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## Relationship between self-reflection and social commitment among student teachers of B.ED

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### Abstract

Education helps to make life more successful and this noble deed is possible only by the teachers. Teachers will think on or about all the activities related to their teaching reasonably. They analyze and synthesis their teaching fragments and thus, by this procedure they will make their teaching more successful and productive. Reflective thinking is a master key to open the treasure of success. This paper has been designed to find out the relationship between self reflection and social commitment among student teachers of B.Ed., Normative survey method was used for the study. Total sample of 100 student teachers of B.Ed., in Coimbatore district were selected using Stratified random sampling technique. Self reflection scale (developed by the investigator) and Social commitment scale (developed by the investigator) were employed to collect the data. The results showed that there is no significant difference in self reflection and social commitment of student teachers of B.Ed., based on marital status. There is no relationship between self reflection and social commitment of student teachers of B.Ed.,

**Keywords:** Self reflection, social commitment, student teachers, relationship

### Introduction

Teachers play a vital role in nation building because the future is totally in their hands. The teachers have selflessly and bravely chosen the pathway where they will always be working for the mankind and for its good.

Reflection is a progression that involves playing back a period of time related to previous valued experiences in search of considerable discoveries or insights about oneself, one's behaviors, one's values, or knowledge gained. An important goal in reflection is bringing focus to an indeterminate situation (Dewey, 1938) by gaining transparency and by fully experiencing what has happened. It is important to gain closure during reflection and not think over repeatedly about the experience. Reflection involves divergent thinking and often includes journaling.

Commitment to teaching contributes to teachers' behaviors, attitudes, perceptions and performances (Thapan, 1986). Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. They cultivate students' curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers have, toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students.

### Review of literature

Self-evaluation and emotional & social stability enhanced the learning skills and most importantly it was also revealed that accessing others through communication, cooperative discussions and empathy synergized the leadership in the NGOs (Sudha Ratnam, 2014) [2]. Most of the student-teachers found difficulty in their first lesson but later on they improved their teaching or attitude by reflective thinking. They have changed their method and way of teaching and at the last lesson they have improved up to mark (Rohini P. Trivedi, 2012) [1]. (a) participation in self-reflection varied by grade, unit test performance level, and course/topic

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difficulty; (b) more frequent participation in self-reflection and higher self-confidence level were associated with higher final course performance; and (c) self-reflection, as was implemented here, showed limited impact for more difficult topics, higher grade courses, and higher performing students (Choi, J. *et al.*, 2017) [5]. The teacher improved his teaching skills and reflection ability, changed his views about mathematics teaching, and acknowledged the importance of repeated teaching, expert feedback, and self-reflection in improving his teaching (Rongjin Huang *et al.*, 2017) [3].

Social work students' self-reflection improves personal and professional awareness and professional growth, promotes constructing new meanings and solutions and learning from experiences (Karmen Toros, & Marju Medar, 2015) [4]. The strongly committed faculty members would have a stronger aspiration to come to their work and pay a meaningful contribution to their respective institutions and have lesser intentions to leave the institution. The maximum value of the organizational commitment on the part of the academicians will guarantee their efficiency to a higher level. Thus, motivation and commitment on the part of workers are the important conditions for the accomplishment of the organizational goals (Irfanullah Khan, 2016) [7].

Preservice and inservice teachers' self-efficacy beliefs influence their commitment to the teaching profession (Steven Randall Chesnut, & Hansel Burley, 2015) [8]. The teachers' commitment was positively correlated with the wellbeing and achievement of children with disabilities, (Alina Margaritoiu 2015) [6].

Studies related to self assessment, self evaluation, self analysis have been taken from educational area rather than self reflection. So that, a study to be taken to find out the relationship between self reflection and social commitment among student teachers of B.Ed.,

**Significance of the study**

The quality of teaching depends on the quality of teacher. The teacher should be conscious and alert about their teaching, merits or demerits. Teachers should always introspect themselves, so they can know where they are lagging behind. This type of self – evaluation is possible only by reflective thinking. Teachers can bring revolutionize in teaching methods, techniques and system by reflective thinking on their own teaching. A socially committed educator always involves with the development of his or her students and also with the development of the society.

Teacher – education institute provides teaching to the student-teachers and as a part of training they should also be trained to be a reflective teacher and this is done in B.Ed programme. Investigator tried to find out the self reflection of trainee and its relationship with their social commitment in this study. Thus, the present study will be helpful in curriculum development of B.Ed programme, teacher – educators, teacher –education institutes, teaching techniques and strategies. It will be also useful in personal and professional development of student –teachers and teachers.

**Objectives of the study**

1. To study the significant difference in self reflection of student teachers of B.Ed., with respect to marital status.
2. To study the significant difference in social commitment of student teachers of B.Ed., with respect to marital status.
3. To study the relationship between self reflection and social commitment of student teachers of B.Ed.,

**Hypotheses**

1. There is no significant difference in self reflection of student teachers of B.Ed., based on marital status.
2. There is no significant difference in social commitment of student teachers of B.Ed., based on marital status.
3. There is no relationship between self reflection and social commitment of student teachers of B.Ed.,

**Research method & sample**

Survey method was used for the study. A Stratified random sample of student teachers of B.Ed., was chosen from Coimbatore, Tamil Nadu.

**Research tools used**

1. Self reflection scale (developed by the investigator)
2. Social commitment scale (developed by the investigator) were used to find the relationship between self reflection and social commitment of student teachers of B.Ed.,

**Data analysis**

**Table 1:** Self reflection of student teachers of B.Ed., based on Marital status

Category	N	Mean	S.D	't' value	Result
Married	26	65.12	20.324	0.702	Not Significant
Unmarried	74	68.27	17.827		

From Table-1, the t-value 0.702 is not significant at 0.05 level. Thus there is no significant difference in self reflection of student teachers of B.Ed., based on marital status. Hence the hypothesis-1 is accepted. Comparing the mean scores, unmarried student teachers of B.Ed., have high self reflection than married student teachers of B.Ed.,

**Table 2:** Social commitment of student teachers of B.Ed., based on marital status

Category	N	Mean	S.D	't' value	Result
Married	26	79.96	16.146	0.003	Not Significant
Unmarried	74	79.97	15.068		

From Table-2, the t-value 0.003 is not significant at 0.05 level. Thus there is no significant difference in social commitment of student teachers of B.Ed., based on marital status. Hence the hypothesis-2 is accepted. Comparing the mean scores, Unmarried student teachers of B.Ed., have high social commitment than married student teachers of B.Ed.,

**Table 3:** Relationship between self reflection and social commitment of student teachers of B.Ed.,

Variables	N	Table Value	'r' Value	Significant at 0.05 Level
Self reflection	100	0.114	0.028	Not Significant
Social commitment				

Pearson's Product Moment correlation 'r' was calculated between self reflection and social commitment. The 'r' value was found to be 0.028 which is not significant at 0.05 level. Hence, it is concluded that there is no correlation between self reflection and social commitment and hence the hypothesis 3 is accepted.

**Main findings**

Following main findings have been drawn by the investigator:

1. There is no significant difference in self reflection of

- student teachers of B.Ed., based on marital status.
2. There is no significant difference in social commitment of student teachers of B.Ed., based on marital status.
3. There is no relationship between self reflection and social commitment of student teachers of B.Ed.,

### Conclusions

Following conclusions were drawn by the investigator:

1. The unmarried student teachers of B.Ed., have high self reflection than married student teachers because they have enough time to focus both on the process of reflection, and the product that was generated.
2. The unmarried student teachers of B.Ed., have high social commitment than married student teachers because without distractions they are interested in the future of the society.
3. No relationship between self reflection and social commitment indicates that self reflection does not affect their commitment towards the society.

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