

SELF-CONCEPT OF WOMEN TEACHERS WORKING AT DIFFERENT LEVELS OF EDUCATION

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Abstract

Self-concept in teaching, as a powerful determinant of teacher behavior, is developed by the way in which teacher experiences and interprets things that happen. The quest for understanding oneself plays a vital role in orienting the teacher to the world around him and enabling him to behave with confidence so that he can maximize his pleasure and minimize his pain in his professional area. A considerable amount of research has been conducted to study the relationship between self-concept in teaching and the major determinants of effective teaching.

A research work was conducted on A study of self-concept of women teachers working at different levels of education in the district of Coochbehar, West Bengal with the objectives like, to assess the perception of self of women teachers in respect of their physical, social, temperamental, moral and intellectual values, to determine, the differences, if any in the self-perception of women teachers according to different levels of their education, to compute the significant difference in self-perception of women teachers at different levels totally. The investigation was done with a sample of 120 women teachers of differences in their level of education, age and training. For the study a standardized tool was used and analysis was made with the help of statistics. The findings reveal

differences in the self-concept of women teachers with regard to different components of self-concept and intervention.

Paper Identification



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Introduction

Self-concept is distinguishable from [self-awareness](#), which refers to the extent to which [self-knowledge](#) is clearly defined, consistent and currently applicable to one's attitudes and dispositions. Self-concept is made up of one's self-schemas.

Self-Concept is one's perception about one's qualities and attributes. Awareness of self can be referred to an individual's self-concept. Teachers' own self-concept can affect their students' self-concept. Present study was conducted to explore and compare the self-concept of female teachers working at different levels of education. It is recommended that teacher education programs should concentrate on the techniques & strategies for enhancement of students' self-concept along with content, skills and teaching strategies. The

answer to the question “who am I?” leads towards the definition of self. Self-Concept is one’s perception about one’s qualities and attributes. Self is the core of one’s conscious existence.

Chhetri (2007) conducted a study on self-concept of prospective teachers of Sikkim in relation to sex, experience, qualification and place of habitation. It was observed that there existed sex, experience, qualification and place of habitation difference in the self-concept of teachers.

Rajani (2007) in a study found a significant correlation between self-concept of women teachers. It was also found that significant difference in relationship of self-concept and job involvement exists between aided and unaided; rural and urban teachers.

Prem Sunder (2010) conducted a study on Self-Concept of B.Ed Students. The objectives of the study were to find the self-concept of B.Ed students (Male and Female). Self-Concept questionnaire developed by Ahluwalia was used. The sample was 100 from two colleges of education. Mean, S.D, t-test were used for analysis. The findings revealed that there is significant difference between male and female students in self-concept.

Anitha et. al., (2013) conducted a study on “Correlates of Self Concept among High School Students in Chennai City, Tamil Nadu, India”. This study aims to explore the home environment and the academic achievement which correlates self concept in a sample of 300 students. The tools used are Self Concept List by Deo (1998), Home Environment Inventory (1989) and percentage of marks obtained in IX standard for academic achievement. The results reveal a significant positive relationship of home environment components like protectiveness, conformity, reward and nurturance with self concept.

Nayak (2004) conducted study on mental health and adjustment of secondary school teachers influencing development of self-concept in teachers over a random sample of 340 teachers. The finding of the study

revealed sex, qualification, academic stream difference in self concept and a sound mental health was an important predictor of self-concept.

Hui-Ju-Liu, (2010) conducted a study on “The Relation of Academic Self Concept to Motivation among University EFL Students”. This study mainly examines the relation between academic self-concept and motivation in foreign language learning. The sample comprised 434 first-year university students. Findings of the study show that the entire academic self-concept related variables and the motivation components are positively and significantly correlated.

Mustafa, (2012) conducted a study on “Boosting Foreign Language Self Concept in Language Classrooms through Co-operative Learning Activities”. The purpose of this study was to investigate the effects of co-operative learning techniques on foreign language self-concept and exploring the relationship between the foreign language self-concept and academic success. The sample consisted of 182 students enrolled in general English language courses in a two-year higher education institution. Foreign Language Self Concept Scale which was developed by the researcher and a reading comprehension placement test were the tools used. Statistical techniques Mean, Standard Deviation, ‘t’ test and ANOVA were used for the study. The results demonstrated that the effect of co-operative learning on foreign language self concept was found to be insignificant.

Objectives of the Study

- ✓ To assess the perception of self of women teachers in respect of their physical, social, temperamental, moral and intellectual values.
- ✓ To find out significant difference in self-perception of skilled and non-skilled women teachers.

Hypotheses of the Study

Ho₁ The women teachers at elementary and secondary level do not display equally self-concept nature and degree.

Ho₂ There is no significant difference in perception of women teachers in relation to age variation.

Ho₃ There is no significant difference in perception of self of trained and untrained women teachers.

Operational Definition

Nayak's (2004) self-concept as perception of self refers to individual's conception of self in physical, social, moral, in intellectual values. **Self-concept** is the way people think about themselves. It is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image, and role in society.

Design

The purpose of study is to find out the self-concept of women teachers working at different levels in education. The study design was normative study. Here in the study self-concept of women teachers has been studied in relation to level of education, age, professional qualification,

Sample

A sample of 120 women teachers serving in different levels of education particularly at elementary and secondary level of Haldibari block of Coochbehar district, (elementary level and secondary level, trained and untrained, age- below 30 and above 30 female teachers was drawn for collection of data by a simple random sampling procedure. The sample consist of 60 women teachers from elementary school and 60 women teachers from secondary school were considered as sample for the investigation.

Tools

For the purpose of data collection and information **Nayak's (2004) TEACHER SELF-CONCEPT SCALE** which contains 65 items was used. The tool consists of the following dimensions,

- i. **Behavioral manifestation,**
- ii. **Popularity,**
- iii. **Profile as a teacher and**
- iv. **Cognitive and perceptual functioning,**

The Data Analysis Procedure

Technique of data analysis for the present investigation included collection of data, scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated.

For interpretation of scores in all the variables both descriptive and inferential statistics was used. Descriptive Statistics was used for ascertaining the level of self-concept of Women teachers teaching at different levels.

Table-I

Frequency distribution of scores on Self-concept of Women teachers.

Sub-sample wise frequency distribution of scores on Self-concept of Women teachers.

Class Interval	Level of Education.		Age		Professional Qualification	
	Elementary	Secondary	<30	>30	Trained	Untrained
170-179	3	1	2	2	2	2
160-169	8	4	8	2	4	7
150-159	8	8	11	5	5	11
140-149	9	10	12	9	8	12
130-139	10	13	13	12	12	13
120-129	12	17	16	12	15	13
110-119	6	5	6	6	3	10
100-109	4	2	2	2	2	1
Total	60	60	70	50	51	69

From the above table it is clear that for all the sub-samples, the class interval 120-129 is considered as the modal class interval and gradually narrowing towards the upper and lower end. It is also observed in case of all the sub-samples. Such a distribution gives an impression of scores falling into a normal distribution.

Table-II

Component wise mean score on Self-concept of Women teachers.

Component	Level of Education.		Age		Professional Qualification	
	Elementary	Secondary	<30	>30	Trained	Untrained

Behavioral Manifestation	50.46	45.67	50.96	48.43	48.96	43.26
Popularity	29.69	27.28	29.02	26.49	35.00	32.50
Profile as a teacher	21.69	17.44			21.69	17.96
Cognitive & Perceptual functioning	35.48	30.46	35.49	33.66	34.88	32.46

From the above table it is found that component wise women teachers teaching at elementary level, women teachers below the age of 30, trained teachers teaching at both elementary and secondary level possess sound self-concept to their counter parts.

Table-III

Component wise summary of difference between Means of different sub-samples Self-concept of women teachers:

Summary of the ‘t’ ratio of the sub-samples in the component of Behavioral Manifestation.

Variables	Sub-sample	No. of students	Mean	SD	SE	‘t’ value Behavioral Manifestation	remarks
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Level of Education	Elementary	60	50.46	4.24	0.68	7.04	Significant
	Secondary	60	45.67	3.21			
Age	<30	70	50.96	4.90	0.77	3.38	Significant
	>30	50	48.36	3.60			
Professional Qualification	Trained	51	48.96	4.08	0.68	8.41	Significant
	Untrained	69	43.24	3.12			

Critical value of 't' with df 118 at 0.01=2.62 and at 0.05=1.98

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypothesis was rejected as the 't' test was significant.

Therefore there is significance difference between elementary and secondary school teachers in respect to **Behavioral Manifestation** component of self-concept. Hence the Null Hypothesis was rejected. Similarly there is significant difference between **Level of Education, Age <30, >30 and Trained, Untrained** school teachers. That is for the **Behavioral Manifestation** elementary school teachers do differ from the secondary school teachers.

Table-IV

Summary of the 't' ratio of the sub-samples in the component of Popularity .

Variables	Sub-sample	No. of students	Mean	SD	SE	't' value	remarks
						Popularity	
Level of Education	Elementary	60	29.69	3.90	0.58	4.15	Significant
	Secondary	60	27.28	2.40			
Age	<30	70	29.	3.			Signifi

			02	24	0.49	5.16	cant
	>30	50	26.49	2.09			
Professional Qualification	Trained	51	35.00	3.96	0.60	4.16	Significant
	Untrained	69	32.50	2.50			

Critical value of 't' with df 118 at 0.01=2.62 and at 0.05=1.98

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypothesis was rejected as the 't' test was significant.

Therefore there is significance difference between elementary and secondary school teachers in respect to **Popularity** component of self-concept. Hence the Null Hypothesis was rejected. Similarly there is significance between **Level of Education, Age <30, >30 and Trained, Untrained** school teachers. That is for the popularity elementary school teachers do differ from the secondary school teachers.

Table-V

Summary of the 't' ratio of the sub-samples in the component of Profile as a teacher.

Variables	Sub-sample	No. of students	Mean	SD	SE	't' value	remarks
						Profile as a teacher	
Level of Education	Elementary	60	21.69	7.66	1.29	3.30	Significant
	Secondary	60	17.44	6.40			
Age	<30	70	22.00	5.40	0.96	2.82	Significant
	>30	50	19.	5.			

			29	09			
Professional Qualification	Trained	51	21.69	7.64	1.30	2.87	Significant
	Trained	69	17.96	6.09			

Critical value of 't' with df 118 at 0.01=2.62 and at 0.05=1.98

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypotheses was rejected as the t test was significant.

Therefore there is significance difference between elementary and secondary school teachers in respect to **Profile as a teacher** component of self- concept. Hence the Null Hypothesis was rejected. Similarly there is significance between **Level of Education, Age <30, >30 and Trained, Untrained** school teachers. That is for the Profile as a Teacher elementary school teachers do differ from the secondary school teachers.

Table-VI
Summary of the 't' ratio of the sub-samples in the component of Cognitive & Perceptual functioning.

Variables	Sub-sample	No. of students	Mean	SD	S.E.D	't' value	remarks
Level of Education	Elementary	60	35.48	6.00	1.09	4.60	Significant
	Secondary	60	30.46	5.90			
Age	<30	70	35.49	5.40	0.	2.08	Significant

	>30	50	33.66	4.20	88		
Professional Qualification	Trained	51	34.88	5.00	0.87	2.78	Significant
	Trained	69	32.46	4.30			

Critical value of 't' with df 118 at 0.01=2.62 and at 0.05=1.98

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypotheses was rejected as the 't' test was significant.

Therefore there is significance difference between elementary and secondary school teachers in respect to **Cognitive & Perceptual functioning** component of self- concept. Hence the Null Hypothesis was rejected. Similarly there is significance between **Level of Education, Age <30, >30 and Trained, Untrained** school teachers. That is for the Profile as a Teacher elementary school teachers do differ from the secondary school teachers.

Table-VII
Sub sample wise summary of 't' ratio on self-concept of women teachers.

Variables	Sub-sample	No. of students	Mean	SD	S.E.D	't' value	remarks
Level of Education	Elementary	60	180.30	50.00	6.76	2.66	Significant
	Secondary	60	162.30	15.70			
Age	<30	70	174.52	29.20	3.43	3.56	Significant
	>30	50	162.3	16.20			
Professional Qualification	Trained	51	166.40	16.50	3.90	1.72	Not Significant
	Trained	69	173.1	26.10			

Critical value of 't' with df 118 at 0.01=2.62 and at 0.05=1.98

It was clear from the above table that the calculated 't' value of **Level of Education** and Age was greater than the table 't' value. Hence the Null Hypotheses was reject as the 't' test was significant. Therefore it was found that 'there is significance difference between Elementary and Secondary school teachers on the basis of **Level of Education** and **Age**. But the calculated value of **Professional qualification** of 't' was 1.72 the table value of 't' at 0.05 interval level and 0.01 interval level are 1.98 and 2.62 for 118 degrees of freedom.

It was clear from the above table that the calculated 't' value of **Professional Qualification** was less than the table 't' value. Hence the Null Hypotheses as the 't' test was not significant.

Therefore it was found that 'there is no significance difference between Elementary and Secondary school teachers on the basis of **Professional Qualification**.

Major Findings:

The distribution of scores on self-concept scale with regard to all the sub samples gives an impression of scores falling into a normal distribution.

It was found that component wise women teachers teaching at elementary level, women teachers below the age of 30, trained teachers teaching at both elementary and secondary level possess sound self-concept to their counter parts.

It was found that "there is significance difference between elementary and secondary school teachers in respect to behavioral manifestation' component of self-concept. Similarly there is significant difference between ages < 30, > 30, trained, untrained. That is for the **behavioral manifestation** elementary school teachers do differ from the secondary school teachers.

It is found that 'there is significance difference between elementary and secondary school teachers in respect to popularity' component of self-concept. With regard to **popularity** as a component of self-concept, it is found that the elementary school teachers do differ from the secondary school teachers.

It is also found that 'there is significance difference between elementary and secondary school teachers in respect to **Profile as a teacher** component of self-concept. Similarly there is significance between Level of Education, age <30, > 30 and trained, untrained. That is for the elementary school teachers do differ from the secondary school teachers.

It was found that the significance difference between elementary and secondary school teachers in respect to **Cognitive & Perceptual functioning** component of self-concept. Hence the Null Hypothesis was rejected. Similarly there is significance between age <30, >30, trained, untrained teachers. That is for the Profile as a Teacher elementary school teachers do differ from the secondary school teachers.

It was found that 'there is no significance difference between Elementary and Secondary school teachers on the basis of **Professional Qualification**.

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