Comparative Study of Ego Attitude among B.Ed. Student-Teachers in Jalgaon City

Sayalee Kamlakar Patil
Research Scholar
Indore, Madhya Pradesh, India

Abstract :

This study investigates the ego attitude among B.Ed. student-teachers in Jal- gaon city, focusing on gender-based differences between male and female trainees. Utilizing a survey method, data were collected from 51 B.Ed. student-teachers (33 males and 18 females) from 15 colleges using Dr. Samani Shreeyas Pragya's Ego Scale. The analysis employed descriptive statistics (mean, median, mode, standard deviation, skewness, kurtosis) and inferential statistics (t-test) to examine ego atti- tude levels and gender differences. Findings reveal that 54.89% of student-teachers exhibit above-average ego attitudes, with male student-teachers showing a higher tendency toward extremely low ego (30.30%) and females displaying above-average ego (50%). However, no statistically significant difference was found in the mean ego attitude scores between genders (t = -1.28, df = 49, p > 0.01). The study underscores the need for balanced ego development in teacher training programs to enhance professional effectiveness. Recommendations include workshops on emo- tional intelligence, self-awareness, and leadership to address varying ego levels. This research contributes to understanding psychological attributes in teacher education and informs curriculum development.

Keywords : Ego, Attitude, B.Ed., Student-Teachers.

Introduction :

The personality of a teacher significantly influences their teaching effectiveness, classroom management, and student interactions. Among various personality traits, ego attitude a psychological construct related to self-esteem, self-perception, and social interactions plays a pivotal role in shaping a teacher's professional and personal demeanor. Ego attitude, as defined in this study, refers to an individual's tendency to prioritize self-worth, sometimes leading to self-centeredness or superiority, which can impact decision-making and interpersonal relationships.

In the context of teacher education, the Bachelor of Education (B.Ed.) program is a critical phase for developing professional competencies and personal growth. However, ego attitude can pose challenges, as excessive ego may lead to rigidity, while low ego might result in a lack of confidence. This study focuses on comparing ego attitudes between male and female B.Ed. student-teachers in Jalgaon city, as gender differences may influence personality traits due to social and cultural factors.

Drawing from the epic Sundarakanda in the Ramayana, where Ravana's ego-driven decisions led to catastrophic consequences, this research underscores the importance of understanding ego in shaping effective educators. The study aims to analyze ego atti- tudes, identify gender-based differences, and propose strategies to foster balanced ego development in teacher training.

Literature Review :

The concept of ego attitude is rooted in psychological theories, notably Sigmund Freud's psychoanalytic framework, which divides personality into the id, ego, and superego. The ego, operating on the reality principle, balances instinctual desires (id) and moral constraints (superego). Excessive ego can manifest as arrogance or self-centeredness, adversely affecting interpersonal dynamics (Freud, 1923). Erik Erikson's psychosocial development theory further emphasizes the role of social interactions in shaping ego across life stages, highlighting the importance of balanced ego for personal growth (Erikson, 1968).

Previous studies have explored teacher personality traits and their impact on profes- sional efficacy. Gunjal (2009) found that urban secondary teachers in Jalgaon exhibited higher job satisfaction, suggesting a link between professional contentment and balanced ego. Shinde (2010) reported high teaching competencies among B.Ed. student-teachers, indicating a potential correlation with self-confidence and ego attitude. Pagare (2011) compared job satisfaction between regular and open university B.Ed. graduates, finding no significant differences, suggesting that ego attitude may be independent of training mode. Sheikh (2009) and Baviskar (2010) highlighted the influence of teacher aptitude and student interest on teaching effectiveness, indirectly related to ego dynamics. Patil (2008) noted gender differences in teaching aptitude, with male

teachers showing higher interest, which may relate to ego expression.

Despite these studies, there is a gap in research specifically addressing ego attitude among B.Ed. student-teachers with a gender-based comparative approach. This study fills this gap by analyzing ego levels and their implications for teacher training.

Significance of the Study :

Quality teacher education is vital for India's educational progress, as teachers shape the nation's future. The B.Ed. program not only imparts pedagogical skills but also fosters emotional intelligence, communication, and personality development. Ego attitude, as a determinant of behavior, can influence teaching styles, student relationships, and profes- sional collaboration. Excessive ego may hinder teamwork, while low ego could undermine leadership. Understanding these dynamics is crucial for designing effective training pro- grams.

This study is significant as it: - Provides insights into the psychological attributes of future teachers. - Identifies gender-based differences in ego attitude, informing tailored interventions. - Contributes to curriculum development by highlighting the need for ego balance. - Supports UNESCO's emphasis on lifelong learning and addressing societal challenges through vocational education (Ouane, 2002).

Objectives :

The study aims to: 1. Investigate the ego attitude of male B.Ed. student-teachers. 2. Examine the ego attitude of female B.Ed. student-teachers. 3. Compare the ego attitudes of male and female B.Ed. student-teachers.

Hypotheses :

The following null hypotheses were tested :

1. Male B.Ed. student-teachers exhibit low ego attitude.
2. Female B.Ed. student-teachers exhibit low ego attitude.
3. There is no significant difference in the mean ego attitude scores between male and female B.Ed. student-teachers.

Research Methodology :

This study adopted a survey method, widely used in educational and social research for its ability to collect data on attitudes and behaviors. The survey method facilitated the collection of quantitative data through a standardized tool, allowing for statistical analysis of ego attitudes among B.Ed. student-teachers.

Sample and Sampling Technique :

The population comprised 1500 B.Ed. student-teachers from 15 colleges in Jalgaon city during the 2024-2025 academic year. A sample of 51 student-teachers (33 males and 18 females) was selected using a stratified random sampling technique, ensuring representa- tion of both genders. The sample size was determined based on feasibility and statistical requirements.

Tools Used :

The Ego Scale by Dr. Samani Shreeyas Pragya, comprising 50 questions, was used to measure ego attitude. Responses were recorded on a 5-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The scale's reliability and validity have been established for educational research.

Statistical Techniques :

Data analysis involved :

- **Descriptive Statistics** : Mean, median, mode, standard de- viation, skewness, and kurtosis to describe ego attitude levels.
- **Inferential Statistics** : Independent samples t-test to compare mean ego scores between genders.

Analysis and Interpretation :

The collected data were analyzed using descriptive and inferential statistics. Ego attitude levels were categorized based on Z-scores, as shown in Table 1.

Table 1: Z-Score Based Ego Attitude Levels

Z-Score Range	Ego Level	Grade	Description
+2.01 and above	Extremely High	A	Excessive self-centeredness
+1.26 to +2.00	High	B	Strong self-confidence
+0.51 to +1.25	Above Average	C	Moderate self-assurance
-0.50 to +0.50	Average	D	Balanced ego
-0.51 to -1.25	Below Average	E	Humble, cooperative
-1.26 to -2.00	Low	F	Low self-confidence
-2.01 and below	Extremely Low	G	Lack of self-assurance

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Descriptive Analysis :

The distribution of ego attitude levels among the 51 student-teachers is presented in Table 2.

Table 2 : Ego Attitude Distribution (Total Sample)

Grade	Ego Level	Number	Percentage
A	Extremely High	1	1.96%
B	High	10	19.60%
C	Above Average	17	33.33%
D	Average	6	11.76%
E	Below Average	11	21.56%
F	Low	4	7.84%
G	Extremely Low	2	3.92%

Interpretation :

54.89% of student-teachers (A+B+C) exhibited above-average to extremely high ego, indicating strong self-confidence but potential challenges in collaboration. 33.33% (E+F+G) showed below-average to extremely low ego, suggesting humility but possible lack of assertiveness.

For male student-teachers (n=33), the distribution is shown in Table 3.

Table 3 : Ego Attitude Distribution (Male Student-Teachers)

Grade	Ego Level	Number	Percentage
A	Extremely High	1	3.03%
B	High	0	0.00%
C	Above Average	8	24.24%
D	Average	5	15.15%
E	Below Average	6	18.18%
F	Low	3	9.09%
G	Extremely Low	10	30.30%

Interpretation :

57.58% of males exhibited below-average to extremely low ego, indicating humility but potential lack of leadership. Only 27.27% showed above-average ego.

For female student-teachers (n=18), the distribution is shown in Table 4.

Table 4 : Ego Attitude Distribution (Female Student-Teachers)

Grade	Ego Level	Number	Percentage
A	Extremely High	0	0.00%
B	High	0	0.00%
C	Above Average	9	50.00%
D	Average	1	5.56%
E	Below Average	5	27.78%
F	Low	1	5.56%
G	Extremely Low	2	11.11%

Interpretation :

50% of females exhibited above-average ego, suggesting strong self- confidence and leadership potential. 44.44% showed below-average to extremely low ego, indicating a need for empowerment programs.

t-Test Results :

The t-test compared mean ego attitude scores between male (M = 135.88, SD = 26.74) and female (M = 144.48, SD = 20.49) student-teachers.

Table 5 : t-Test Results for Ego Attitude

Group	N	Mean	SD	t-Value
Male	18	135.88	26.74	-1.28
Female	33	144.48	20.49	

Results :

At df = 49 and 0.01 significance level, the table t-value is 1.98, while the obtained t-value is -1.28. Since |-1.28| < 1.98, the null hypothesis (H3) is accepted, indicating no significant difference in mean ego attitude scores between genders.

Major Findings :

1. 54.89% of student-teachers exhibited above-average ego, indicating strong self-confidence.
2. 57.58% of male student-teachers showed below-average to extremely low ego, sug- gesting humility but potential lack of assertiveness.
3. 50% of female student-teachers displayed above-average ego, reflecting leadership potential.
4. 44.44% of female student- teachers had below-average to extremely low ego, indicating a need for empowerment.
5. No significant difference was found in mean ego attitude scores between male and female student-teachers (t = -1.28, p > 0.01).

Conclusions :

The study reveals that ego attitudes among B.Ed. student-teachers vary, with a signif- icant proportion exhibiting above-average ego, which can enhance leadership but may hinder collaboration if unchecked. Males tend to have lower ego levels, potentially affect- ing their assertiveness, while females show higher ego

levels, indicating confidence but requiring balance to avoid self-centeredness. The lack of significant gender differences suggests that ego attitude is influenced more by individual and contextual factors than gender alone. Balanced ego development is crucial for effective teaching, emphasizing the need for targeted interventions in teacher training programs.

Suggestions :

Based on the findings, the following recommendations are proposed:

1. Organize work - shops on emotional intelligence and leadership to enhance self-confidence among low-ego student-teachers.
2. Incorporate self-awareness and mental health modules in the B.Ed. curriculum to foster balanced ego development.
3. Provide counseling for students with extremely low ego to boost self-esteem.
4. Promote positive ego utilization through training on effective teaching strategies.
5. Encourage collaborative activities to balance high ego levels and foster teamwork.

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