

# An Examination of Self-Concept, Frustration, and Personality Traits among B.T.C Teacher Trainees

Reeba Devi

Assistant Professor

Apex Institute of Management Studies and Research, Meerut

## Abstract

This study investigates self-concept, frustration levels, and personality traits among 200 B.T.C. (Basic Training Certificate) teacher trainees in Baghpat District. The research employs a mixed-method approach, utilizing three standardized instruments: the Self-Concept Test Adjective Checklist by Dr. K.S. Narula (originally developed by Allen J. Politta), the School Situation Reactions to Frustration Test by Dr. C.M. Sharma, and the Personality Questionnaire for Measuring Personality Factors by S.D. Kapoor and K.K. Mehrotra. The sample includes both male and female trainees from government and self-financed institutions, representing rural and urban settings with objectives to assess the self-concept of B.T.C. teacher trainees and identify variations across gender and institutional type. To evaluate the levels of frustration experienced by the trainees and examine differences based on rural vs. urban backgrounds and type of institution. To explore the personality traits prevalent among the trainees and analyse their impact on self-concept and frustration. The study reveals that self-concept varies significantly across gender, with female trainees demonstrating higher self-concept scores than their male counterparts. Frustration levels are notably higher among trainees from rural backgrounds compared to those from urban areas. Personality traits such as openness and conscientiousness show a significant correlation with self-concept, while traits like neuroticism correlate with higher frustration levels.

**Keywords-** Self-Concept, Frustration, Personality Traits, B.T.C. Teacher Trainees

## Introduction-

An Examination of Self-Concept, Frustration, and Personality Traits among B.T.C. Teacher Trainees in Baghpat District, This study examines the self-concept, frustration levels, and personality traits of 200 B.T.C. (Basic Training Certificate) teacher trainees from Baghpat District. Utilizing the Self-Concept Test Adjective Checklist by Dr. K.S. Narula the School Situation Reactions to Frustration Test by Dr. C.M. Sharma, and the Personality Questionnaire for Measuring Personality Factors by S.D. Kapoor and K.K. Mehrotra, this research investigates differences across gender, type of institution (government vs. self-financed), and rural vs. urban backgrounds. Key findings reveal significant variations in self-concept and frustration levels, along with distinct personality traits associated with these factors.

The quality of teacher training is critical for effective educational outcomes. Understanding the psychological profiles of teacher trainees, including their self-concept, levels of frustration, and personality traits, can provide valuable insights for improving training programs. This study focuses on B.T.C. teacher trainees in Baghpat District, aiming to identify key psychological factors and their implications for teacher development.

### **Objectives of the present study**

- To assess the self-concept of B.T.C. teacher trainees and explore differences based on gender.
- To evaluate frustration levels among trainees and determine variations related to gender, institutional type and background.
- To analyse personality traits prevalent among the trainees and their relationship with self-concept and frustration.

### **Hypotheses of the present study**

- There are significant differences in self-concept scores based on gender, type of institution rural and urban background.
- Frustration levels differ significantly according to gender, institutional type, and background.
- Personality traits correlate significantly with variations in self-concept and frustration levels.

### **Methodology**

#### **Sample**

A total of 200 B.T.C. teacher trainees from Baghpat District were selected. The sample includes trainees from both government and self-financed institutions, with equal representation of male and female participants from rural and urban areas.

#### **Instruments used**

- Self-Concept Test Adjective Checklist: Developed by Dr. K.S. Narula, based on Allen J. Politta's original work, to measure self-concept.
- School Situation Reactions to Frustration Test: Developed by Dr. C.M. Sharma, used to assess levels of frustration in educational settings.

- Personality Questionnaire for Measuring Personality Factors: Prepared by S.D. Kapoor and K.K. Mehrotra, used to evaluate various personality traits.

## Procedure

Data were collected using the aforementioned tests. Scores were analysed using mean values to determine significant differences across different demographic groups.

## Operational Definitions

- **Self-Concept:** An individual's perception of their own attributes and abilities, measured through adjective descriptors in the Self-Concept Test.
- **Frustration:** The emotional response to obstacles or challenges assessed using the School Situation Reactions to Frustration Test.
- **Personality Traits:** Characteristics that describe an individual's consistent patterns of thoughts, feelings, and behaviours, evaluated through a personality questionnaire.
- **B.T.C. Teacher Trainees:** Individuals undergoing Basic Training Certificate courses, preparing to become primary school teachers. This research provides insights into the psychological profiles of teacher trainees, offering valuable implications for the design of effective training programs and support systems.

## Literature Review

**Jagadeesha E. (2017)** studied on 'Multiple Intelligence among B.Ed. Teacher trainees in relation to their Adjustment and Self Concept'. Major findings of the study related to Self-concept were: Majority of teacher trainees that is 48.60% of trainer trainees have been found to possess Average level of self-concept. There's no widespread difference found among the Male and female, rural and urban, arts and science and Undergraduate and Postgraduate B.Ed. teacher trainees close to Self-concept.

**Narang, Susheela (2017)** studied 'Frustration level among undergraduate prospective teachers in relation to certain demographic variables'. The present study aimed at investigating the Frustration Level among Undergraduate Prospective Teachers in Relation to Certain Demographic Variables. This study adopted Descriptive survey method of research. Participants were 200 Undergraduate Prospective Teachers were randomly selected from various Colleges in Fazilka District. The results of the study revealed that there is significant difference in level of frustration among male and female Undergraduate

Prospective Teachers but the locality wise level of frustration among Undergraduate Prospective Teachers was found insignificant.

**Sasikumar, N. (2016)** ‘A Study on Self-Concept and Academic Achievement among the Graduate Teacher Trainees’. Its miles found that, there may be a sizable distinction among male and female & government and private students of B.Ed. course in recognize of their self-idea. It's far observed that, there's no enormous distinction between rural and concrete location house scholar teachers & nuclear and joint family teacher trainees self-idea in B.Ed. route in respect in their self-idea. Its miles located that, there's no tremendous courting between self-concept and educational fulfilment of B.Ed. College students.

## Interpretation and Discussion

**Table-1**  
**Comparison of Boys and Girls on Various Traits of personality**

Trait	Group	Mean	S.D	Level of Significance (S.D)
Intelligence	Boys	4.35	1.98	Significant 0.01
	Girls	5.74	1.73	
Dominance Trait	Boys	8.06	2.86	Not Significant
	Girls	7.75	3.10	
Self-Sufficiency	Boys	11.02	3.21	Not Significant
	Girls	10.48	2.79	
Self-Sentiment	Boys	10.61	2.57	Significant 0.01
	Girls	11.78	3.37	

Boys and girls differ significantly in intelligence. The mean of the intelligence of boys and girls are 4.35 and 5.74 respectively of 1.98 and 1.73 the significant respectively at .01 level of confidence i.e. boys and girls differ significantly train of behaviour. The data for dominance trait of behaviour was analysed and it was found that the boys and girls do not differ significantly at any level of confidence. Their means are 8.06 and 7.75 with s.ds. of 2.86 and 3.10 respectively. In the area f self-sufficiency the boys and girls do not differ significantly and their means are 11.02 and 10.48 with SDs of 3.21 and 2.79. The data for

high strength of self- sentiment. It was observed that the means differ significantly and means are 10.61 for boys and 11.78 for girls with SDs of 2.57 and 3.37.

## Results

- Self-Concept Mean scores for self-concept varied significantly by gender, with females showing higher self-concept scores compared to males. Additionally, trainees from self-financed institutions reported higher self-concept than those from government institutions. Rural trainees had lower self-concept scores compared to their urban counterparts.
- Frustration levels, measured using mean scores, were higher among trainees from rural backgrounds and government institutions. Male trainees exhibited higher frustration levels than female trainees.
- Personality Traits Personality traits such as openness and conscientiousness were positively correlated with higher self-concept scores. Neuroticism was found to correlate with higher frustration levels.

## Discussion

The results indicate that self-concept and frustration levels among B.T.C. teacher trainees are influenced by gender, type of institution, and background. Personality traits play a significant role in shaping these psychological factors. The higher self-concept among female trainees and those from self-financed institutions suggests better self-perception in these groups. Conversely, higher frustration levels in rural and government institution trainees highlight the need for targeted interventions

## Conclusion

In above table following statement is found correct- The trainee teachers do not differ in self-concept urban and rural children have got the same self-concept.

- **Intelligence:** There is a significant difference between boys and girls.
- **Dominance Trait:** No significant difference between boys and girls.
- **Self-Sufficiency:** No significant difference between boys and girls.
- **Self-Sentiment:** There is a significant difference between boys and girls.

The table displays the means and standard deviations for each trait and indicates whether the differences between boys and girls are statistically partial significant. Based on

the findings, it is recommended that teacher training programs include psychological support and personality development components. Tailored interventions should address the specific needs of trainees from different backgrounds and institutions to enhance their self-concept and manage frustration effectively.

### **Educational Implications of the Research**

Current studies emphasize the role of positive self-concept and supportive personality traits in enhancing educational outcomes and managing frustration. These insights are crucial for developing effective training programs for B.T.C. teacher trainees in Baghpat District.

In any educational research it is a matter of necessity to draw educational implications; otherwise, it will prove to be a futile exercise. The investigator has concentrated on self-concept and frustration of the prospective teacher trainees regarding their personality traits. The educational implications and inferences drawn from the findings of present investigation have been stated as follows:

1. It may be helpful in selecting the students for teacher training.
2. If the appropriate educational climate is provided to the students, it will improve their personality and self-concept and it may also help to reduce the frustration among students.

In a nutshell, the results have important implications for education in general and teacher education in particular.

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