007). Number of studies have conducted in the case of Big five factors of personality. It includes a study on Big five factors of personality and replicated predictions of behaviour (Paunouen et al., 2003) and personality & leadershiptors: a qualitative and quantitative review (Bono et al., 2002). In the light of these studies, the investigator felt the need of the present study.

 Since the primary teachers have great influence upon children, the self image and personality of primary teachers is of greater importance. The investigator felt that a study of Self image and Big five factors of personality of prospective teachers at primary level would bring a better understanding of their future performance and can make further steps to improve both. By knowing the influence of self image on five dimensions of personality, the training institutions can provide experiences for trainees which would result in their behaviour modification. Based on the information the study was conducted to examine whether there is relationship between Self image and Big five factors of personality of prospective teachers at primary level.

**STATEMENT OF THE PROBLEM**

 The present study is stated as “Self image and Big five factors of personality of prospective teachers at primary level.”

**DEFINITION OF KEY TERMS**

 The definitions of important terms used in the statement of the problem are presented in this section.

**Self Image**

 Self image is about how you see yourself and how you believe others see you.

**Big Five Factors of Personality**

 The five factors in the Big five model of personality is used to describe an individuals personality structure. The five factors are Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

**Prospective Teachers at Primary Level**

 The term refers to the teacher trainees who are getting training as primary teachers

**Variables of the Study**

 The variables selected for the study are the following.

Self image

Big five factors of personality

Gender, Locale and Type of management are selected as categorical variables.

**OBJECTIVES**

1. To find out the extent of Self image of prospective teachers at primary level.
2. To find out the extent of Big five factors of personality of prospective teachers at primary level.
3. To compare the mean scores of Self image of prospective teachers at primary level based on Gender, Locale and Type of management.
4. To compare the mean scores of Big five factors of personality of prospective teachers at primary level based on Gender, Locale and Type of management.
5. To find out whether there is significant relationship between Self image and Big five factors of personality (Total and factor wise) of prospective teachers at primary level.

**HYPOTHESES**

1. There will be no difference in the mean scores of the Self image of prospective teachers at primary level based on Gender, Locale and Type of management

2. There will be no difference in the mean scores of the Big five factors of personality of prospective teachers at primary level based on Gender, Locale and Type of management.

3. There will be no significant relationship between Self image and Big five factors of personality of prospective teachers at primary level.

**METHODOLOGY**

 It deals with the precise description of the samples used for the study, tools and statistical techniques used.

**Sample**

 The study was conducted on a sample of 659 prospective teachers at primary level in various teacher training colleges of Kozhikode and Malappuram districts.

**Tools used for the Study**

Self image Scale (Bindhu & Shanima, 2011)

Big five personality inventory (Kumar et al., 2005)

**Statistical Techniques used for the Analysis of Data**

 The following statistical techniques were used for the analysis of data in the present study.

1. Preliminary analysis – Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis
2. Percentile
3. Mean difference analysis
4. Pearson’s product moment coefficient of correlation

**SCOPE AND LIMITATIONS**

 The aim of the investigator was to study the Self image and Big five factors of personality of prospective teachers at primary level.

 Training period is an important stage for every teacher. Self image and personality are the two factors which can influence the behaviour of teacher trainees. Hence the study of Self image and Big five factors of personality of prospective teachers at primary level has wider scope. The study has wider scope in the area of education, training of teachers, organization of co-curricular activities in training institutions etc.

 The present study conducted on a sample of 659 teacher trainees. The sample was drawn from teacher training institutes of two districts. The sample is selected by stratified random sampling techniques. In the selected sample due representation was given to gender, locale and type of management.

 Even though the investigator has taken much care to make the study reliable, some limitations have been crept into. The following are some among them.

1. Since the study was conducted as a part of the course, the investigator has to complete it within the available time limit. Hence it is decided to study only in two districts of Kerala.
2. The investigator conducted the study on prospective teachers at primary level. Teacher trainees at secondary level and post graduate teacher educators are not included in the study.
3. Since the sample taken was prospective teachers at primary level, the number of male and female prospective teachers at primary level differ greatly.

**ORGANIZATION OF THE REPORT**

 The report has been presented in five chapters.

 **Chapter I** represents a brief introduction of the problem, statement of the problem, definition of key terms, objectives, hypothesis, methodology, scope and limitations of the study.

 **Chapter II** presents the theoretical overview of Self image and Big five factors of personality, studies related to them and conclusion.

 **Chapter III** gives an account of the methodology in detail used in the present study. It contains objectives, hypothesis, variables, tools employed for data collection, sample drawn, data collection procedure, standardization procedure, scoring and statistical techniques.

 **Chapter IV** describes the statistical analysis of data and discussion of the results.

 **Chapter V** presents the summary of the study, major findings, tenability of the hypotheses, conclusions, educational implications of the study and suggestions for further research in this area.

Chapter II

REVIEW OF RELATED LITERATURE

* **Theoretical framework of variables**
* **Review of Related studies**

**REVIEW OF RELATED LITERATURE**

 A careful review of research journal, books, dissertations and other sources of informations on the problem to be investigated is one of the important steps in the planning of any research. The review of literature may be a comprehensive inclusion of everything known on a given research topic and its related topics or a short summary of the literature most pertinent to the specific topic under study. It provides some insight regarding strong points and limitations of the previous studies.

 An overview of the literature concerned with the variables selected for the study is presented in this section. The literature reviewed in the present study has been classified into the following headings.

* Theoretical frame work of variables
* Review of related studies

**THEORETICAL FRAME WORK OF VARIABLES**

 This section of the review deals with the theoretical aspect related to variables.

**Self Image**

The rise of the self.

 The self is a product of, or is related to, socialised human behaviour. It is a product of socialised behaviour in that the self arises only in interaction with others, in a human group. The self is related to the process of socialisation, the process where by the biological individual develops reactions not only towards others but also toward himself and the norms of the group.

 William James defined the self as partly known and partly unknown, and partly object and partly subject (James, 1961). He reasoned that whenever an individual is thinking he / she must at the same time be aware of the self or one's personal existence. James further separated the self into material self, the social self and the spiritual self.

 According to Carl Roger, the human organisms 'phenomenal field' includes all experiences available at a given moment, both conscious and unconscious. As development occurs, a portion of this field becomes differentiated and this becomes the persons 'self' (Hall & Lindzey, 1985; Rogers 1959). The self is the essential construct in his theory. It develops through interactions with others and involves awareness of being and functioning. He described the "self" as the organized, consistent, conceptual gestalt composed of perceptions of the characteristics of the "I" or "me" and the perceptions of the relationships of the "I" or "me" to others and to various aspects of life, together with the values attached to these perceptions. (Roger, 1959).

**The Concept of Self Image**

 Generally speaking the term self has two distinct set of meaning. One set has to do with peoples attitudes about themselves; their picture of the way they look and act; the impact they believe they have on others; and their perceived traits, abilities, foibles and weaknesses. This collection constitutes what is known as 'Self Image'. Our self image develops on the basis of information about the way we are and the way others see us. The second set of meaning of self relates to the executive functions – processes by which individual manages, copes, thinks, remembers and plans.

 Dictionary of psychology defines Self image as the total subjective perception of one's self including as image of one's body and perceptions of one's personality, capabilities etc. Horney uses the term to refer to the perfect and ideal self which the individual imagines himself to be after identification with an idealized conception of what he should be.

 A person's Self image is a mental picture, generally of a kind and that is quite resistant to change, that depicts not only details that are potentially available to objective investigation by others (height, weight, hair colour, IQ score etc), but also items that have been learned by that person about himself or herself, either from personal experiences or by internalizing the judgement of others. A simple question to person's self image is their answer to the question – "what do you believe people think about you"?

 Self image may consist of three types.

1. Self image resulting from how the individual sees himself / herself.

2. Self image resulting from how others see the individual.

3. Self image resulting from how individual perceives others see him or her.

**Development of Self Image**

The self is related to the process of socialisation. In his interactions with others, the child gradually develops an awareness of himself, a self image. The self image is the result of the child's differentiation of himself from others and of the attitudes they have towards him.

 The conceptions which others have of him and the way they treat him is an integral part of his total self. Cooley calls the self determined by the attitudes of others the "looking glass self". He says that in his imagination, the child acquires, first, an image of himself as he appears to others; he forms an idea next; of how these others judge him; and finally, he experiences a feeling of pride or mortification, depending on what he imagines they think of him – This looking glass self is roughly equivalent to James idea of the 'social self' – the images of a person which other people carry in their heads.

 Self image according to A. Atkinson is 'the self as the individual pictures it or imagines it to be. It constitutes the view an individual has of self, both of internal element and the valuation of others.

 Carl Roger's concept of self is rather broad. According to him, self image certainly revisable and undergoes change over the life span. Roger described the most unfortunate results in the development of personality occur in cases where as individual develops false self image. The false image is some times so strong that even indisputable reality is vehemently denied. Inconsistency between one's actual image and false self image, may then lead to abnormalities in one's behaviour.

**Importance of Positive Self Image**

 Some believe that a person's self image is defined by events that effect him or her. Others believe that a persons self image can help shape those events. There is probably some truth to both schools of thought. Failing at some thing can certainly cause one to feel bad about one's self, just as feeling good about one's self can lead to better performance on a project. But it cannot be denied that one's self image has a very strong impact on their happiness. If one project a positive self image, people will be more likely to see them as a positive capable person.

 However, it is important that self image is both positive and realistic. Having a self image that is unrealistic can be a drawback, whether that self image is positive or negative. Finding a balance between feeling positive about one's self but having realistic goals is important.

**Big Five Factors of Personality**

 The aspect of personality emerges as an important phenomenon in understanding the activities of individuals with the object of discovering regularities and continuities in personality. One of the most important developments in personality in recent years is the emergence of the Big five as a general model for describing personality structure.

**Emergence of Five Factor Model**

 Starting in the 1960's but accelerating in the 1980s, 1990s and 2000s, a vast body of research has converged on the idea that most common trait approaches to personality can be captured by five dimensions. This model, which stems from the work of Cattell, serves as a conceptual foundation, for much of the contemporary work in personality measurement.

 The development of the Big five model really begins with Allport and Odbert (1936). Raymond Cattell (1943) used Allport and Odbert's trait descriptive terms as a starting point for his analyses of personality structure. Cattell developed a relatively complex taxonomy of individual differences that consisted of 16 primary factors and 8 second order factors. When other researchers repeated Cattell's analyses, however, only five factors were reliably obtained. As Goldberg (1993) comments Cattell may be the intellectual father of the Big five, but he, "has consistently denied his paternity and has yet to embrace the model".

 It was Donald Fiske (1949) who first extracted five replicated factors using rating variables drawn from Cattell's work. Tupes and Christal (1958, 1961) reanalysed rating data from eight samples and identified five "relatively strong and recurrent factors". They labelled these factors as

 1. Surgency

 2. Agreableness

 3. Dependability

 4. Emotional stability

 5. Culture

 This was the first set of primary factors to be called the Big five (Goldberg, 1981).

 Warren Norman (1963) also confirmed a five factor model using a selected set of Cattell's variables and renamed factor 3 as conscientiousness. Following Norman's work, Goldberg (1981, 1990, 1933) conducted a series of studies. A selected research programme by McCrae and Costa also has identified a Big five structure by investigating personality questions rather than descriptive items. They use the following labels for five factors.

* Openness to experience
* Conscientiousness
* Extraversion
* Agreeableness
* Neuroticism

 John (1990) points out that "OCEAN" serves as a useful mnemonic device for remembering five names.

**Openness to experience**

 It is a general appreciation of art, emotion, unusual ideas and adventure. The trait distinguishes imaginative people from down to earth conventional people. Open people generally appear imaginative, witty, original and artistic. People low in this dimension are shallow, plain or simple. It has also been called culture or intellect.

**Conscientiousness**

 It is a tendency to show self discipline, act dutifully and aim for achievement. This trait shows a preference for planned rather than spontaneous behaviour. Conscientiousness people are generally cautious, dependable, organized and responsible. This dimension also called dependability.

**Extraversion**

 It is characterised by positive emotions, the tendency to seek out stimulation and the company of others. This dimension is also called surgency. Extraverts enjoy being with others and are often perceived as full of energy. Extraverted people tend to be energetic, enthusiastic, dominant, sociable and talkative.

**Agreeableness**

 It is a tendency to compassionate and co-operative rather than suspicious and antagonistic towards others. Agreeable people are friendly, co-operative, trusting and warm. People low on this dimension are cold, quarrel some and unkind.

**Neuroticism**

 It is the tendency to experience negative emotions such as anger, anxiety or depression. They are more like to interpret ordinary situations as threatening and minor frustrations as hopefully difficult. Neurotic people tend to be nervous, high-strung, tense and worrying. Emotionally stable people are calm and contented.

 One of the hall marks of Mc Crae and Costa's approach is the specification of six specific facets that comprise each Big five factors. They are.

**Openness to experience**

 Fantacy

 Aesthetics

 Feelings
 Actions

 Ideas

 Values

**Conscientiousness**

 Competence

 Order

 Dutifulness

 Achievement striving

 Self-discipline

 Deliberation

**Extraversion**

 Warmth

 Gregariousness

 Assertiveness

 Activity

 Excitement seeking

 Positive emotion

**Agreeableness**

 Trust

 Straight forwardness

 Altruism

 Compliance

 Modesty

 Tender-mindedness

**Neuroticism**

 Anxiety

 Angry hostility

 Depression

 Self-consciousness

 Vulnerability

 Every person can be described interms of all five of the Big five dimensions; however certain individuals are characterised by extremely high values on one of the dimensions. It should be pointed out that some researchers have reservations about the five factor model, particularly the imprecise specification of these dimensions. Some researchers suggest that more than five dimensions are needed to encompass the domain of personality.

 The emergence of the five factor model has important implications in the field of personnel psychology. It illustrates that personality consists of five relatively independent dimensions which provide a meaningful taxonomy for studying individual differences. In any field of science, the availability of such an orderly classification scheme is essential for the communication and accumulation of empirical findings.

 One of the most significant advances of the five factor model was the establishment of a common taxonomy that demonstrates order in a previously scattered and disorganizing field. What separates the five factor model of personality from all others is that it is not based on the theory of anyone particular psychologist, but rather on language.

 The dimensions of the Big five factor model represent broad areas of personality. Research has demonstrated that these groupings of characteristics tend to occur together in many people. For example individuals who are sociable tend to be talkative. However, these traits do not always occur together. Personality is complex and varied and each person may display behaviour across several of these dimensions.

**REVIEW OF RELATED STUDIES**

 This section deals with the review of research findings related to the variables.

**Related Studies on Self Image**

 Attachment to parents and peers in late adolescence and their relationship with self image was studied by O'koon (1997). Results indicate that the attachment to parents continue to remain strong into late adolescence for both male and female. Females had stronger attachment to peers where as males had higher levels of self image.

 Korhonen  *et al.,* (2001) studied effect of major depression on the Self image of adolescent boys and girls seeking out patient treatment. Results shows that self image among major depressive disorder (MDD) patients was in general poorer than in the comparison group. The effect of MDD was more negative for girls than boys and the self image pattern differed between the sexes.

 Hoff  *et al.,* (2002) conducted a study which examined the relationship between Self image and Creativity in 69 Swedish 4th graders using three measures of creativity. Results showed no self image differences between children with high and low creativity.

 Bakker  *et al.,* (2003) studied the relationship of Self image and peer acceptance of Dutch students in regular and special education. Well being was assessed in 568 low achieving students of ages (7-15) by means of a self image scale. Results indicate that students in special education had a slightly better self image and were more accepted by peers than low-achieving students in regular education.

 A study examined the construct validity of the offer Self image questionnaire and its relationship with self esteem, depression and ego involvement was conducted by Lindfors  *et al.,* (2005). It was studied a sample of 194 normal adolescents from 14 to 16 years of age. The relationship between the self image areas of the OSIQ, global self esteem, depression, ego involvement were also examined. The results support construct, convergent and discrimination validity of the presented structure of OSIQ.

 A study of Liu  *et al.,* (2006) explores the development patterns of three modern foreign language teachers' conception of self. Conception of their classroom performance, conceptions of their relationship with pupils, conceptions of their self image in pupils' eyes and conceptions of teacher identity. The student teachers conception of self in relationships with pupil varied from person to person. Equally where self image in pupils' eyes is concerned, change patterns different with one student teacher reporting no change by the end.

 Landa  *et al.,* (2007) carried out a study on adaptive elements of aging : self image discrepancy, perfectionism and eating problems. The results revealed that eating pathology was correlated with greater discrepancy between the real and ideal self image and with perfectionism.

 A study on socio metric status and self image of children with specific learning disabilities in Dutch general and specific education classes was conducted by Bakker *et al.,* (2007). The study focused on the relationship between both achievement level & diagnostic level and socio metric status & self image of students in Dutch elementary education. In particular, difference between students with general learning disabilities (GLD) were studied, in regular as well as special education schools. Students with GLD were more often rejected and had a lower self image than students with SLD.

 Does Self image matter? Client's self image, behaviour and evaluation of career counselling session; An exploratory study was conducted by Schedin  *et al.,* (2008). This study addresses differences in self image as a client characteristic in career counselling by using the structural analysis of social behaviour. The results indicated that the clients with a positive self-image expected more positive behaviour and experienced more positive in session behaviour from both themselves and from the counsellor.

 A study of Body size and social self image among adolescent African American girls; the modulating influence of family racial socialization was conducted by Granberq *et al.,* (2009). The study was conducted on adolescent girls, starting when the girls were 10 years of age and conducting when they were approximately 14. The findings show that heavier respondents hold less positive self image, however the findings also shows that being raised in a family that practices racial socialization modulates this relationship.

 A study conducted by Sutherland *et al.,* (2010) examines one aspect of the outcomes of pre service teachers reflection; the development of their own self image as a teacher. Study revealed changes in pre-service teachers' levels of engagement and showed that in the first semester of pre-service teacher education, the majority of pre-service teachers moved towards a more professional stance in their contributions.

 Mainwaring  *et al.,* (2010) conducted a study of strategies to enhance skill acquisition, mastery and positive self image. The purpose of this study is to present practical teaching strategies to enhance mastery of skill and promote self esteem, self efficacy and positive self-image.

 Cetin  *et al.,* (2010) conducted a study on attachment styles and self image in Turkish adolescents. The study included 378 adolescents (196 females and 182 males) from high schools with different socio economic status. The findings indicate that adolescents from a low socio-economic status had significantly low scores on self image scales compared with those from high and middle socio-economic status. The results of this study shows that attachment patterns play an important role in the development of self image, which is crucial psychological structure gained in adolescence.

 A study conducted by Thomas  *et al.,* (2011) proposes that personal construct elicitation methods can be used to help adolescents with learning disabilities. It suggests that personal construct theory can be used to guide an exploration of self-image in adolescents with learning disabilities.

 A study of substance use and its relationship to family functioning and self image in adolescents was conducted by Weisr  *et al.,* (2011). The results indicated that both family functioning and self image were significantly associated with alcohol and marijuana use.

**Related Studies on Big Five Factors of Personality**

 A correlational study on neuroticism, extraversion and academic achievement was conducted by Joshi (1998). The sample chosen for the study was 400 students of 8th class belonging to rural/urban area. The results revealed that neuroticism and extraversion were not significantly related and they have inverse relationship. Only among the rural male students a significant correlation have been found between extraversion and academic achievement.

 A study on the relation of Big five personality dimensions to three job performance criteria (job proficiency, training proficiency and personal data) for five occupational design was conducted by Barricle *et al.,* (2000). Results show that one dimension of personality conscientiousness showed consistent relation with all job performance criteria for all occupational groups.

 The relationship between the personal style scales of Strong interest inventory and Big five model of personality were investigated by Lindley  *et. al.,* (2000). The study was conducted on 740 undergraduate and a cross validation sample of 321. No significant gender difference were observed. Personal style scales indicating living and working preference were correlated with personality and vocational choice.

 A study examined the relation between self esteem and Big five personality dimension was done by Robins  *et al.,* (2001). The study revealed that high self esteem individuals were emotionally stable, extraverted and conscientiousness and were some what agreeable and openness to experience.

 A study was conducted by Antonini *et al.,* (2002) established the relationship between the Big five personality factors and conflict management styles. Purpose of the study was to examine the relationship between the Big five personality factors and the five styles of handling interpersonal conflict. Results indicates that extraversion, conscientiousness, openness to experience and agreeableness have a positive relationship with integrating style. Extraversion has a positive relationship with dominating while agreeableness and neuroticism have negative relation with dominating.

 Personality and leadership : A qualitative and quantitative review was conducted by Bono  *et al.,* (2002). The study provides a qualitative review of the trait perspective in leadership research, followed by meta analysis. The results indicated that five factor model had a multiple correlation of 0.48 with leadership, indicating strong support for the leader trait perspective when traits are organized according to the five factor model.

 A study was conducted by Paunouen  *et al.,* (2003) in Big five factors of personality and replicated predictions of behaviour. Measures of the Big five factors of personality were used to predict a variety of criterion variables thought to represent behaviours of some social and cultural significance. The results indicated substantial consistency in behaviour predictions across the different Big five assessments.

 Lodhi *et al.,* (2004) evaluated the five-factor model of personality. The study briefly reviews the different confirmatory factor analysis methods and the factor analytic evaluation of the Revised NEO personality inventory based on five factor model. This clearly recovered the five factor structure from the NEO personality inventory data, thus indicating the robustness of the FFM.

 An investigation of personal traits in relation to adolescent school absenteeism was conducted by Lounshury *et al.,* (2004). The study examined the Big five traits as well as four narrower traits of aggression, optimism, tough mindedness and work drive in relation to absences from school for middle and high school students. Results indicate that most of the Big five and absenteeism correlations were significant in the expected direction at the two grade levels.

 The Big five personality dimensions and entrepreneurial status; a meta-analytical review was examined by Zhao *et al.,* (2006). In this study, the authors used meta physical techniques to examine the relationship between person and entrepreneurial status. Results indicate significant difference between entrepreneurial and managers on personality dimensions such that entrepreneurics scored higher on conscientiousness and openness to experience and lower on neuroticism and agreeableness. No difference was found in extraversion.

 A study which examined the relationship between the Big five model of personality and the use of self regulated learning strategies was conduced by Bidjerano  *et al.,*  (2002). The study on a sample of undergraduate students indicate an overlap between the Big five personality factors and the set of self regulatory learning strategies.

 Karim *et al.,* (2009) conducted a study by exploring the relationship between internet ethics in university students and Big five model of personality. The study was investigated using a survey method of 252 students in three different academic faculties. The findings indicate that personality traits such as agreeableness, conscientiousness, emotional stability are significantly and negatively correlated with an ethical internet behaviour in university students.

 A study was conducted by Cevik (2011) to examine individual differences in the field of music education. The Big five model of personality served as the frame work to help meet the purpose. Using a sample of 83 pre-service music teachers enrolled in the department of music education, found that pre-service music teachers scored high in the openness to experience, conscientiousness, extraversion and agreeableness dimension but low in the neuroticism dimension of personality.

**Conclusion**

 The above review of related literature gives a wider perspective of the present problem. The investigator found that a large number of research have been conducted in the area of Self image and Big five factors of personality separately. More over, the investigator could not trace any attempt made so far to identify the relationship of two variables. Most of the studies were conducted in abroad. A limited number of studies were conducted on a sample of teachers or teacher trainees. Since teachers are the role models, their personality is an important factor and it is necessary to develop a positive self image among them. As teachers are those who paved the way for new generation, it highlights the need of research in the area of personality and self image of prospective teachers.

Chapter III

METHODOLOGY

* **Variables**
* **Objectives**
* **Hypotheses**
* **Procedure**
* **Statistical techniques used for analysis**

**METHODOLOGY**

 The present study is intend to find out relationship of self image and Big five factors of personality of prospective teachers at primary level.

 The methodology in the present study is presented under the following headlines.

 Variables

 Objectives

 Hypotheses

 Procedure

 Statistical techniques used for analysis

**VARIABLES**

 The variables in the study are Self image and Big five factors of personality. Gender, Locale and Type of management are categorical variables.

**OBJECTIVES**

1. To find out the extent of Self image of prospective teachers at primary level.

2. To find out the extent of Big five factors of personality of prospective teachers at primary level.

3. To compare the mean scores of Self image of prospective teachers at primary level based on Gender, Locale and Type of management.

4. To compare the mean scores of Big five factors of personality of prospective teachers at primary level based on Gender, Locale and Type of management.

5. To find out whether there is significant relationship between the Self image and Big five factors of personality (Total and factorwise) of prospective teachers at primary level.

**HYPOTHESES**

1. There will be no difference in the mean scores of the Self image of prospective teachers at primary level based on Gender, Locale and Type of management.

2. There will be no significant difference in the mean scores of the Big five factors of personality of prospective teachers at primary level based on Gender, Locale and Type of management.

3. There will be no significant relationship between Self image and Big five factors of personality (total and factorwise) of prospective teachers at primary level.

**PROCEDURE**

**Tools used for Data Collection**

 In any research, the researcher has to use certain devices or instruments for collection of data. The selection or construction of suitable instrument / tool is vital importance for a successful research.

 For the present study, data were collected using following tools.

1. Self Image Scale (Bindhu & Shanima, 2011)

2. Big Five Personality Inventory (Kumar  *et al.,* 2005)

 A brief description of the tool is given below.

**1. Self Image Scale** (Bindhu & Shanima, 2011)

 After reviewed the literature related to self image, the investigator identified five major components namely Impulse control, Social functioning, Self reliance, Body image and Ethical values. The investigator selected relevant components needed for the present study from the self image tool prepared by offer  *et al.*

**Impulse Control**

 The degree to which a person can control the desire for immediate gratification or other is termed as impulse control.

**Social Functioning**

The ability of the individual to interact in the normal or usual way in society: can be used as a measure of quality of care.

**Self-Reliance**

 Reliance in one's own capabilities, judgement or resources; independence.

**Body Image**

 Body image is the subjective concept of one's physical appearance based on self observation and the reactions of others.

**Ethical Values**

 One's values related to morals, especially as concerning human conduct.

 The investigator prepared the test items in accordance with the components involved in self image. The scale consists of 60 items. Examples of items coming under each component are given below.

1. Impulse control

 (i) I can control myself in provoking situations.

 (ii) Instead of getting disappointed on my loss, I plan out other activities.

2. Social functioning

 (i) I feel to have others help in critical situations.

 (ii) I often try to intervene and find solution in social issues.

3. Self reliance

 (i) I do my duties neatly and gently without depending others.

 (ii) I am stubborn in my decision.

4. Body Image

 (i) I believe that all kinds of apparels suits me.

 (ii) I closely observe the physical changes in me and change my food habits accordingly.

5. Ethical values

 (i) I am humble to my elders

 (ii) I am aware of the social commitment of a teacher.

**Try out of the Preliminary Scale**

 Try out of the preliminary scale was done in order to select valid items for the final scale. For this the scale was administered to a sample of 370 teacher trainees at Primary level. The sample for the try out was selected by stratified random sampling techniques giving representation to Gender, Locale and Type of management.

**Scoring Procedure**

 Each statement of the scale has five possible responses viz., strongly agree, agree, No opinion, disagree, strongly disagree. Scores 5,4,3,2,1 were given to each positive item. Scoring scheme is reversal for a negative item. Scoring procedure is represented in the given table.

TABLE 3.1. **Scoring Procedure**

|  |  |
| --- | --- |
| Statement | Responses |
| SA | A | No opinion | A | SD |
| Positive Statement | 5 | 4 | 3 | 2 | 1 |
| Negative Statement | 1 | 2 | 3 | 4 | 5 |

 The scores of all the items were summed to give total scores of the students.

 The scored response sheets were arranged in the descending order on the basis of the scores obtained. The scores obtained by the top 100 (27%) subjects and bottom 100 (27%) subjects were taken as high and low groups. The t-values for each item was calculated using the formula.

 

Where,

  = Arithmetic mean of the given item for high group

  = Arithmetic mean of the given item for low group

 σH = Standard deviation of the given item for high group

 σL = Standard deviation of the given item for low group

 NH = Number of subjects in the high group

 NL = Number of subjects in the low group

 The t-value for each item is calculated and is given in the Table 3.2.

TABLE 3.2. **t-Values of 60 items of Self Image Scale**

| **Sl. No.** | **t-value** | **Accepted items** | **Sl. No.** | **t-value** | **Accepted items** | **Sl. No.** | **t-value** | **Accepted items** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 6.85 |  ✓ | 21 | 5.34 | ✓ | 41 | 5.51 | ✓ |
| 2 | 6.45 | ✓ | 22 | 5.99 | ✓ | 42 | 2.04 | ✓ |
| 3 | 3.62 | ✓ | 23 | 5.65 | ✓ | 43 | 9.10 | ✓ |
| 4 | 5.07 | ✓ | 24 | 7.44 | ✓ | 44 | 0.86 | ✓ |
| 5 | 8.29 | ✓ | 25 | 5.20 | ✓ | 45 | 6.20 | ✓ |
| 6 | 6.23 | ✓ | 26 | 7.01 | ✓ | 46 | 7.10 | ✓ |
| 7 | 5.15 | ✓ | 27 | 1.98 |  | 47 | 6.23 | ✓ |
| 8 | 3.13 | ✓ | 28 | 0.26 |  | 48 | 2.64 | ✓ |
| 9 | 6.25 | ✓ | 29 | 6.11 | ✓ | 49 | 3.87 | ✓ |
| 10 | 7.03 | ✓ | 30 | 3.24 | ✓ | 50 | 0.46 |  |
| 11 | 8.22 | ✓ | 31 | 7.41 | ✓ | 51 | 4.59 | ✓ |
| 12 | 8.43 | ✓ | 32 | 6.05 | ✓ | 52 | 2.92 | ✓ |
| 13 | 7.41 | ✓ | 33 | 6.31 | ✓ | 53 | 7.29 | ✓ |
| 14 | 5.17 | ✓ | 34 | 4.52 | ✓ | 54 | 4.42 | ✓ |
| 15 | 5.79 | ✓ | 35 | 6.04 | ✓ | 55` | 4.47 | ✓ |
| 16 | 6.11 | ✓ | 36 | 10.30 | ✓ | 56 | 7.34 | ✓ |
| 17 | 6.65 | ✓ | 37 | 2.00 |  | 57 | 4.50 | ✓ |
| 18 | 0.98 |  | 38 | 2.29 |  | 58 | 1.53 |  |
| 19 | 0.20 |  | 39 | 9.52 | ✓ | 59 | 3.65 | ✓ |
| 20 | 8.10 | ✓ | 40 | 6.48 | ✓ | 60 | 4.21 | ✓ |

**'**✓' represent the accepted item

 Items having t-values 2.58 and above were selected. Thus the final self Image scale contained 50 items. Component wise distribution of selected items in the self image scale are given in the Table 3.3.

TABLE 3.3. **Component wise Distribution of Items in Self Image Scale**

|  |  |  |
| --- | --- | --- |
| Sl. No. | Components | Item Number |
| 1. | Impulse Control | 1, 3, 13, 15, 17, 25, 31, 36, 48, 56, 57, 60 |
| 2. | Social functioning | 2, 10, 16, 21, 22, 24, 26, 32, 43, 49, 52, 55 |
| 3. | Self reliance | 4, 8, 9, 11, 12, 33, 53 |
| 4. | Body image | 5, 23, 30, 34, 39, 45, 46, 51, 54 |
| 5. | Ethical values | 6, 7, 14, 20, 29, 35, 40, 41, 47, 59 |

**Reliability**

 Reliability of the Self Image Scale was established by test-retest method. The scale was again administered in a sample of 30 teacher trainees at primary level with an interval of one month between two administrations. The scores obtained from the two tests were correlated using Pearson's 'r'. The reliability score was found to be 0.803, which indicate Self image scale is reliable.

**Validity**

 The validity of the final Self image scale was ensured as it has face validity. It was ensured by giving the Self Image scale to experts in the field of education. Necessary modifications were made in the items.

**2. Big Five Personality Inventory** (Kumar  *et al.,* 2005)

The Big Five Personality Inventory was constructed and standardized by Kumar, Anupama & Babitha (2005). The inventory consists of 58 items among which 31 are positives and 27 are negatives. The Big give factors of personality are Openness to experiences, Conscientiousness, Extraversion, Agreableness, Neuroticism.

 The reliability coefficient obtained for the Big five personality inventory was 0.691. This value indicates that the tool is reliable. Validity of the Big five personality inventory was established by the test constructors. The correlation coefficient obtained was 0.727.

**Scoring**

 Each statement of the inventory has five possible responses – strongly agree, agree, No opinion, Disagree, Strongly disagree. The subject has to put a tick mark which is most appropriate in his case. Scores 5,4,3,2,1 were given for each positive statement and scores 1,2,3,4,5 is given for each negative statement.

**Sample for the Study**

The sample selected for the present study was 695 prospective teachers at primary level from different training institutions at Kozhikode and Malappuram districts. The sampling technique employed in this study was stratified random sampling. While taking the sample due representation was given to gender, locale and type of management. Table shows break up of the proposed sample is given below.

TABLE 3.4. **Break up of the Proposed sample**

|  |  |  |
| --- | --- | --- |
| Gender | Locale | Type of Management |
| Male | 55 | Rural | 386 | Government | 212 |
| Female | 640 | Urban | 309 | Private | 483 |
| Total | 695 |  | 695 |  | 695 |

**Date Collection Procedure, Scoring and Consolidation of Data**

 After the selection of the sample, the investigator contacted the concerned institutions and sought permission of the authorities to administer the test. Two tools were used for the present study.

 First, the response sheets were given to each subject. The investigator explained and demonstrated how to fill up the response sheet. Then the tool was distributed. The subjects were asked to fill up the response sheet.

**Scoring and Consolidation of Data**

 While scoring the response sheet, the entire sheet with incomplete data were rejected. This results in a rejection of 26 response sheets from the sample. The final sample of the study was reduced to 659 teacher trainees at primary level.

 Scoring was done as per the scoring scheme of each test described earlier along with the description of each test.

 The scores obtained from the sample on all tests were then consolidated and tabulated for further analysis. The break up of the final sample is given in the Table 3.5.

TABLE 3.5. **Break up of the Final Sample**

|  |  |  |
| --- | --- | --- |
| Gender | Locale | Type of Management |
| Male | 43 | Rural | 365 | Government | 202 |
| Female | 616 | Urban | 294 | Private | 457 |
| Total | 659 |  | 659 |  | 659 |

**STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

 The scores obtained from 659 teacher trainees at primary level were subjected to statistical treatment. Statistical techniques used in the present study includes

1. Preliminary Analysis

2. Major analysis

**1. Preliminary Analysis**

 Preliminary analysis like Arithmetic mean, Median, Mode, Standard deviation, Skewness and Kurtosis were calculated in order to arrive at a conclusion about the nature of distribution.

**2. Major Analysis**

**i)** **Percentile**

 To find out norms for the total sample, percentile is used.

The formula is 

Where,

L = Lower limit of class containing Pi

f = Frequency of the class containing Pi

h = Magnitude of the class containing Pi

c = Cumulative frequency of the class preceeding the class containing Pi

N = Total number of the sample

**(ii) Test of Significance of Difference between Means for Large Independent Sample.**

 The statistical technique of test of significance of difference between two means is used to find out there is any significant difference in the mean scores of Self image and Big five factors of personality of prospective teachers at primary level.



Where,

  = Arithmetic mean of group I

  = Arithmetic mean of group II

 σ1 = Standard deviation of group I

 σ2 = Standard deviation of group II

 N1 = Number of subjects in group I

 N2 = Number of subjects in group II

**(iii) Pearson's Product Moment Coefficient of Correlation**

 In the present study coefficient of correlation is used to determine the relationship between Self Image and Big five factors of personality by using the formula.



Where,

 ∑X = Sum of the X scores

 ∑Y = Sum of the Y scores

 ∑X2 = Sum of the square of X scores

 ∑Y2 = Sum of the square of Y scores

 N = Number of Paired scores

Chapter IV

ANALYSIS

* **Objectives**
* **Preliminary Analysis**
* **Major Analysis**

**ANALYSIS**

 The present study is to find out the relationship between Self image and Big five factors of personality of prospective teachers at primary level. This chapter deals with the analysis and interpretations of the data.

**OBJECTIVES**

 The statistical analysis of the consolidated data has been done based on the following objectives of the study.

1. To find out the extent of Self image of prospective teachers at primary level.

2. To find out the extent of Big five factors of personality of prospective teachers at primary level.

3. To compare the mean scores of Self image of prospective teachers at primary level based on Gender, Locale and Type of management.

4. To compare the mean scores of Big five factors of personality of prospective teachers at primary level based on Gender, Locale and Type of management.

5. To find out whether there is significant relationship between Self image and Big five factors of personality (Total and factor wise) of prospective teachers at primary level.

 The analysis and interpretations are presented under the following heads.

Preliminary analysis

Major analysis

**PRELIMINARY ANALYSIS**

 In the preliminary analysis important statistical constants such as Mean, Median, Mode, Standard deviation, Skewness and kurtosis were computed for the total sample and relevant subsamples.

 Details of statistical constants for Self image and Big five factors of personality are given in the Table 4.1.

TABLE 4.1. **Statistical Characteristics of Variables for Total Sample and Relevant Subsamples**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Variables | Mean | Median | Mode | SD | Skewness | Kurtosis |
| Male | SI | 174.53 | 173 | 188 | 15.91 | -0.416 | 0.164 |
| BFP | 208.21 | 209 | 209 | 10.56 | 0.198 | 0.417 |
| Female | SI | 175.57 | 176 | 181 | 18.27 | -0.051 | 0.262 |
| BFP | 210 | 210 | 202 | 14.26 | -0.055 | 0.062 |
| Rural | SI | 177.31 | 178 | 170 | 18.60 | -0.206 | 0.078 |
| BFP | 209.90 | 210 | 205 | 14.39 | 0.044 | 0.015 |
| Urban | SI | 173.26 | 172.50 | 181 | 17.27 | 0.094 | 0.777 |
| BFP | 209.88 | 210 | 202 | 13.63 | -0.157 | 0.234 |
| Government | SI | 174.36 | 173.50 | 159 | 17.97 | 0.128 | 0.386 |
| BFP | 210.31 | 211 | 215 | 13.73 | -0.072 | -0.057 |
| Private | SI | 176 | 176 | 181 | 18.18 | -0.146 | 0.266 |
| BFP | 209.70 | 210 | 205 | 14.20 | -0.021 | 0.172 |
| Total | SI | 175.50 | 176 | 181 | 18.12 | -0.063 | 0.268 |
| BFP | 209.89 | 210 | 211 | 14.05 | -0.038 | 0.101 |

 From the Table 4.1, it is clear that Mean, Median and Mode for the variable Self image are 175.5, 176, 181 respectively. Mean and Median are almost equal and Mode is slightly greater than that of Mean and Median. These values show a slight deviation from the normal distribution. The coefficient of skewness shows that the distribution is slightly neagatively skewed. The measure of kurtosis for the variable self image is 0.268 which shows a slight deviation from mesokurtic.

 In the case of Big five factors of personality, there is not much variation between values of Mean, Median, and Mode. These values show a possibility of normal distribution. The value of coefficient of skewness is
-0.038, which indicates that the distribution is slightly negatively skewed. It shows a slight deviation from normal distribution. The measure of kurtosis shows that the curve is leptokurtic.

 The frequency distribution of the scores of the variables Self image and Big five factors of personality of prospective teachers at primary level for the total sample is presented in Figure 1 and 2 respectively.

FIGURE 4.1. **Frequency curve showing self image of prospective teachers at primary level of total sample.**

FIGURE 4.2. **Frequency curve showing Big five factors of personality of prospective teachers at primary level of total sample.**

**Major analysis**

**1. Extent of Self Image and Big Five Factors of Personality of Prospective Teachers at Primary Level in the Total Sample**

 The extent of the variables Self image and Big five factors of personality in the total sample was established by calculating the mean scores and percentiles.

 The mean scores of Self image and Big five factors of personality of prospective teachers at primary level in the total sample is presented in the Table 4.2.

TABLE 4.2. **Mean Score of Self Image and Big Five Factors of Personality for the Total sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Mean score | Variable | Mean score |
| Self image | 175.50 | Big five factors of personality | 209.89 |

**Percentile Norm of Self Image and Big Five Factors of Personality for the Total Sample**

 Percentiles P10, P20, P30, P40, P50, P60, P70, P80 and P90 were computed for the total sample. The values are presented in Table 4.3

TABLE 4.3. **Percentile Norms f Self Image and Big Five Factors of Personality for the Total Sample**

|  |  |  |
| --- | --- | --- |
| Percentile | Self image score | Big five factors of personality score |
| P90 | 199 | 228 |
| P80 | 191 | 222 |
| P70 | 185 | 217 |
| P60 | 180.8 | 213.8 |
| P50 | 176 | 210 |
| P40 | 170 | 206 |
| P30 | 166 | 203 |
| P20 | 160 | 199 |
| P10 | 153 | 192 |

 Table 4.3 reveals that the 10th percentile of the Self image of prospective teachers at primary level is 153. That means, the self image scores of 10 percent of prospective teachers at primary level lies below the score 153. Also from the same table it is clear that P50=176. That means, below and above the Self image score of 176, an equal number of prospective teachers at primary level lies.

 The 10th percentile of Big five factors of personality of prospective teachers at primary level is 192. That is, the personality score of 10 percent of the total sample lies below the score 192. Also from the table it is clear that P50=210, which means below and above the score of 210, an equal number of prospective teachers at primary level lies. In the similar way, we can interpret all other percentiles.

**2. Comparison of the Mean Scores of Self Image and Big Five Factors of Personality Based on Gender, Locale and Type of management**

 The mean scores of Self image and Big five factors of personality of prospective teachers at primary level were compared between relevant subsamples based on gender, locale and type of management using t-test, test of significance of difference between means.

**(A) Comparison of the Mean Scores of Self Image and Big Five Factors of Personality between Male and Female Prospective Teachers at Primary Level.**

TABLE 4.4. **Data and Results of t-test in Self Image and Big Five Factors of Personality between Male and Female Prospective Teachers at Primary Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | Category | N | M | SD | t-value | Level of significance |
| Self image | Male | 43 | 174.53 | 15.91 | 0.361 | NS |
| Female | 616 | 175.57 | 18.27 |
| Big five factors of personality | Male | 43 | 208.21 | 10.56 | 0.809 | NS |
| Female | 616 | 210.00 | 14.26 |

**Discussion**

 The t-value obtained for the Self image between male and female prospective teachers at primary level is 0.361. This is a smaller value than 1.96, the required table value for significance at 0.05 level. This value indicates that there is no significant difference between the mean scores of Self image of male and female prospective teachers at primary level.

 The t-value obtained for Big five factors of personality between male and female prospective teachers at primary level is a smaller value than the required table value for significance at 0.05 level. Hence it is clear that there is no significant difference in the mean scores of Big five factors of personality between male and female prospective teachers at primary level.

**(B) Comparison of Mean Scores of Self Image and Big Five Factors of Personality between Rural and Urban Prospective Teachers at Primary Level**

TABLE 4.5. **Data and Results of t-test in Self Image and Big Five Factors of Personality between Rural and Urban Prospective Teachers at Primary Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | Category | N | M | SD | t-value | Level of significance |
| Self image | Rural | 365 | 177.31 | 18.60 | 2.869 | 0.01 |
| Urban | 294 | 173.26 | 17.27 |
| Big five factors of personality | Rural | 365 | 209.89 | 14.40 | 0.014 | NS |
| Urban | 294 | 209.88 | 13.63 |

**Discussion**

 As per the Table 4.5, the obtained t-value for Self image between rural and urban prospective teachers at primary level is 2.869. The calculated
t-value is a greater value than 2.58, the required table value for significance at 0.01 level. Hence it shows that there exist a significant difference in the Self image of rural and urban prospective teachers at primary level. Hence it can be concluded that the Self image of rural prospective teachers at primary level is significantly higher than that of urban prospective teachers at primary level.

 From the Table 4.5, the t-value obtained for the Big five factors of personality between rural and urban prospective teachers at primary level is found not significant at both levels (0.01 & 0.05). This shows that there is no significant difference in the mean scores of Big five factors of personality between the two locales.

**(C) Comparison of Mean Scores of Self Image and Big Five Factors of Personality between Prospective Teachers at Primary Level in Government and Private Institutions**

TABLE 4.6. **Data and Results of t-test in Self Image and Big Five Factors of Personality between Prospective Teachers at Primary Level in Government and Private Institutions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | Category | N | M | SD | t-value | Level of significance |
| Self image | Government | 202 | 174.36 | 17.97 | 1.07 | NS |
| Private | 457 | 176.00 | 18.18 |
| Big five factors of personality | Government | 202 | 210.31 | 13.73 | 0.517 | NS |
| Private | 457 | 209.70 | 14.20 |

**Discussion**

 The t-value obtained for the Self image between prospective teachers at primary level in government and private institutions is 1.07. This is a smaller value than 1.96, the required table value for significance at 0.05 level. Hence it can be concluded that there is no significance difference in Self image between prospective teachers in government and private institutions.

 From the Table 4.6, it is evident that the t-value obtained for the Big five factors of personality between prospective teachers at primary level in government and private institutions is not significant at two levels (0.01 & 0.05) of significance. Hence there is no significant difference in the mean scores of Big five factors of personality of prospective teachers at primary level in government and private institutions.

**3. Correlation between Self Image and Big Five Factors of Personality of Prospective Teachers at Primary Level**.

 The collected data has been analysed to find out the relationship between Self image and Big five factors of personality of prospective teachers at primary level using Pearson’s Product Moment Coefficient of Correlation.

 The coefficient of correlation between two variables obtained for total and relevant subsamples are presented in the Table 4.7.

TABLE 4.7. **Coefficient of Correlation between Self Image and Big Five Factors of Personality for the Total Sample and Relevant Subsamples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables correlated | Sample | N | r | Level of significance |
| Self image and Big five factors of personality | Total | 659 | 0.513 | 0.01 |
| Male | 43 | 0.309 | 0.05 |
| Female | 616 | 0.522 | 0.01 |
| Rural | 365 | 0.551 | 0.01 |
| Urban | 294 | 0.467 | 0.01 |
| Government | 202 | 0.514 | 0.01 |
| Private | 457 | 0.515 | 0.01 |

 From the Table 4.7, it is evident that the coefficient of correlation between Self image and Big five factors of personality for total sample is 0.513. The value of ‘r’ indicates that there exists a moderate and positive relationship between the variables. The relationship is significant at 0.01 level.

 The coefficient of correlation between Self image and Big five factors of personality of male prospective teachers at primary level is 0.309, which indicates that the relationship between the variables is low and positive. Also it shows that relationship is significant at 0.05 level.

 The correlation coefficient obtained for female prospective teachers at primary level is 0.522. The value of ‘r’ shows that the relationship is moderate positive and significant at 0.01 level.

 The correlation coefficient obtained for prospective teachers at primary level in rural area is 0.551, which shows a positive and moderate relationship between the variables. The relationship is significant at 0.01 level.

 The correlation coefficient obtained for prospective teachers at primary level in urban area is 0.467, which indicates that the relationship between the variables is moderate positive and significant at 0.01 level.

 The correlation coefficient obtained for prospective teachers at primary level in government and private institutions are 0.514 and 0.515 respectively. This indicates that prospective teachers at primary level in both government and private institutions show a positive and moderate relationship between Self image and Big five factors of personality. The relationship is significant at 0.01 level.

 The correlation coefficient values obtained for the total sample and relevant subsamples show that there is significant relationship between Self image and Big five factors of personality of prospective teachers at primary level.

**4. Correlation between Self Image and Each Factor in Big Five Factors of Personality of Prospective Teachers at Primary Level**

 The coefficient of correlation between Self image and each factor in Big five factors of personality for total sample and relevant subsamples are presented in the Table 4.8

TABLE 4.8. **Coefficient of Correlation between Self Image and Each Factor in Big Five Factors of Personality for Total Sample and Relevant Subsamples**

|  |  |  |  |
| --- | --- | --- | --- |
| Variables correlated | Sample | N | r |
| O | C | E | A | N |
| Self image and Big five factors of personality | Total | 659 | 0.397 | 0.519 | 0.515 | 0.436 | -0.461 |
| Male | 43 | 0.055\* | 0.233\* | 0.188\* | 0.450 | -0.230\* |
| Female | 616 | 0.416 | 0.539 | 0.535 | 0.436 | -0.476 |
| Rural | 365 | 0.410 | 0.553 | 0.523 | 0.475 | -0.494 |
| Urban | 294 | 0.387 | 0.482 | 0.505 | 0.375 | -0.416 |
| Government | 202 | 0.407 | 0.554 | 0.523 | 0.362 | -0.478 |
| Private | 457 | 0.394 | 0.502 | 0.513 | 0.474 | -0.454 |

\* Not significant.

 From the Table 4.8, it is evident that correlation coefficient between Self image and Openness to experience factor in Big five factors of personality for total sample shows a low positive significant relationship. Also it is found that the relationship between Self image and agreeableness factor in Big five factors of personality for total sample is low, positive and significant.

 The correlation coefficient obtained between Self image and to both conscientiousness and Extraversion factors in Big five factors of personality for total sample indicate a moderate positive significant relationship.

 The correlation coefficient obtained between Self image and neuroticism factor in Big five factors of personality for total sample indicates that the relationship is significant at moderate level. The value of ‘r’ indicates a negative relationship. ie, when one increases, the other tends to decrease.

 The correlation coefficient values obtained between Self image and each factor in Big five factors of personality for male prospective teachers at primary level show no significant relationship except in the case of agreeableness factor. Self image and agreeableness factor of male prospective teachers at primary level shows a significant moderate relationship.

 The correlation coefficient values obtained between Self image and each factor in Big five factors of personality in female prospective teachers at primary level show a significant relationship. The relationship is moderate between Self image and Conscientiousness, Extraversion, Neuroticism factors. But low relationship between Self image and Openness to experience, Agreeableness factors. The results indicate that Self image and Neuroticism factor in female prospective teachers at primary level is negatively related.

 The correlation coefficient values obtained between Self image and Conscientiousness, Extraversion, Agreeableness, Neuroticism factors in Big five factors of personality of prospective teachers at primary level in rural area indicate a moderate significant relationship. Self image and Openness to experience factor are significantly related at low level. It is also found that Self image and Neuroticism factor of prospective teachers at primary level in rural area is negatively correlated.

 The relationship between Self image and Openness to experience, Agreeableness and Neuroticism factors in Big five factors of personality of prospective teachers at primary level in urban area shows a significant relationship at low level. The relationship between Self image and Conscientiousness, Extraversion factors are significant at moderate level. There is a positive relationship between Self image and each factor in Big five factors of personality except in the case of Neuroticism factor.

 The correlation coefficient values obtained between Self image and Openness to experience, Agreeableness factors of prospective teachers at primary level in government institutions show a low significant relationship. There is a moderate significant relationship between Self image and Conscientiousness, Extraversion and Neuroticism factors.

 The coefficient of correlation between Self image and Openness to experience factor in Big five factors of personality of prospective teachers at primary level in private institutions indicates that the relationship is significant at low level. There exist a moderate significant relationship between Self image and each of the other four factors in Big five factors of personality.

 From the Table 4.8, it is evident that Self image and Neuroticism factor in Big five factors of personality are negatively correlated for total sample and relevant subsamples.

Chapter V

FINDINGS AND SUGGESTIONS

* **Study in Retrospect**
* **Restatement of the problem**
* **Variables**
* **Objectives**
* **Hypotheses**
* **Methodology**
* **Major findings of the study**
* **Tenability of Hypotheses**
* **Educational Implications**
* **Suggestions for further research**

**FINDINGS AND SUGGESTIONS**

 This chapter highlights the significant stages of the study, the important findings, their educational implications and suggestions for further research.

**STUDY IN RETROSPECT**

 Various aspects related to different stages in the extensions of the present study like problem, variables, objectives, hypotheses, methodology are viewed retrospectively.

**RESTATEMENT OF THE PROBLEM**

 The study was entitled as 'SELF IMAGE AND BIG FIVE FACTORS OF PERSONALITY OF PROSPECTIVE TEACHERS AT PRIMARY LEVEL'.

**VARIABLES**

 The major variables involved in the study are

1. Self image

2. Big five factors of personality.

 Gender, Locale, Type of management are treated as categorical variables.

**OBJECTIVES**

1. To find out the extent of Self image of prospective teachers at primary level.

2. To find out the extent of Big five factors of personality of prospective teachers at primary level.

3. To compare the mean scores of Self image of prospective teacher at primary level based on Gender, Locale, and Type of management.

4. To compare the mean scores of Big five factors of personality of prospective teachers based on Gender, Locale and Type of management.

5. To find out whether there is significant relationship between Self image and Big five factors of personality (Total and factor wise) of prospective teaches at primary level.

**HYPOTHESES**

 The hypotheses formulated for the study are the following:

1. There will be no significant difference in the mean scores of Self image of prospective teachers at primary based on Gender, Locale and Type of management.

2. There will be no significant difference in the mean scores of Big five factors of personality of prospective teachers at primary level based on Gender, Locale and Type of management.

3. There will be no significant relationship between Self image and Big five factors of personality (Total and factor wise) of prospective teachers at primary level.

**METHODOLOGY**

 The methodology of the present study is briefly described below.

**Sample**

 The study was conducted on a sample of 659 teacher trainees at primary level in Kozhikode and Malappuram districts. Sample selection was done by stratified sampling technique giving due representation of gender, locale and type of management.

**Tools used for the Study**

1. Self image scale (Bindhu & Shanima, 2011)

2. Big five personality inventory (Kumar et al., 2005).

**Statistical Techniques used**

1. Preliminary analysis

 Arithmetic mean, Median, Mode, Standard deviation, Skewness, Kurtosis.

2. Major analysis

(a) Percentile

(b) Mean difference analysis

(c) Pearson's product moment coefficient of correlation (r).

**MAJOR FINDINGS OF THE STUDY**

 The important findings of the study are presented below.

1. Extent of Self image and Big five factors of personality of prospective teachers at primary level for the total sample.

 The Self image score of 90 percent of prospective teachers at primary level lies below the score 199. In the case of Big five factors of personality score, 90 percent of prospective teachers at primary level lies below the score 228.

2. Test of significance of mean difference of Self image and Big five factors of personality of prospective teachers at primary level between the sub samples.

 There exist significant difference between the mean scores of Self image of rural and urban prospective teachers at primary level ('t' = 2.869). There is no significant difference between the mean scores of Self image of male and female prospective teachers at primary level ('t' = 0.361). Also, there is no significant difference between the mean score of Self image of prospective teachers at primary level in government and private institutions ('t' = 1.07).

 There is no significant difference between the mean scores of Big five factors of personality of male and female ('t'=0.809), rural and urban
('t'= 0.014), government and private ('t'=0.517) prospective teachers at primary level.

3. Relationship between Self image and Big five factors of personality of prospective teachers at primary level for the total sample and relevant sub samples.

 There exist a moderate positive significant relationship between Self image and Big five factors of personality of prospective teachers at primary level for the total sample (r = 0.513, N = 659).

 There exist a low positive significant relationship in male prospective teachers at primary level (r=0.309) and moderate positive significant relationship in female prospective teachers at primary level (r=0.522) between the variables Self image and Big five factors of personality.

 There exist a moderate positive significant relationship between Self image and Big five factors of personality of prospective teachers in rural
(r = 0.551) and urban (r = 0.467) area.

 There exist a moderate positive significant relationship between Self image and Big five factors of personality of prospective teachers in government (r = 0.514) and private (0.515) institutions.

4. Relationship between Self image and each factor in Big five factors of personality of prospective teachers at primary level for the total sample and relevant sub samples.

 There exist a low positive significant relationship between Self image and Openness is experience (r = 0.397), Agreeableness (r = 0.436) factors in Big five factors of personality of prospective teachers at primary level for the total sample.

 There exist a moderate positive significant relationship between Self image and Conscientiousness (r = 0.519), Extraversion (r = 0.515) factors in Big five factors of personality of prospective teachers at primary level for the total sample.

 There exist a moderate negative significant relationship between Self image and Neuroticism factor in Big five factors of personality of prospective teachers at primary level for the total sample. (r = -0.461)

 There exist a moderate positive significant relationship between Self image and Agreeableness factor (r = 0.450) in Big five factors of personality of male prospective teachers at primary level. There is no significant relationship between Self image and Openness to experience, Conscientiousness, Extraversion, Neuroticism factors in Big five factors of personality of male prospective teachers at primary level.

 There exist a low positive significant relationship between Self image and Openness to experience, (r = 0.416) Agreeableness (r = 0.436) factors in Big five factors of personality of female prospective teachers at primary level. The relationship between Self image and Conscientiousness, (r = 0.539), Extraversion (r = 0.535) factors in Big five factors of personality of female prospective teachers at primary level is moderate, positive and significant. There exist a moderate, negative significant relationship between Self image and Neuroticism (r = -0.476) factor in Big five factors of personality of female prospective teachers at primary level.

 There exist a low positive significant relationship between Self image and Openness to experience (r = 0.410) factor in Big five factors of personality of prospective teachers at primary level in rural area. The relationship between Self image and Conscientiousness (r=0.553), Extraversion (r = 0.523), Agreeableness (r = 0.475) factors in Big five factors of personality of prospective teachers at primary level in rural area is moderate, positive and significant.

 There exist a moderate negative significant relationship between Self image and Neuroticism factor of prospective teachers at primary level in rural area.

 There exist a moderate positive significant relationship between Self image and Conscientiousness (r = 0.482), Extraversion (r = 0.505) factors in Big five factors of personality of prospective teachers at primary level in urban area. There is a low positive significant relationship between Self image and Openness to experience (r = 0.387), Agreeableness (r = 0.375) factors of prospective teachers at primary level in urban area. The relationship between Self image and Neuroticism factor of prospective teachers at primary level in urban area in low, negative and significant
(r = -0.407).

 There exist a low positive significant relationship between Self image and Openness to experience (r = 0.407), Agreeableness (r = 0.362) factors in Big five factors of personality of prospective teachers at primary level in government institutions. There exist a moderate positive significant relationship between Self image and Conscientiousness (r = 0.554), Extraversion (r = 0.523) factors in Big five factors of personality of prospective teachers at primary level in government institutions. But relationship between Self image and Neuroticism (r = -0.478) factor of prospective teachers at primary level in government institutions is moderate negative and significant.

 There exist a low positive significant relationship between Self image and Openness to experience factor in Big five factors of personality of prospective teachers at primary level in private institutions (r = 0.394). There exist a moderate positive significant relationship between Self image and Conscientiousness (r = 0.502), Extraversion (r = 0.513), Agreeableness
(r = 0.474) factors in Big give factors of personality of prospective teachers at primary level in private institutions. The relationship between Self image and Neuroticism factor of prospective teachers at primary level in private institutions is moderate, negative and significant.

**TENABILITY OF HYPOTHESES**

 Based on the findings the tenability of hypothesis of the study was reviewed.

 Hypothesis 1 states that there will be no significant difference in the mean scores of Self image of prospective teachers at primary level based on gender, locale and type of management. The findings reveal that there exist no significant difference in the mean scores of Self image of prospective teachers at primary level based on gender and type of management. But there exist significant difference in the mean scores of Self image of prospective teachers at primary level in rural and urban area. Hence hypothesis 1 is partially accepted.

 Hypothesis 2 states that there will be no significant difference in the mean scores of Big five factors of personality of prospective teachers at primary level based on gender, locale and type of management. The results indicate that there exist no significant difference in the mean scores of Big five factors of personality of prospective teachers at primary level based on gender, locale and type of management. Hence hypothesis 2 is fully accepted.

 Hypothesis 3 stats that there will be no significant relationship between Self image and Big five factors of personality (Total and factor wise) of prospective teachers at primary level. The findings reveal that there exist significant relationship between Self image and Big five factors of personality of prospective teachers at primary level on the total sample and relevant sub samples. The results indicate that there exist significant relationship between self image and each factor in Big five factors of personality of prospective teachers at primary level for the total sample. Also it is found that there is a significant relationship between Self image and each factor in Big five factors of personality of prospective teachers at primary level based on locale and type of management. The results reveal that there exist significant relationship between Self image and each factor in Big five factors of personality of female prospective teachers at primary level and there exist no relationship between Self image and each factor in Big five factors of personality of male prospective teachers at primary level except for Agreeableness factor. Hence hypothesis 3 in partially substantiated.

**Conclusion**

 Based on the analysis, the investigator reached the following conclusions. Significant difference exist in the mean scores of Self image of prospective teachers at primary level in rural and urban area. But significant difference does not exist in the mean scores of Big five factors of personality of prospective teachers at primary level in rural and urban area. There is no significant difference in the mean scores of Self image and Big five factors of personality of prospective teachers at primary level based on gender and type of management.

 There exist a moderate positive significant relationship between Self image and Big five factors of personality of prospective teachers at primary level for total sample. This made the investigator conclude that high Self image guarantees high personality score and vice versa. The relationship between Self image and Big five factors of personality of male prospective teachers at primary level is low, positive and significant. But the relationship is moderate positive and significant between the variables in female, rural, urban, government, private prospective teachers at primary level.

 In factor wise analysis, there exist a significant relationship between Self image and each factor in Big five factors of personality of prospective teachers at primary level for total sample and sub samples based on locale and type of management. There is no relationship between Self image and each factor in Big five factors of personality of male prospective teachers at primary level except for Agreeableness factor. But relationship is significant for female prospective teachers at primary level. The self image and Neuroticism factor in Big five factors of personality show a negative relationship.

**EDUCATIONAL IMPLICATIONS**

 The findings of the study revealed that there is a positive relationship between Self image and Big five factors of personality of prospective teachers at primary level. That means high Self image tend to increase the score of Big five factors of personality. Since the sample taken is prospective teachers at primary level, the results show the importance of developing a positive self image in the teacher trainees. Trainees scores in different dimensions of personality influence their self image. So the training institutions should provide experiences that help them to develop their personality characteristics like openness to experience, conscientiousness, extraversion, and agreeableness.

 Based on the findings of the study, the investigator put forward the following suggestions to improve the present educational practices.

1. The training institutions have to take necessary steps to develop a positive self image in the students.

2. The educational institutions should give importance to co-curricular activities like music, sports, craft work etc which helps to develop a positive self image.

3. Curriculum should provide new opportunities and challenges, which lead to the development of high positive self image.

4. Measures should be taken by the educational institutions to develop the personality of students.

**SUGGESTIONS FOR FURTHER RESEARCH**

 Investigator suggested the following areas for further research.

1. An intensive study can be conducted among teachers and college students.

2. Studies can be conducted on the strategies to develop a positive self image.

3. A study of self image among professionals can be conducted.

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APPENDICES

**APPENDIX I**

**Farook Training College**

**SELF IMAGE SCALE**

**2011**

**(Draft)**

**Dr. Bindhu. C.M. Shanima P.T.**

Associate Professor M.Ed. Student

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 \n§-fpsS Pohn-X-hp-ambn \_Ô-s¸« Xmsg sImSp-¯n-«pÅ {]kvXm-h-\-IÄ Hmtcm-¶pw \Ã t]mse hmbn-¡p-I. Hmtcm {]kvXm-h-\-tbmSpw \n§Ä F{X-am{Xw tbmPn-¡p-I-tbm, hntbm-Pn-¡p-Itbm sN¿p¶p F¶v Xocp-am-\n-¨-Xn\v tijw \n§-fpsS {]Xn-I-c-W-§Ä {]tXyIw X¶o-«pÅ t]PnÂ tcJ-s¸-Sp-¯pI. Hmtcm {]kvXm-h-\bv-¡pw A\p-kr-X-amb \¼-dnse \n§Ä¡v A\p-tbm-Py-sa¶v tXm¶p¶ tImf¯nÂ Hcp (✓) C«v thWw {]Xn-I-c-W-t]-PnÂ \n§-fpsS {]Xn-I-cWw tcJ-s¸-Sp-t¯-­X1v. FÃm -{]-kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸Sp-¯m³ {]tXyIw {i²n-t¡-­-Xm-Wv. \n§-fpsS {]Xn-I-c-W-§Ä K-th-jW {]hÀ¯-\-§Ä¡v am{X-ap-Å-Xm-Wv. A-Xn-\mÂ Cu {]Xn-I-c-W-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xm-bn-cn-¡pw.

DZm: Rm³ Pohn-X-¯nÂ IrXy-\njvT ]men-¡m-dp-­v.

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| --- | --- | --- | --- | --- |
| ]qÀ®-ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | tbmPn-¡p-Itbm hntbm-Pn-¡p-Itbm sN¿p-¶nÃ | hntbm-Pn-¡p¶p | ]qÀ®-ambpw hntbm-Pn-¡p¶p |
|  | ✓ |  |  |  |

1. NÀ¨-I-fnÂ ]s¦-Sp-¡p-t¼mÄ aäp-Å-h-cpsS \ne-]m-Sp-IÄ hyà-ambn a\-Ên-em-¡m³ {ian-¡m-dp-­v.

2. aäp-Å-h-À¡v Fsâ s]cp-amäw CjvS-am-sW¶v Icp-Xp-¶p.

3. ASp¯ kplr-¯m-sW-¦nepw Cjv-S-an-Ãm-¯- Im-cy-§-fnÂ At¸mÄ Xs¶ {]Xn-I-cn¡m-dp-­v.

4. t{]mP-IvSp-IÄ, Assk-³-saâp-IÄ F¶nh aäp-Å-hÀ sNbvXXv t\m¡n sN¿m-dp-­v.

5. Fsâ icoc {]IrXn ImcWw F\n¡v A]-IÀjXm t\_m[w tXm¶m-dp-­v.

6. Hcp A²ym-]-Isâ kmaq-lnI {]Xn-\_-²-X-sb-¸än Rm³ t\_m[-hm-\m-Wv.

7. FÃm {]hÀ¯-\-§fnepw F\n-¡v kXy-k-ÔX ]peÀ¯m³ Ign-bm-dn-Ã.

8. aäp-Å-hÀ ]dªv \nÀ¯n-b-Xn\v A\p\_-Ôambn Fsâ Bi-b-§Ä Ah-X-cn-¸n-¡m-\mWv F\n-¡njvSw.

9. Fsâ Ign-hn-\-\p-kr-X-amb tPmen-bmWv A²ym-]\w F¶v Icp-Xp-¶p.

10. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnÂ ]nt¶m¡w \nÂ¡p-¶-hsc apt¶m-«psIm­p-h-cm³ {i²n-¡m-dp-­v.

11. Fsâ Xocp-am-\-§-fnÂ Rm³ Dd¨v \nÂ¡m-dp-­v.

12. GXv kµÀ`-¯n\pw A\p-tbm-Py-ambn s]cp-am-dm³ F\n-¡v Ign-bpw.

13. tZjyw hcp¶ kµÀ`-§-fnÂ Bß-kw-b-a\w ]men-¡m-dp-­v.

14. A²ym-]\ ]cn-io-e\ ka-b¯v Ip«n-I-fp-am-bpÅ hyàn-]-c-amb ASp¸w tPmenkw-\_-Ô-amb Imcy-§sf \_m[n-¡m-dn-Ã.

15. IrXy-k-a-b¯v am{Xw Blmcw Ign-¡p¶ coXn-bmWv F\n-¡p-Å-Xv.

16. {]iv\-§Ä hcp-t¼mÄ Hcp-]mSv t]À klm-bn-¡m³ DÅ-Xmbn tXm¶m-dp-­v.

17. ]T\-¯nse ]nt¶m-¡m-h-Ø-I-fnÂ Rm³ \ncm-i-\m-Im-dp-­v.

18. imco-cnI A[zm\w th­n-h-cp¶ Imcy-§-fnÂ kwL-ambn tNÀ¶v {]hÀ¯n-¡m-\mWv Rm³ CjvS-s¸-Sp-¶-Xv.

19. aäp-Å-hÀ CjvS-s¸-Sp¶ coXn-bn-emWv Rm³ hkv{X-[m-cWw \S-¯m-dp-Å-Xv.

20. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnse FÃm hnZymÀ°n-I-tfmSpw Hcp-t]mse s]cp-am-dm³ Ign-bm-dp-­v.

21. Krlm-´-cojw Fsâ kmaq-lnI \_Ô-§sf \_m[n-¡mdnÃ.

22. Fsâ ¢mknse Nne-tcm-sS-¦nepw Rm³ AIew ]men-¡m-dp-­v.

23. Fsâ \ndw Rm³ CjvS-s¸-Sp-¶-n-Ã.

24. ]T\m-\p-\_Ô kmaq-lnI{]hÀ¯-\-§-fnÂ A²ym-]IcpsS \nÀ\_Ôw Imc-W-amWv ]s¦-Sp-¡p-¶-Xv.

25. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnÂ A¨-S-¡-an-Ãmbva I­mÂ tZjyw {]I-Sn-¸n¡msX Ip«n-I-fpsS {i² aäp {]hÀ¯-\-§fn-te¡v Xncn-¡m³ {i²n-¡m-dp-­v.

26. kwkvIm-c-¯n\v A\p-tbm-Py-amb coXn-bn-emWv Fsâ s]cp-am-äw.

27.- km-l-N-cy-§Ä A\p-Iqe-am-W-¦nÂ am{Xsa Hcp -tPmen Gsä-Sp-¡p-I-bp-Åq.

28. hnti-jm-h-k-c-§-fnÂ km[m-c-W-bnepw Ihn-ª -co-Xn-bnÂ Rm³ Hcp-§m-dp-­v.

29. aäp-Å-hÀ¡v amXr-I-bm-¡m-hp¶ hyàn-Xz-amWv Ftâ-sX¶v Icp-Xp-¶p.

30. GXv Xcw hkv{X-hpw F\n¡v CW-§psa-¶mWv Rm³ Icp-Xp-¶-Xv.

31. ]e Znh-k-§-fnepw amXm-]n-Xm-¡-tfmSv hg¡v IqSm-dp-­v.

32. aäp-Å-hÀ F´p-hn-Nm-cn¡pw F¶v IcpXn ]e {]hÀ¯-\-§fnepw Rm³ ap¶n-«n-d-§m-dn-Ã.

33. Fs¶ Gev]n-¡p¶ Imcy-§Ä aäp-Å-hsc B{i-bn-¡msX hr¯n-bmbpw `wKnbmbpw sNbvXv XoÀ¡m³ Ign-bpw.

34. ico-c-`m-c-¯nÂ D­m-Ip¶ amä-§Ä IrXy-ambn \nco-£n-¡p-Ibpw AXn-\-\p-k-cn¨v `£W {Iao-I-cWw \S-¯p-Ibpw sN¿m-dp-­v.

35. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnÂ iÃy-ambn Xocp¶ Ip«n-Isf Ah-K-Wn-¡mdp-­v.

36. \jvSs¸-«-Xns\ Ipdn-t¨mÀ¯v \ncm-i-\m-ImsX ASp¯ ]cn-]m-Snsb Ipdn-¨m-tem-Nn-¡pw.

37. hIp¸v ta[m-hntbm A²ym-]It\m ]d-bp¶ Imcy-§Ä Fsâ XXz-§Ä¡v FXn-cm-sW-¦nepw A\p-k-cn-¡m-dp-­v.

38. Iq«mb {]hÀ¯\§-fnÂ GÀs¸-Sp-t¼mÄ aäp-Å-h-cpsS {]hÀ¯\ §fpw Bi-b-§fpw sXäm-sW-¦nÂ IqSn kzoI-cn-¡m-dp-­v.

39. ico-c-]-c-amb A]-IÀjXm t\_m[w ImcWw kZ-Êns\ A`n-ap-Jo-I-cn-¡m³ hnapJX ImWn-¡m-dp-­v.

40. apXnÀ¶-h-tcmSv hn\-b-t¯mSv IqSn-bmWv s]cp-am-dm-dp-Å-Xv.

41. A²ym-]\ ]cn-io-e\ ka-b¯v Hcp A²ym-]I\v ¢mÊnÂ t]mIm³ Ign-bm¯ km-l-N-cyw h¶mÂ B ¢mkv Gsä-Sp-¡m³ Rm³ k¶-²X {]I-Sn-¸n-¡m-dn-Ã.

42. hn]-Wn-bnÂ ]pXn-b-Xmbn Cd-§p¶ FÃm kuµ-cy-hÀ²I hkvXp-¡fpw ]co-£n¨v t\m¡m-dp-­v.

43. kmaq-ln-I-amb {]iv\-§-fnÂ CS-s]-Sp-Ibpw {]iv\ ]cn-lm-c-¯n-\mbn {ian¡pIbpw sN¿m-dp-­v.

44. FÃm-Im-cy-§-fnepw aäp-Å-h-cpsS A`n-{]mbw tNmZn¨v Xocp-am-\n-¡p-¶Xm-Wv F\n¡njvSw.

45. ]Tn-¸n-¡p¶ ka-b¯v kµ-À-`-¯n\pw Bi-b-¯n\pw A\p-tbm-Py-amb ico-c-`mj D]-tbmKn¡m-dp-­v.

46. \¶mbn Hcp-§nb Hcmsf ImWp-t¼mÄ Akqb tXm¶m-dp-­v.

47. A²ym-]\ ]cn-io-e\ ka-b¯v hyàn-]-c-amb Imcy-§-fmÂ Ah[n FSp-¯mepw Rm³ ]Tn-¸n-¡p¶ hnj-b-§Ä ka-b-\_-Ôn-X-ambn XoÀ¡m-dp-­v.

48. A`n-{]mb {]I-S\w \S-¯p-t¼mÄ aäp-Å-hcpsS CjvSm-\n-jvS-§Ä {i²n-¡m-dn-Ã.

49. kaq-l-¯nse Xmsg-¡n-S-bn-ep-Å-h-tcmSv hfsc A\p-I-¼-tbmSv IqSn-bmWv s]cp-amdm-dp-Å-Xv.

50. sXmgnÂ km[yX IqSpXÂ DÅ-Xn-\m-emWv A²ym-]-\ -ta-Je Xnc-sª-Sp-¯-Xv.

51. imco-cnI khn-ti-j-X-IÄ Ds­--¦nepw Rm³ ImbnI hnt\m-Z-§-fnÂ \n¶pw amdn-\nÂ¡m-dn-Ã.

52. Ftâ-Xmb Imcy-§-fnÂ aäp-Å-h-cpsS A`n-{]m-b-§Ä¡v {]m[m\yw \ÂIm-dn-Ã.

53. tImtf-Pn-te¡v ]pd-s¸-Sp-¶-Xn\v ap¼v sNbvXv XoÀ-t¡­ Imcy-§-fnÂ aäp-Å-hsc B{i-bn-¡m-dn-Ã.

54. ImWm³ `wKn-bpÅ hyàn-bmWv Rm³ F¶v tXm¶m-dp-­v.

55. A]-I-S-¯nÂs¸« Hcmsf c£n-¡p-¶-Xn\v ap¼v Fsâ ]cn-an-Xn-Isf Ipdn¨v Btem-Nn-¡m-dp-­v.

56. F\n¡v sN¿m³ ]äm¯ Imcy-§Ä aäp-Å-hÀ sN¿p-t¼mÄ Rm³ Ak-ln-jvWpX {]I-Sn-¸n-¡m-dp-­v.

57. aäp-Å-hcpsS sNdnb Ipä-s¸-Sp-¯-ep-IÄ¡v t]mepw Rm³ hnj-an-¡m-dp-­v.

58. hnZym-`ymk Bh-iy-§Ä¡v ho«p-Imsc B{i-bn-¡m-dn-Ã.

59. aäp-Å-hÀ¡v th­n klmbw sN¿p-t¼mÄ {]Xn^ew {]Xo-£n-¡m-dp-­v.

60. ]co£m ka-bs¯ DXvIWvT Fsâ {]I-S-\s¯ \_m[n-¡m-dn-Ã.

**APPENDIX II**

**Farook Training College**

**SELF IMAGE SCALE**

**2011**

**(Final)**

**Dr. Bindhu. C.M. Shanima P.T.**

Associate Professor M.Ed. Student

**\nÀt±-i-§Ä**

 \n§-fpsS Pohn-X-hp-ambn \_Ô-s¸« Xmsg sImSp-¯n-«pÅ {]kvXm-h-\-IÄ Hmtcm-¶pw \Ã t]mse hmbn-¡p-I. Hmtcm {]kvXm-h-\-tbmSpw \n§Ä F{X-am{Xw tbmPn-¡p-I-tbm, hntbm-Pn-¡p-Itbm sN¿p¶p F¶v Xocp-am-\n-¨-Xn\v tijw \n§-fpsS {]Xn-I-c-W-§Ä {]tXyIw X¶o-«pÅ t]PnÂ tcJ-s¸-Sp-¯pI. Hmtcm {]kvXm-h-\bv-¡pw A\p-kr-X-amb \¼-dnse \n§Ä¡v A\p-tbm-Py-sa¶v tXm¶p¶ tImf¯nÂ Hcp (✓) C«v thWw {]Xn-I-c-W-t]-PnÂ \n§-fpsS {]Xn-I-cWw tcJ-s¸-Sp-t¯-­Xv. FÃm -{]-kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸Sp-¯m³ {]tXyIw {i²n-t¡-­-Xm-Wv. \n§-fpsS {]Xn-I-c-W-§Ä K-th-jW {]hÀ¯-\-§Ä¡v am{X-ap-Å-Xm-Wv. A-Xn-\mÂ Cu {]Xn-I-c-W-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xm-bn-cn-¡pw.

DZm: Rm³ Pohn-X-¯nÂ IrXy-\njvT ]men-¡m-dp-­v.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ]qÀ®-ambpw tbmPn-¡p¶p | tbmPn-¡p¶p | tbmPn-¡p-Itbm hntbm-Pn-¡p-Itbm sN¿p-¶nÃ | hntbm-Pn-¡p¶p | ]qÀ®-ambpw hntbm-Pn-¡p¶p |
|  | ✓ |  |  |  |

1. NÀ¨-I-fnÂ ]s¦-Sp-¡p-t¼mÄ aäp-Å-h-cpsS \ne-]m-Sp-IÄ hyà-ambn a\-Ên-em-¡m³ {ian-¡m-dp-­v.
2. aäp-Å-h-À¡v Fsâ s]cp-amäw CjvS-am-sW¶v Icp-Xp-¶p.
3. ASp¯ kplr-¯m-sW-¦nepw Cjv-S-an-Ãm-¯- Im-cy-§-fnÂ At¸mÄ Xs¶ {]Xn-I-cn¡m-dp-­v.
4. t{]mP-IvSp-IÄ, Assk-³-saâp-IÄ F¶nh aäp-Å-hÀ sNbvXXv t\m¡n sN¿m-dp-­v.
5. Fsâ icoc {]IrXn ImcWw F\n¡v A]-IÀjXm t\_m[w tXm¶m-dp-­v.
6. Hcp A²ym-]-Isâ kmaq-lnI {]Xn-\_-²-X-sb-¸än Rm³ t\_m[-hm-\m-Wv.
7. FÃm {]hÀ¯-\-§fnepw F\n-¡v kXy-k-ÔX ]peÀ¯m³ Ign-bm-dn-Ã.
8. aäp-Å-hÀ ]dªv \nÀ¯n-b-Xn\v A\p\_-Ôambn Fsâ Bi-b-§Ä Ah-X-cn-¸n-¡m-\mWv F\n-¡njvSw.
9. Fsâ Ign-hn-\-\p-kr-X-amb tPmen-bmWv A²ym-]\w F¶v Icp-Xp-¶p.
10. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnÂ ]nt¶m¡w \nÂ¡p-¶-hsc apt¶m-«psIm­p-h-cm³ {i²n-¡m-dp-­v.
11. Fsâ Xocp-am-\-§-fnÂ Rm³ Dd¨v \nÂ¡m-dp-­v.
12. GXv kµÀ`-¯n\pw A\p-tbm-Py-ambn s]cp-am-dm³ F\n-¡v Ign-bpw.
13. tZjyw hcp¶ kµÀ`-§-fnÂ Bß-kw-b-a\w ]men-¡m-dp-­v.
14. A²ym-]\ ]cn-io-e\ ka-b¯v Ip«n-I-fp-am-bpÅ hyàn-]-c-amb ASp¸w tPmenkw-\_-Ô-amb Imcy-§sf \_m[n-¡m-dn-Ã.
15. IrXy-k-a-b¯v am{Xw Blmcw Ign-¡p¶ coXn-bmWv F\n-¡p-Å-Xv.
16. {]iv\-§Ä hcp-t¼mÄ Hcp-]mSv t]À klm-bn-¡m³ DÅ-Xmbn tXm¶m-dp-­v.
17. ]T\-¯nse ]nt¶m-¡m-h-Ø-I-fnÂ Rm³ \ncm-i-\m-Im-dp-­v.
18. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnse FÃm hnZymÀ°n-I-tfmSpw Hcp-t]mse s]cp-am-dm³ Ign-bm-dp-­v.
19. Krlm-´-cojw Fsâ kmaq-lnI \_Ô-§sf \_m[n-¡mdnÃ.
20. Fsâ ¢mknse Nne-tcm-sS-¦nepw Rm³ AIew ]men-¡m-dp-­v.
21. Fsâ \ndw Rm³ CjvS-s¸-Sp-¶-n-Ã.
22. ]T-\m-\p-\_Ô kmaq-lnI{]hÀ¯-\-§-fnÂ A²ym-]IcpsS \nÀ\_Ôw Imc-W-amWv ]s¦-Sp-¡p-¶-Xv.
23. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnÂ A¨-S-¡-an-Ãmbva I­mÂ tZjyw {]I-Sn-¸n¡msX Ip«n-I-fpsS {i² aäp {]hÀ¯-\-§fn-te¡v Xncn-¡m³ {i²n-¡m-dp-­v.
24. kwkvIm-c-¯n\v A\p-tbm-Py-amb coXn-bn-emWv Fsâ s]cp-am-äw.
25. aäp-Å-hÀ¡v amXr-I-bm-¡m-hp¶ hyàn-Xz-amWv Ftâ-sX¶v Icp-Xp-¶p.
26. GXv Xcw hkv{X-hpw F\n¡v CW-§psa-¶mWv Rm³ Icp-Xp-¶-Xv.
27. ]e Znh-k-§-fnepw amXm-]n-Xm-¡-tfmSv hg¡v IqSm-dp-­v.
28. aäp-Å-hÀ F´p-hn-Nm-cn¡pw F¶v IcpXn ]e {]hÀ¯-\-§fnepw Rm³ ap¶n-«n-d-§m-dn-Ã.
29. Fs¶ Gev]n-¡p¶ Imcy-§Ä aäp-Å-hsc B{i-bn-¡msX hr¯n-bmbpw `wKnbmbpw sNbvXv XoÀ¡m³ Ign-bpw.
30. ico-c-`m-c-¯nÂ D­m-Ip¶ amä-§Ä IrXy-ambn \nco-£n-¡p-Ibpw AXn-\-\p-k-cn¨v `£W {Iao-I-cWw \S-¯p-Ibpw sN¿m-dp-­v.
31. A²ym-]\ ]cn-io-e\ ka-b¯v ¢mÊnÂ iÃy-ambn Xocp¶ Ip«n-Isf Ah-K-Wn-¡mdp-­v.
32. \jvSs¸-«-Xns\ Ipdn-t¨mÀ¯v \ncm-i-\m-ImsX ASp¯ ]cn-]m-Snsb Ipdn-¨m-tem-Nn-¡pw.
33. ico-c-]-c-amb A]-IÀjXm t\_m[w ImcWw kZ-Êns\ A`n-ap-Jo-I-cn-¡m³ hnapJX ImWn-¡m-dp-­v.
34. apXnÀ¶-h-tcmSv hn\-b-t¯mSv IqSn-bmWv s]cp-am-dm-dp-Å-Xv.
35. A²ym-]\ ]cn-io-e\ ka-b¯v Hcp A²ym-]I\v ¢mÊnÂ t]mIm³ Ign-bm¯ km-l-N-cyw h¶mÂ B ¢mkv Gsä-Sp-¡m³ Rm³ k¶-²X {]I-Sn-¸n-¡m-dn-Ã.
36. kmaq-ln-I-amb {]iv\-§-fnÂ CS-s]-Sp-Ibpw {]iv\ ]cn-lm-c-¯n-\mbn {ian¡pIbpw sN¿m-dp-­v.
37. ]Tn-¸n-¡p¶ ka-b¯v kµ-À-`-¯n\pw Bi-b-¯n\pw A\p-tbm-Py-amb ico-c-`mj D]-tbmKn¡m-dp-­v.
38. \¶mbn Hcp-§nb Hcmsf ImWp-t¼mÄ Akqb tXm¶m-dp-­v.
39. A²ym-]\ ]cn-io-e\ ka-b¯v hyàn-]-c-amb Imcy-§-fmÂ Ah[n FSp-¯mepw Rm³ ]Tn-¸n-¡p¶ hnj-b-§Ä ka-b-\_-Ôn-X-ambn XoÀ¡m-dp-­v.
40. A`n-{]mb {]I-S\w \S-¯p-t¼mÄ aäp-Å-hcpsS CjvSm-\n-jvS-§Ä {i²n-¡m-dn-Ã.
41. kaq-l-¯nse Xmsg-¡n-S-bn-ep-Å-h-tcmSv hfsc A\p-I-¼-tbmSv IqSn-bmWv s]cp-amdm-dp-Å-Xv.
42. imco-cnI khn-ti-j-X-IÄ Ds­--¦nepw Rm³ ImbnI hnt\m-Z-§-fnÂ \n¶pw amdn-\nÂ¡m-dn-Ã.
43. Ftâ-Xmb Imcy-§-fnÂ aäp-Å-h-cpsS A`n-{]m-b-§Ä¡v {]m[m\yw \ÂIm-dn-Ã.
44. tImtf-Pn-te¡v ]pd-s¸-Sp-¶-Xn\v ap¼v sNbvXv XoÀ-t¡­ Imcy-§-fnÂ aäp-Å-hsc B{i-bn-¡m-dn-Ã.
45. ImWm³ `wKn-bpÅ hyàn-bmWv Rm³ F¶v tXm¶m-dp-­v.
46. A]-I-S-¯nÂs¸« Hcmsf c£n-¡p-¶-Xn\v ap¼v Fsâ ]cn-an-Xn-Isf Ipdn¨v Btem-Nn-¡m-dp-­v.
47. F\n¡v sN¿m³ ]äm¯ Imcy-§Ä aäp-Å-hÀ sN¿p-t¼mÄ Rm³ Ak-ln-jvWpX {]I-Sn-¸n-¡m-dp-­v.
48. aäp-Å-hcpsS sNdnb Ipä-s¸-Sp-¯-ep-IÄ¡v t]mepw Rm³ hnj-an-¡m-dp-­v.
49. aäp-Å-hÀ¡v th­n klmbw sN¿p-t¼mÄ {]Xn^ew {]Xo-£n-¡m-dp-­v.
50. ]co£m ka-bs¯ DXvIWvT Fsâ {]I-S-\s¯ \_m[n-¡m-dn-Ã.

**APPENDIX III**

**Farook Training College**

**SELF IMAGE SCALE**

**2011**

**(Final)**

**Dr. Bindhu. C.M. Shanima P.T.**

Associate Professor M.Ed. Student

**INSTRUCTIONS**

 Given below are certain statements related your life. Read them thoroughly and record your response separately in the required page. Make your responses by using a tick ( ✓) mark in the relevant place. Be careful in expressing your response to all statements separately. Your response is meant for research purpose. Your responses will be kept confidential.

Eg: I am punctual in my life.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strongly Agree | Agree | No opinion | Disagree | Strongly Disagree |
|  | ✓ |  |  |  |

1. I try to understand the stands of others during the discussion.

2 I think others like my behaviour.

3. I strongly react against on matters that I don’t like, even if it is close friends.

4. I copy others projects and assignments.

5. I feel inferiority complex because of my physical appearance.

6. I am aware of the social commitment of a teacher.

7. I am unable to be faithful in all my activities.

8. I always relate my opinion with that of others.

9. I feel that I am efficient in teaching.

10. I try to cater weak students in my class during teaching practice.

11. I am stubborn in my decision.

12. I can behave properly according to the situation.

13. I can control myself in provoking situations.

14. During the time of practice teaching, attachment to students never effect my work.

15. I am punctual in food habits.

16. I feel to have others help in critical situations.

17. I feel dejected when I don’t perform well in studies.

18. I am impartial during the time of practice teaching.

19. My family atmosphere never effects my social relations.

20. I keep distance with some of my classmates.

21. I don’t like my complexion.

22. Participation in co-curricular activities are only because of teacher’s compulsion.

23. When students make disturbance in the class, instead of getting angry I turn their attention to other activities.

24. My behaviour is according to social manners .

25. I feel that I am a role model to others.

26. I believe that all kinds of apparels suits me.

27. I often quarrel with my parents.

28 Because of my prejudice, I never come forward in certain activities.

29. I do my duties neatly and gently without depending others.

30. I closely observe the physical changes in me and change my food habits accordingly.

31. Naughty students are always neglected during my teaching practice.

32. Instead of getting disappointed on my loss, I plan out other activities.

33. Because of my inferiority complex related to physical appearance, I feel agitated in facing audience.

34. I am humble to my elders.

35. I am not ready to take substitution classes during my teaching practice.

36. I often try to intervene and find solution in social issues.

37. I use proper body language during my teaching practice.

38. I feel jealous when I see some one who dressed up well.

39. I complete my portions in time, even if I take leave during my teaching practice.

40. I am not bothered about others’ likes and dislikes when expressing my opinion.

41. I behave sympathetically towards the backward classes in society.

42. My physical peculiarities never abstains me from sports.

43. I never consider others’ opinion in my personal affairs.

44. I am not dependent in the work that I have to do before my college.

45. I feel that I am beautiful.

46. I always think about my limitation before I save one from danger.

47. I express impatience when others’ do the work which I can’t.

48. I worry even for the small blames of others.

49. I expect reward from others for the work I render.

50. Anxiety at examination does not effect my performance.

**APPENDIX V**

**LIST OF TEACHER TRAINING INSTITUTES SELECTED FOR DATA COLLECTION**

|  |  |
| --- | --- |
| 1 | Govt. T.T.I (M), Manachira |
| 2 | Govt. T.T.I (W), Nadakkavu |
| 3 | D.I.E.T, Vadakara |
| 4 | St. Vincent Colony T.T.I, Kozhikode |
| 5 | M.A.M.O Teacher training institute, Mukkom |
| 6 | Farook institute of teacher training, Farook College |
| 7 | Kumaranasan Smaraka T.T.I, Kozhikode |
| 8 | K.M.C.T Training college, Mukkom |
| 9 | Muslims Orphanage T.T.I, Cheruvatta |
| 10 | Seethi Sahib Memorial T.T.I, Nellikkaparamba |
| 11 | A.W.H Training college, Cheurvannur |
| 12 | D.I.E.T, Tirur |
| 13 | Devaki Amma Memorial T.T.I, Chelembra |
| 14 | Seethi Sahib Memorial Orphanage T.T.I, Tirurangadi |
| 15 | M.C.T Training College, Melmuri |
| 16 | M.M.E.T Teacher training institute, Melmuri |
| 17 | Jamia Salafia T.T.I, Pulikkal |
| 18 | Farook T.T.I. Kottakkal |
| 19. | Thekkekulambu TTI, Kottakkal |