



A STUDY ON SELF-PERCEPTION OF YOUTH ON EDUCATION

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Abstract:

This study attempts to study the self-perception of youth on education. The youth selected for the study are the prospective teachers studying in the colleges of education in Villupuram district. Survey method was adopted for the study and purposive random sampling technique was adapted for selecting 250 samples from the selected nine colleges of education. The investigator used a standardized tool developed by Sneha Chhibba and I. Sourji for collecting the data. The statistical techniques percentage analysis 't' test, ANOVA and post-ANOVA were used to analyse the collected data. Percentage analysis reveals that the level of self-perception of majority of youth is found to be moderate. 't' test result reveals that there is significant difference in between the male and female youth in their self-perception on education and the male youth have higher level of self-perception than the female youth. But there is no significant difference between (i) the urban and the rural youth and (ii) the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception on education. ANOVA test reveals that there is significant difference among the general, SC, ST and Other community youth in their self-perception on education, and the further applied post-ANOVA test reveals that the youth belonging to the General community are found to have higher self-perception on education than the SC, ST and Other community youth.

Key Words: Self-perception, Youth & Prospective Teachers

Introduction:

India has 600 million young people – and they're set to change our world (Jack, 2018) and it brings out the importance of youth in India. "No country can afford to ignore its youth. India is a young nation in the sense that share of its youth population in 2011 stands at 34.8% (Youth in India, 2017). The youth is the most important stage in one's life and it decides the future course of action throughout the life. The opinion, the views, the expectations, the perceptions the youth have on education, the systems that runs the nation is of paramount importance. Self-perception theory describes the process in which people, lacking initial attitudes or emotional responses, develop them by observing their own behavior and coming to conclusions as to what attitudes must have driven that behavior (David, 2015). The perceptions of the prospective teachers, who are the potential teachers of the nation, has a greater value as it could be contribute to the quality development of education.

Significance of the Study:

Education is a man-making process and all human beings are bound by this process and its impact on one's life is beyond imagination. The views that one holds on education affects the learning and this is truer in the case of prospective teachers who are in their youth. Thinking decides everything and thinking is the result of perception that we have. "To be is to be perceived or to perceive" is the irrefutable affirmation of Berkeley (2011), one of the great philosophers of the early modern period, as said in his own words '*Esse est percipi*'. Perception is the processing of information received from the senses Pedersen (Pedersen, 2018) and this is interpreted and that gives meaning to what we see and experience. Perception is the result of our experience and it "vary from one person to another because each person's brain interprets stimuli differently based on that individual's learning, memory, emotions, and expectations" (Lumen, n.d.). So the view that one holds is of greater importance and value. Hence, the researcher attempts to find out the self-perception of youth on education.

Objectives:

- ✓ To find out the level of self-perception of youth on education
- ✓ To find out the level of self-perception of youth on education with respect to gender
- ✓ To find out whether there is any significant difference between the male and female youth in their self-perception on education
- ✓ To find out whether there is any significant difference between the urban and rural youth in their self-perception on education
- ✓ To find out whether there is any significant difference between the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception on education
- ✓ To find out whether there is any significant difference among the General, SC, ST and Other community youth in their self-perception on education

Hypotheses:

- ✓ There is no significant difference between the male and female youth in their self-perception on education.
- ✓ There is no significant difference between the urban and rural youth in their self-perception on education.
- ✓ There is no significant difference between the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception on education.
- ✓ There is no significant difference among the General, SC, ST and Other community youth in their self-perception on education.

Methodology:

The investigator used survey method for this study. Purposive random sampling technique was used for selecting the sample from the population. 250 youth, the prospective teachers, studying in nine colleges of education were the sample of the study and the sample was drawn from Villupuram district of Tamil Nadu. The required data for the study were collected using a tool ‘Self-perception of Youth on Education’, constructed and standardized by Sneh Chhibba and I. Souri (2007). The tool has 25 items in the form of statement, out of which 12 are positive items and 13 are negative items. It is a five-point scale having the options Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree. The positive items were assigned the value of 5 for Strongly Agree, 4 for Agree, 3 for Not Sure, 2 for Disagree and 1 for Strongly Disagree; the negative items were assigned the value in the reverse order. The validity of the tool was established by the opinion of the expert in the field of education. The reliability of the tool was established by test-retest method and it was found to be 0.82. The collected data were statistically analyzed using percentage analysis, ‘t’ test, ANOVA and post-ANOVA.

Results: Objective Testing

Objective 1: To find out the level of self-perception of youth on education

Table 1: Level of self-perception of youth on education

Self-Perception of Youth on education					
Low		Moderate		High	
Count	%	Count	%	Count	%
52	20.8%	137	54.8%	61	24.4%

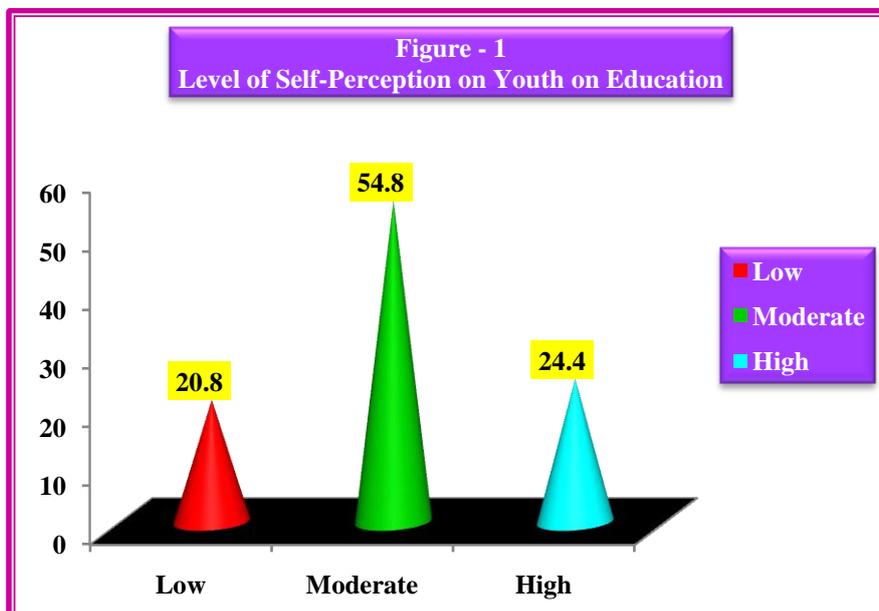


Figure 1: Level of self-perception of youth on education

It is inferred from Table 1 that 20.8% of youth have low, 54.8% of them have moderate and 24.4% of them have high level of self-perception on education.

Objective 2: To find out the level of self-perception of youth on education with respect to gender.

Table 2: Level of self-perception of youth on education with respect to gender

	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Self-perception of youth on education	Male	29	20.1%	80	55.6%	35	24.3%
	Female	23	21.7%	57	53.8%	26	24.5%

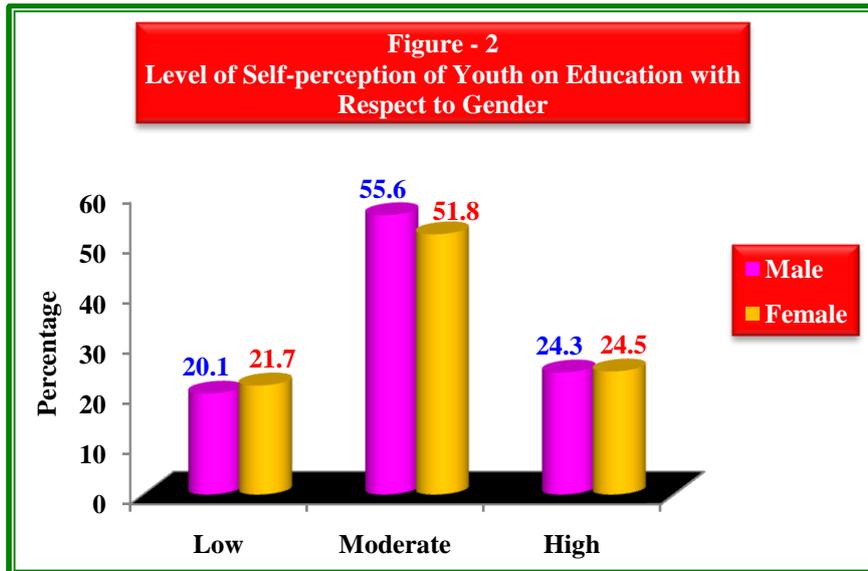


Figure 2: Level of self-perception of youth on education with respect to gender

It is inferred from Table 2 that 20.1% of male youth have low, 55.6% of them have moderate and 24.3% of them have high level of self-perception on education. Regarding the female youth 21.7% of them have low, 51.8% of them have moderate and 24.5% of them have high level of self-perception on education.

Hypotheses Testing:

H₀₁: There is no significant difference between the male and female youth in their self-perception on education.

.Table 3: Difference between the male and female youth in their self-perception on education

	Gender	N	Mean	Std. Deviation	't' Value	p Value	Remark
Self-perception of youth on education	Male	144	89.91	8.410	2.85	0.03*	Significant
	Female	106	82.97	9.384			

From Table 3, it is found that the *p* value is less than the 0.05, hence there is significant difference between male and female youth in their self-perception and thus the null hypothesis is rejected. The Mean score (89.91) reveals that the male youth have higher level of self-perception on education than the female youth (82.97) as shown in the Figure 3.

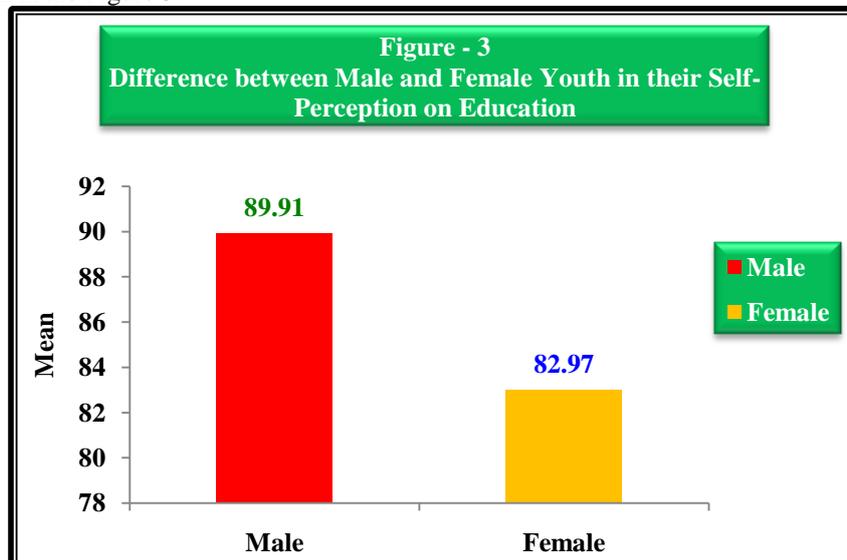


Figure 3: Difference between male and female youth in their self-perception on education

H₀₂: There is no significant difference between the urban and the rural youth in their self-perception on education.

.Table 4: Difference between the urban and rural youth in their self-perception on education

	Household setting	N	Mean	Std. Deviation	't' Value	P Value	Remark
Self-perception of youth on education	Urban	44	83.88	8.136	2.03	0.06*	Not Significant
	Rural	206	87.64	8.842			

From Table 4, it is found that the p value is greater than the 0.05, hence there is no significant difference between the urban and rural youth in their self-perception on education and so the null hypothesis is accepted.

H₀₃: There is no significant difference between the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception on education.

Table 5: Difference between the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception on education

	Household setting	N	Mean	Std. Deviation	't' Value	P Value	Remark
Self-perception of youth on education	B.A. B.Ed.	126	84.02	8.674	1.99	0.06*	Not Significant
	B.Sc. B.Ed.	124	87.01	8.770			

From Table 5, it is found that the p value is greater than the 0.06, hence there is no significant difference between the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception and so the null hypothesis is accepted.

H₀₄: There is no significant difference among the General, SC, ST and Other community youth in their self-perception on education.

Table 6: Difference among the General, SC, ST and Other community youth in their self-perception on education

	Sum of Squares	df	Mean Square	F value	P Value	Remarks
Between Groups	133.783	3	44.594	.603	.613	Significant
Within Groups	18182.681	246	73.913			
Total	18316.464	249				

From Table 6, it is found that the p value is greater than the value of 0.05, and it reveals that there is significant difference between the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception on education. Thus the null hypothesis is accepted. Since the F value is significant, the post-ANOVA test is attempted, and the result is presented below:

Table 6(a): Difference among the General, SC, ST and Other community youth in their self-perception on education

	N	Mean	Std. Deviation
General	76	86.45	8.198
SC	97	84.73	8.947
ST	8	84.63	11.313
Others	69	85.68	8.190
Total	250	85.51	8.577

From Table 6(a), it is evident from the mean score that the youth belonging to General community are found to have higher self-perception on education than the SC, ST and Other communities.

Major Findings:

- ✓ The majority of the youth have moderate level of self-perception on education.
- ✓ The male youth have higher level of self-perception on education than female youth.
- ✓ There is significant difference between the male and female youth in their self-perception on education. The Mean score reveals that the male youth have higher level of self-perception on education than female youth.
- ✓ There is no significant difference between the urban and rural youth in their self-perception on education.
- ✓ There is no significant difference between the B.A. B.Ed. and B.Sc. B.Ed. youth in their self-perception on education.
- ✓ There is significant difference among the general, SC, ST and other community youth in their self-perception and the youth belonging to the General community are found to have higher self-perception on education than the SC, ST and Other community youth.

Conclusion:

It is concluded from majority of the youth have moderate level of self-perception on education and not higher level and this finding suggests a fact that there are some that hampers them in holding a high self-perception. It is an open-call to all stake-holders of education to find out those hampering factors and do something positively to improve the quality of education. The finding that the female youth have a lower self-perception on education than male youth is of social significance. A systematic and planned effort should be carried out to analyse the reasons for this phenomenon so that their self-perception on education also goes up as it would have infuse either positive or negative attitude in their educational activities. The research finding that the youth belonging to the General, SC, ST and Other community have lower self-perception on education than the General community is of greater social significance as it arouses the curiosity to explore why these community youth have lower self-perception of education, though much privileges have been given to them to

come up in education. On the whole, the study throws a ray of hope that would inspire the educationists and the administrators to improve the self-perception, ultimately leading to better quality education.

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