



IJIRR

International Journal of Information Research and Review
Vol. 2, Issue, 03, pp. 571-575 March, 2015



Research Article

A STUDY ON THE SELF-CONCEPT OF TEACHERS WORKING IN GOVERNMENT, AIDED AND UNAIDED COLLEGES IN RAJKOT

*Dr. Falguni C. Shastri

Arts and Commerce College, Vidyanagar, Chhelbhai Dave Marg, Rajkot, India

ARTICLE INFO

Article History:

Received 28th December, 2014
Received in revised form
20th January, 2015
Accepted 26th February, 2015
Published online 31st March, 2015

Keywords:

Namely,
Social Self-Concept,
Teaching Effectiveness

ABSTRACT

The quality of education is determined by the quality of teachers. To enhance the quality of a teacher, one must know who he/she is, and have understanding of oneself, which refers to self-concept. Self-concept refers to the perception of one's characteristics, abilities and concept of self. Based on this understanding of the importance of self-concept for teachers, a study was conducted to assess the self-concept of college teachers in Bangalore city. The responses of 159 college teachers were examined using the self-concept scale for teachers developed by Pillai (1989). The analysis was carried out for teachers across different types of school management (government, aided and unaided). The results indicate that unaided college teachers have higher self-concept scores (4.23) as compared to government (3.64) and aided college teachers (3.56). ANOVA analysis indicates that college teachers working in government, aided and unaided colleges differ significantly with respect to self-concept scores and on all dimensions of self-concept, namely, social self-concept, teaching effectiveness, academic problem solving and general self-esteem.

Copyright © 2015 Falguni C. Shastri. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Formal English education system in India today can be traced back to the well-known 'Macaulay's Minute' (1835) when the British East India company started to settle down and introduced a western education system in India. After Independence in 1947, the government of India tried to tackle the limitations of education system in the framework of its constitution and initiated educational policies and programs to increase access to education and for enhancing literacy and quality of education at all levels (Sinha, 2006). Quality of education is determined by the quality of teachers. It is said that education reflects the value of the society. For this reason, teachers play a special role in the society (Hadley, 1985). Teacher is the heart of nation building. Their professional preparation, disposition and commitment are critical for promoting excellence in higher education (Saroha, 1993). To enhance the quality of a teacher, one must know who he/she is, and have understanding of oneself. The knowledge of oneself is one of the most important factors in the profession of teaching. The quality of a teacher is judged by his or her work and behavior which depends mostly on one's capacity to adjust him or herself with the environment.

*Corresponding author: Dr. Falguni C. Shastri,
Arts and Commerce College, Vidyanagar, Chhelbhai Dave Marg,
Rajkot, India.

According to Malle (1999), self-concept is an individual's internal representation of who one is. According to Hattie (1992), it is the product of an individual's self-belief and self-evaluation. It can also be defined simply as the general, conscious understanding of oneself. Self-concept is the central character of an individual and his experience. It is the ability to conceptualize and imagine selves separately from daily experiences. Rogers and Dymond (1954) have defined self-concept as an awareness of an individual's perception of the self. It is the perception of one's characteristics, abilities and concept of self. Rogers (1979) explained self-concept to be an individual's consciousness of his/her own identity and it is the behavior center of the self. He also believed that a positive view of oneself can lead to fulfilling potential for growth. Theorizing about the formation of self-concept, Lewis and Brooks (1979) stated that self-concept starts very early in life, and by the time an infant is 3 months old, it likes to look at itself in the mirror, presumably because he can see his own body movements magically produce movement in the image on the mirror. The self-concept gets more refined during the teenage when mental ability is greatly and rapidly improved. Teenagers are much better than younger children at imagining how they appear to others (Simmons *et al.*, 1973). Daniels *et al.* (2010) theorized that over the course of a lifetime, an adult will experience changes in one's role, body and identity. Young adults strive to develop relationships, careers and often a family.

Older adults attempt to define themselves by their accomplishments. Major life events in adulthood will continuously shape a person's self-concept, such as obtaining a college degree, getting a job, marriage, divorce, losing a job, retirement and the death of a significant other. How the individual views and copes with these changes will determine the influence and impact they have on the person's self-concept. With respect to teaching profession, self-concept is considered as an influential factor that determines the behavior of a teacher. A teacher's self-concept develops based on her/his experiences and how she/he interprets them. Therefore, it is very important for the teachers to understand themselves. The understanding of self will assist them in adjusting to the world and enable them to work with confidence. This understanding will contribute towards the satisfaction of teachers in their professional area.

Dimensions of Teacher's Self-Concept

Social Self-Concept

The social self-concept refers to how the individual believes he or she is seen by others. It generally changes to match the person or group with which the individual is interacting. Yeung and Watkins (2000) pointed out that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, commitment and a sense of self-confidence. Speaking on effective teachers, Chaya (1974) said that they have significantly better personality adjustment, favorable attitude towards teaching and emotional stability than ineffective teachers.

Teacher-Effectiveness

Teaching self-efficacy refers to different job skills within the teaching profession, namely, confidence, command, adaptability, personal effectiveness and positive attitude in their teaching skills. Ushakumari (2008) has noted that teacher perception of teacher effectiveness has been found as one of the major characteristics of effective teaching. Justice to ones' profession cannot be done until one has better perceptions of effective teaching. Teacher effectiveness plays an important role in the teaching-learning process. An effective teacher must have current, thorough knowledge of the subject matter, show interest in teaching, and have an enthusiasm for the subject. Gupta (1976) found that there is a significant difference between the highly effective teachers and the less effective teachers with regard to nine personality factors. The findings showed that less effective teachers are less intelligent and have lower self-concept. Mutha (1980) indicated that an effective teacher has significantly higher scores on job satisfaction than the ineffective teacher and the significant predictor variables of teacher effectiveness are ascendance, submission, neuroticism, job satisfaction and teaching attitudes.

Academic Problem Solving

Academic problem solving is defined as the ability to use knowledge, facts and data to solve issues and problems that arise in the work and the institution. Chandra (1975) stated that competency of teachers' increases with opportunities for more social services, more intellectual challenges and more

independence. Singh (1976) found that teachers who have greater level of intelligence are able to solve problems quickly than the less intelligent ones.

General Self-esteem

General self-esteem with respect to the teaching profession refers to the teacher's reflection of overall evaluation of own worth. By self-esteem Rogers (1979) means that it is a judgment of oneself as well as an attitude onward the self. Self-esteem encompasses beliefs (for example, 'I am competent,' 'I am worthy') and emotions such as triumph, despair, pride and shame. Ranganathan (2008) found that the relationship between self-esteem and teaching aptitude was positively correlated. The self-concept components which are social self, teaching effectiveness, problem solving and self-esteem are inter-related and complementary to each other. Teachers who perceive themselves in a positive way will have a positive self-concept. On the other hand, teachers who found that they have a very low self-concept might feel frustrated in their teaching profession. A positive self-concept is equated with positive evaluation, while negative self-concept is associated with negative evaluation. According to Huitt (2004), individuals with poor self-concept tend to blame failure on external causes and take full credit for successes. Self-concept is a significant predictor of performance, task goals and self-efficacy. It has been noted that 'I can' attitude empowers an individual to make choices, try new things and strive for success. It has been emphasized as a key indicator of an individual's attitude, behavior and coping abilities.

Need for the Study

The existing literature on self-concept of teachers tends to examine the relationship between teacher's background and self-concept (Donga, 1987; and Saroha, 1993), self-concept and motivation and attitude towards teaching (Jayalatha, 1990; Sameer, 1996; and professionalism and self-concept (Khatry, 1973; and Fritts, 1979), prospective teachers and self-concept (Rai, 1983; Yeung and Wong, 2004; and Ramesh and Thiagarajan, 2005), and teacher's self-concept and creativity (Mathew, 1976; Singh and Singh, 1978). These researches indicate the importance of self-concept of teachers as an important construct in bringing about quality in education. Many educational policies around the world advocate the development of positive self-concept of teachers. Self-concept has been seen as a mediating factor that facilitates desirable educational outcomes. In the light of this, the investigator felt the need to undertake the present study to determine the self-concept of college teachers in the city of Ahmadabad.

Objectives

- To find out the level of self-concept among teachers;
- To find out the mean differences in the level of self-concept among college teachers across types of management; and
- To find out if there are significant differences in the self-concept among college teachers across types of management.

MATERIALS AND METHODS

A survey method was adopted to collect the data. Stratified random sampling technique was adopted to select the number of respondents under the three types of management.

Sample College Teachers

College teachers in this study refer to teachers who teach UG and PG students in commerce and management, sciences, humanities and social sciences and education.

Hypotheses

There is no significant difference in the level of self-concept and its dimensions, i.e., social self, teaching effectiveness, academic problem solving and self-esteem of college teachers across types of management (government, private-aided and private-unaided)

Tool

The self-concept scale for teachers developed by Pillai (1989) was adopted. The scale consists of 48 items. The five-point Likert-rating scale has the following response categories: strongly agree, agree undecided, disagree and strongly disagree. The self-concept scale is divided into two sections: section A measures ideal self of the teacher and section B measures their self-concept. Based on the views of a panel of five experts (whose views were sought during the design of the present study) from the field of education, it was decided that for the purpose of the present study, the ideal-self (section A) can be excluded from the study, as the questions in this section were in the form of wishing for something like 'I wish I could be proud of my teaching style', 'I wish other teachers would consider me as a role model'. It was felt by the panel of experts that the rating on these items would be highly susceptible to social desirability and therefore only section B was used.

Reliability

The scale was tried on a sample of 30 college teachers for reliability analysis. Cronbach alpha was adopted to analyze the reliability of the scale. The Cronbach alpha for 24-item section B of the scale is 0.829. The Cronbach alpha for 6-item social-self dimension is 0.572, 6-item teaching effectiveness dimension is 0.636, 6-item academic problem solving dimension is 0.693 and 6-item general self-esteem dimension is 0.704.

RESULTS AND DISCUSSION

The summary statistics indicated a skewness of 0.443. This demonstrates that the distribution of the self-concept scores of 159 college teachers approximately approaches the normal distribution and hence the following analysis was carried out. Table 1 represents the mean and SO of self-concept and its dimensions, i.e., social self, teaching effectiveness, academic problem solving and self-esteem scores across types of management. The total mean of self-concept scores is 3.82, in which unaided college teachers have higher self-concept scores (4.23) as compared to government (3.64) and aided college teachers (3.56). It can be seen from Table 2, that teachers working in government, aided and unaided colleges differ significantly with respect to self-concept scores ($F = 38.850$ and $p < 0.01$) at 1% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that the teachers working in government, aided and unaided colleges have different self-concept scores.

Table 1. Mean and SO of Self-Concept and Its Dimensions Across Types of Management

Variables	Summary	Government	Aided	Unaided	Total
	N	52	5	5	159
Total Self-Concept	Mea	3.64	3.56	4.2	3.82
	SO	0.33	0.39	0.5	0.52
Social Self	Mea	3.77	3.60	4.2	3.87
	SO	0.51	0.49	0.5	0.58
Teaching	Mea	3.51	3.56	4.2	3.78
	SO	0.46	0.53	0.5	0.62
Academic	Mea	3.58	3.51	4.2	3.77
	SO	0.50	0.59	0.6	0.67
Self-Esteem	Mea	3.72	3.66	4.2	3.87
	SO	0.26	0.41	0.5	0.48

Table 2 Results of ANOVA-Test Across Types of Management (Government, Aided and Unaided with Respect to Self-Concept and Its Dimensions

Variables		Sum of Squares	df	Mean Square	F	Sig.
Social Self	Between Groups	11.340	2	5.670	20.873	0.000
	Within Groups	42.378	156	0.272		
	Total	53.718	158			
Teaching Effectiveness	Between Groups	19.188	2	9.594	36.425	0.000
	Within Groups	41.087	156	0.263		
	Total	60.275	158			
Academic Problem-Solving	Between Groups	16.276	2	8.138	22.963	0.000
	Within Groups	55.287	156	0.354		
	Total	71.563	158			
Self-Esteem	Between Groups	10.212	2	5.106	30.133	0.000
	Within Groups	26.435	156	0.169		
	Total	36.647	158			
Total Self-Concept	Between Groups	14.045	2	7.022	38.850	0.000
	Within Groups	28.198	156	0.181		
	Total	42.243	158			

College teachers working in government, aided and unaided colleges differ significantly with respect to the dimension of social-self scores ($F = 20.873$ and $p < 0.01$) at 1% level of significance, indicating that the teachers working in government, aided and unaided colleges are different in social self. College teachers working in government, aided and unaided colleges differ significantly with respect to the dimension of teaching effectiveness scores ($F = 36.425$ and $p < 0.01$) at 1% level of significance, indicating that the teachers working in government, aided and unaided colleges are different in teaching effectiveness. College teachers working in government, aided and unaided colleges differ significantly with respect to the dimension of academic problem solving scores ($F = 22.963$ and $p < 0.01$) at 1% level of significance, indicating that the teachers working in government, aided and unaided colleges are different in academic problem solving. College teachers working in government, aided and unaided colleges differ significantly with respect to the dimension of self-esteem scores ($F = 30.133$ and $p < 0.01$) at 1% level of significance, indicating that the teachers working in government, aided and unaided colleges are different in their self-esteem perception.

Educational Implications

ANOVA analysis of teachers' self-concept across types of management shows that differences in teachers' self-concept can be observed among different types of management, i.e., government, private-aided and private-unaided. It is found that teachers who work in unaided institutions have higher level of self-concept in terms of social self, teaching effectiveness, problem solving and self-esteem. Based on this observation, it could be said that the teachers from government and aided colleges should be exposed more to a variety of ways that can enhance their self-concept such as teaching skill programs, basic skills in computer training, basic and reliable website which can expand and update their subject knowledge. They should be encouraged to work as a team or engage in group activities which can help them develop interpersonal relationship with other teachers. Teachers must be encouraged to present and publish papers in seminars and conferences which would enhance their knowledge, skills and concept about themselves. Workshops could be conducted to assess the self-concept level of teachers to make them realize their level, and solutions could be given for improvement. Teachers must be given the liberty to explore various methods and strategies in the teaching and learning process for self-improvement for the benefit of the students.

Conclusion

The results of this study provide significant insights into enhancement of teachers' self-concept. The social self, teaching effectiveness, academic problem solving and self-esteem which together constitute self-concept of teachers are dependent on their everyday teaching and learning activities. Therefore, to achieve mutual fit between goals and objectives of education, the institutions should ensure achievement of positive self-concept among college teachers which could result in better teaching and learning outcomes.

REFERENCES

- Chandra, D. 1976. "A Study of Emotive Aspects of Work (A Perception of College Teachers)", Doctoral Thesis, Education, Agra University.
- Chaya. 1974. "An Investigation into Certain Psychological Characteristics of Effective School teacher", Doctoral Thesis, Kanpur University.
- Daniels, R., Grendell, R. and Wilkins, F. 2010. Nursing Fundamentals: Caring and Clinical Decision Making, (2nd Ed.), Delmar Cengage Learning, Clifton Park, NY.
- Donga, N. S. 1987. "A Study of the Adjustment of Trainees of Teachers Training Colleges in Gujarat", Ph.D. (Edu.) Saurashtra. University. Garret, H.E. (1971).
- Fritts, C. A. 1979. The Professional Self-Concept of Teachers, Distributed by ERIC Clearinghouse, Washington, D.C.
- Gupta, R. C. 1976. "Prediction of Teacher Effectiveness Through Personality Tests", Unpublished Doctoral Thesis, Banras Hindu University.
- Hadley S T (1985), Education Reflects Desires of Society, Pittsburgh Press.
- Hattie, N. J. 1992. Self-Concept, p. 23, L. Earlbam Associates, Hillsdale, NJ.
- Huitt, W. 2004. "Self-Concept and Self-Esteem", Educational Psychology Interactive. Retrieved from <http://chiron.valdosta.edu/whuitt/col/regsys/self.html>.
- Jayalatha, C. 1990. "Attitude Towards Teaching Profession and Self-Concept as Correlates of Teacher Perception of Effective Classroom Teaching of Secondary School Teachers", M.Ed. Thesis, University of Calicut.
- Khatry, P. P. 1973. "A Comparative Study of the Self-Concept of Teachers of Different Categories and the Relationship of Their Self-concept with Professional Adjustment", Doctoral Thesis, Punjab University.
- Lewis, M. and Brooks-Gunn, J. 1979. Social Cognition and the Acquisition of Self, p. 296, Plenum Press, New York.
- Malie, B. 1999. Self-Concept: An Introduction. Retrieved from http://darkwing.uoregon.edu/~bfmalle/41OIL_1_99.html.
- Mathew, G. 1976. "Classroom Behavior of Teachers and Its Relationship with Their Creativity and Self Concept", Doctoral Thesis, Mysore University.
- Mutha, D. N. 1980. "An Attitudinal and Personality Study of Effective Teachers", Unpublished Doctoral Dissertation, Psychology, Jodhpur University.
- Piliai, K. S. 1989. "Self-Concept Scale for Teachers". Retrieved from: http://shodhganga.inflibnet.ac.in/bitstream/10603/1552/2/4_appendix-x.pdf.
- Rai, G. 1983. "A Study of the Self Concept of the Prospective Teachers", Doctoral Thesis, BHU.
- Ramesh Rand Thiagarajan, A. P. 2005. "A Study of Self-Concept of B.Ed. Trainees" Edu. Tracks, June.
- Ranganathan, V. 2008. "Self-Esteem and Teaching Aptitude of D.Ed. Students", *Journal of Psychological Researches*, Vol. 52, No.1, pp. 47-49.
- Rogers, C. R. 1979. 'The Foundations of the Person-Centered Approach', Unpublished manuscript.
- Rogers, C. R. and Dymond, R. F. 1954. Psychotherapy and Personality Change, University of Chicago Press, Chicago.
- Sameer, K. 1996. 'Teacher Success in Relation to Self-Concept and Attitude Towards Teaching Profession of Secondary School Mathematics Teachers of Kerala', M.Ed. Thesis, University of Calicut.

- Saroha, K. 1993. "A Study of Self Concept, Socio Economic Status, and Social Adjustment of School Teachers in Haryana State", Unpublished Ph.D. Thesis, pp. 1-7.
- Simmons, R. G., Rosenberg, F. and Rosenberg, M. 1973. "Disturbance in the Self-Image at Adolescence", *American Sociological Review*, Vol. 38, pp. 553-568.
- Singh, A. and Singh, L. C. 1978. "Study of Creativity in School Teachers as Measured by Mehdi's Test in Relation to Their Self-Concept, Attitude Towards Teaching and Classroom Verbal Interaction", Unpublished Ph.d Thesis. Retrieved from <http://hdl.handle.net/2009/6096>.
- Singh, S. K. 1976. "A Study of Some Personality Variables Related to Teaching Effectiveness", Doctoral Thesis, Patna University.
- Sinha, D. P. 2006. *A Global Guide to Management Education*, p. 106.
