

Research Paper



A COMPARATIVE STUDY OF SELF-CONCEPT OF MALE AND FEMALE TEACHERS OF PRIMARY SCHOOLS

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ABSTRACT

In the present era, education has become a complex process. Education does not only mean to develop cognitive, effective and psychomotor abilities of students but also it is necessary to develop teaching competency of teachers developing their self-concept. As the society is becoming more progressives, and this transformation has influenced our culture and our education system. Self-concept is considered to be the most significant factor in human life as everyone is continuously striving towards self-actualization, self-realization, and self-enhancement and is constantly wishing to avoid self-condemnation and self-lowering experiences. In every action the self-concept of the teachers determines the reaction. The rapid change in education and technology puts lots of responsibilities on the shoulder of the teachers who are responsible to teach students. Effective teaching requires a large number of skills and the ability to put these skills to use in different situations. An effective teacher inquire into students' experiences and build an understanding of learners' capacity to analyze what occurs in classrooms and in the lives of their students. A pilot study, which was descriptive in nature, was conducted to know difference of the level of self-concept between male and female teachers of primary schools. The sample for the present study consisted of 100 (50 male and 50 female) teachers teaching to primary classes in the school located in urban area of district Faridabad of Haryana state. "Self-concept Inventory" developed by Dr. Raj Kumar Saraswat was used for the collection of the data. The findings of the study show that no significant difference was found between self-concept of male and female teachers working in primary schools. Majority of male and female teachers were found under average level of Self-concept. Only few male and female teachers were found under low level of self-concept, this number is the least among all other levels. The number of the male and the female teachers differed almost in every level of self-concept, but this difference is very small.

KEY WORDS: Self-concept, Primary school teachers

INTRODUCTION

Education plays pivotal role in the development of a country which is mainly imparted by teachers. So, teachers are the builders of a nation. A society or a nation can progress only with the help of its teachers. It is the teacher who draws maximum impact on the personality of an individual in its formative years, which remains all through its life. A teacher's behaviour can make or mar a student's life. In spite of the importance of teachers, they have their particular place and position in the society. There are various factors, which affect them and in due course affect their work. Such factors are internal and external. Among so many factors, values and self-concept of primary school teachers have their own effect on their work and effectiveness. Self-concept is what an individual thinks of himself. It is the core of his personality. The development of a right kind of self-concept is very essential to ensure the development of a right kind of personality.

SELF-CONCEPT

Self-concept is defined as the sum total of person's perceptions about his /her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person, his/her worth, his or her right to have his/ her own feelings and thoughts and making his /her own decisions (Sood 2006).

Self-concept is the self-image of an individual which he perceives of himself/herself. It is the self- made profile of a person as he/she comes to adjudge himself/herself. It includes an individual's judgment of his/her own assets-liabilities, strengths-weaknesses as well as talents and deficiencies which he/she perceives within himself/herself. Self-concept is the self-perception of one's-own personality structure as a whole.

Self-concept arrived at, nurtured and practiced as such by an individual remains to be the core-nucleus axis around which he/she develops his/her personality. Self-



concept personifies his/her self-image as he/she visualizes himself/herself. With his/her perspectives and limitations, the self-concept is that what the person thinks what he/she is regardless of what others think of him/her that what he/she is and what he/she is not.

An individual's self-concept is one's self-understanding, self-estimation and an assessment of one's own personality as a total human being in all possible respects and aspects. One of the personality factors that can influence self-concept is the picture the individual has of himself / herself. Self-concept is not innate, but is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. Self-concept is important because it indicates that it can be modified or changed.

DEFINITIONS OF SELF-CONCEPT

Self-concept is a psychological construct, however, or an imaginary mechanism which helps the psychologist think about the phenomena he/she is studying. A construct, is not an inner entity, a specific substance, or a psychic agent which can be seen or measured directly. Instead, it is a concept of self-inferred from behaviour. Self-concept, generally used in the professional literature, is a group of feelings and cognitive processes which are inferred from observed or manifested behaviour. By way of a formal definition, self-concept is the person's total appraisal of his/her appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behaviour.

According to **Allport (1961)** self is something which we are immediately aware of. We think of it as warm central private region of our life. It is some kind of a core of our being.

According to **Lowe (1961)** it is One's attitude towards oneself.

"The self-concept is the individuals' way of looking at himself/herself. It also signifies his/her way of thinking, feeling and behaving (**Saraswat & Gaur 1984**)

The self-concept is the individual's view, feeling, and thinking and his way of looking at himself/herself in various aspects assessed the rating scale yielding six dimensions as well as total self-concept. The six dimensions are given below:

- Physical – Individuals view of their body, health, physical appearance and strength.
- Social – Individuals sense of worth in social interactions
- Temperamental – Individuals view of their prevailing emotional state or predominance of a particular kind of emotional action.
- Educational – Individuals view of themselves in relation to school, teachers and extracurricular activities.
- Moral – Individuals estimation of their moral worth, right and wrong activities.
- Intellectual – Individuals awareness of their intelligence and capacity of problem solving and judgments.

NEED AND SIGNIFICANCE OF THE STUDY

The teacher occupies a central place in an effective and efficient education system. In order to inculcate the process of formation of concept among students, the teachers should themselves have this quality in them. It is the teacher's behaviour and knowledge which influence the students' mind towards right direction. Effective and productive learning on

the part of the students can be achieved by employing teachers with desirable attitudes, values and beliefs for shaping the behaviour of the students in desired direction.

Self-concept which originally was considered to be the key stone in non-directive counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that self-concept has close connections with some personal aspects like learning, motivation, attitudes, perception and adjustment which determine the academic and other success of an individual in and out of the school. The development of personality is very much linked with the kind of self-concept an individual cherishes. Development of self-concept lays the foundation of personality. Healthy personality growth was defined in terms of the degree of congruence between the real self (what the person really is) and the ideal self (what he aspires to be). Self-concept as a factor which influences behaviour patterns and adjustment was studied by Martine and Steiner. Both of these investigators found corroborative evidence for the positive relationship between self-concept and adjustment.

The self-concept is built or achieved through accumulated social contacts and experiences with "significant others" during the growing up process. These "significant others" profoundly affect young people and pre condition the development of self-concept. Significant others are parents, peers and teachers. Teachers virtually set the track on which the children help them in developing a positive self-concept. Teacher's expectations from students inspire to look at themselves as capable of achieving something good.

The present study is very important as it examines the self-concept of male and female teachers working in primary schools located at Faridabad district of Haryana. The 'self' is taken as one of the determinants of development and one aspect of personality. Self-concept is the individuals' perception of himself/herself as distinct from other persons or things. As the self-concept develops it brings with it a unique perspective of viewing one's relationship to one's world.

Teachers' self-concept has a profound influence on their performance. Since an accurate self-concept is necessary for full functioning, a major goal for teachers should be to foster the development of realistic and accurate self-concepts in their students. Hence the present study was carried on to study the self-concept of primary school teachers.

STATEMENT OF THE PROBLEM

The title of the study is given as: A Comparative Study of Self-Concept of male and female Teachers of Primary Schools

OBJECTIVES OF THE STUDY

1. To study the self -concept of primary school teachers.
2. To study the self-concept of male teachers of primary schools.
3. To study the self-concept of female teachers of primary schools.
4. To compare the self-concept of male and female teachers of primary schools.

HYPOTHESIS

In the present study the following null hypothesis had been tested.

1. There is no significant difference between the self-concept of the male and female teachers of primary schools.

METHODOLOGY

The study is descriptive which co-relational in nature. The researcher had adopted descriptive research design for the present study in order to describe the self-concept of primary school teachers. Descriptive method is found suitable for testing the hypotheses and is the strongest available for development and understanding new concept in education. Descriptive method established a systematic and logical association between manipulated factors and observed effects.

Population: The population for the present study comprised of teachers working in primary schools located in Faridabad district of Haryana.

Sample: The sample for the present study consisted of 100 (50 male and 50 female) teachers teaching to primary classes in the school located in urban area of district Faridabad of Haryana state.

TOOLS USED

The tool used in the present study is given below;

1. "Self-concept Inventory" developed by Dr. Raj Kumar Saraswat (Lecturer in Psychology in NCERT, New Delhi) was used to collect the data.

PROCEDURE OF DATA COLLECTION

Research tool was administered on the sample subjects for collecting evidences or data. Most educational research will lead to the gathering of data by means of some standardized test or self-constructed research tools. It should provide objective data for interpretation of result achieved in

the study. The data collection is the accumulation of specific evidence that enables the researcher to properly analyze the result of all activities by his/her research design and procedures. The main purpose of data collection is to verify the research hypotheses. First, the primary schools in Faridabad were selected on convenient basis. Prior permission was sought from the headmaster/ headmistress and principals of selected schools. The tool was given to the selected sample and they were requested to respond to the tool as per the instructions given at the first page of the inventory. Then the selected tool was administered on the sample.

STATISTICAL TECHNIQUES EMPLOYED

Mean, Standard Deviation and t-Test were calculated for analyses and interpretation of the data.

DELIMITATIONS OF THE STUDY

Due to paucity of time the present study was delimited to:

1. The teachers working in primary schools only.
2. Male and female teachers working in primary schools.
3. Primary schools located at urban area of Faridabad district of Haryana only.

ANALYSIS OF THE DATA OF SELF-CONCEPT

Table 1 shows the number of male and female teachers under various levels of self – concept.

Raw Score	Levels of Self-concept	Number of Male teachers	Number of Female teachers
193 to 240	High Self-concept	8	7
145 to 192	Above Average Self-concept	10	12
97 to 144	Average Self-concept	19	20
49 to 96	Below Average Self-concept	9	8
1 to 48	Low Self-Concept	4	3
Total		50	50

Analyzing the data of self-concept of 100 teachers of primary schools it is clear that 8 male teachers and 7 female teachers had High level of Self-concept. There were 10 male teachers and 12 female teachers under above average level of Self-concept while 19 male teachers and 20 female teachers were found to be under average level of Self-concept, this number is highest among all other levels. 9 male teachers and 8 female teachers were found under below average level of self-concept while 4 male teachers and 3 female teachers were found to be under low level of self-concept. The number of teachers under low level of self-concept is the least in comparison of the teachers under all other levels.

It is very interesting to observe that, a few teachers had below average self-concept. Half of them have above average and some of them had high self-concept. The number of the male teachers and the female teachers differed almost in every level of self-concept, but this difference is very small. The number of the female teachers is higher at average level and above average level of self-concept.

COMPARISON BETWEEN MALE AND FEMALE TEACHERS' SELF-CONCEPT

Table 2 given below shows the descriptive statistics i.e. number of teachers, the mean and standard deviation of the score of self-concept of primary school teachers. The table also shows the t-ratio between the male and the female teachers with respect to their self-concept.

Variables	N	Mean	S. D.	t-value	Remarks
Male Teachers	50	143.54	11.98	1.28	Insignificant
Female Teachers	50	146.62	12.25		

The mean of the scores of self-concept of 50 male teachers of primary schools was calculated to be 143.54 with standard deviation 11.98 while the mean score of the self-

concept of 50 female teachers were calculated to be 146.62 with standard deviation 12.25. This shows that there is low degree of difference of self-concept between the male and the

female teachers. Female teachers had a little bit more positive self-concept.

The calculated t-ratio between scores of self-concept of male and the female teachers of primary schools was found to be 1.28 which is less than 1.96 significant at 0.05 level and 2.59 significant at 0.01 level of significance. Thus, it is concluded that there is no significant difference between self-concept of male and female teachers of primary schools located at Faridabad district of Haryana.

It is conclude that there is slight difference between self-concept of male and the female teachers which is statistically not significant.

MAJOR FINDINGS OF THE STUDY

- No significant difference was found between self-concept of male and female teachers working in primary schools.
- Majority of male and female teachers were found under average level of Self-concept.
- Only few male and female teachers were found under low level of self-concept, this number is the least among all other levels.
- The number of the male and the female teachers differed almost in every level of self-concept, but this difference is very small.

CONCLUSIONS

From the above findings, it can be concluded that the study does not reveal any statistically significant difference between the self-concept of male and female teachers of primary schools. This finding provides evidence to suggest when both male and female teachers are given equal opportunities and support, both the gender will see themselves as academically capable and competent and will thus strive to work hard to accomplish their educational goals. Teachers should not confine to their job to a mere matter of completing syllabus and following the curriculum. There should be a platform for teachers to deliberate on any sensitive issues or topics as and when the need arises. They should also expose the ideas of accepting modernization, globalization and liberalization from the academic point of view. They should also learn while imparting their duties for which they are meant.

SUGGESTIONS FOR FURTHER STUDIES

Based on the findings of the current study, some of the suggestions for further research in the area of self-concept are identified as follows:

1. Due to paucity of the time, money and energy, the present study has been confined to the teachers of primary schools of Faridabad only. Further researches may be taken upon a wider population of other states or comparing the self –concept of government and private school teachers in order to make broader generalization about Self-concept.
2. The present study has been conducted on primary school teachers. Similar studies may be conducted at different levels of schooling and college.
3. In order to obtain more definite conclusions a national level study may be conducted on this area.
4. A similar study may be undertaken to cover the other standard of teachers.
5. Many psychological factors like self-esteem, self-concept, intelligence, interest, emotions, nationality and cognitive development and so on may be examined for their effect on values and moral judgement.

EDUCATIONAL IMPLICATIONS

- All schools should have Parents Teachers Association which should meet frequently.
- Sensitivity training programmes may be arranged for teachers for better understanding of students.
- The syllabus of teacher training colleges should be revised and developmental self-concept and finding of studies on correlates of Self-concept should be made an integral part of B.Ed. Curriculum.
- Teachers must utilize all available techniques to assist child to feel adequate at appropriate levels in Self-concept.
- Teachers must help students to develop positive self – concept through their approval, and interactions.
- There is a need to guide under privileged students and their parents to facilitate better Self-concept.
- Interaction between students and teachers should be such that it should intend to encourage, suggest, assure and reinforce students.
- Gender difference in the self-concept of teachers was not found in the study. Male and female teachers had the same level of self-concept. To sustain this level of self-concept among teachers we should extend equal attention and opportunities to both the genders.
- Any form of gender bias or stereotype in the education sector should be avoided.

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