Impact of Level of Teaching on Self Concept of Teachers

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ARTICLE DETAILS	ABSTRACT
Article History: *Received Date: 1206/2019* *Revised Date: 16/06/2019* *Accepted Date: 22/6/2019* *e-First: 28/06/2019* **Keywords** Teachers, educational system, secondary education. *Corresponding Author* (Sumitha P)	Teachers are the most important input of any educational system. They have a very important role to play in all the respects of secondary education i.e. enrolment, retention and enhancing learning achievement of the secondary school students. The role of the teacher is a unique one. The teacher plays a large part in the development of children and their adjustment to adult society.

1. Introduction

Secondary education is crucial for economic development and modernization of the social structure. It also represents an indispensable first step towards the provision of equality of opportunity to all its citizens. A teacher has to understand his/her subject as well as his/her pupils, she/he has to be motivated, to instruct evaluate etc. It means that teacher has to play many roles and that too very efficiently. To attain efficiency in every aspects of teaching it is essential that a teacher should have high self-concept and also have positive interest in teaching. This depends upon the age and the class or level at which the child is studying.

2. Research Questions.

A. Are there significant differences in the physical aspect of self concept between teachers instructing primary and secondary?

B. Are there significant differences in the cognitive aspect of self concept between teachers instructing primary and secondary?

C. Are there significant differences in the moral aspect of self concept between teachers instructing primary and secondary?

D. Are there significant differences in the social aspect of self concept between teachers instructing primary and secondary?

E. Are there significant differences in the emotional aspect of self concept between teachers instructing primary and secondary?

3. Objective of the Study.

A. To study the physical aspect of self concept of teachers instructing primary and secondary level.

B. To study the cognitive aspect of self concept of teachers instructing primary and secondary level.

C. To study the social aspect of self concept of teachers instructing primary and secondary level.

D. To study the moral aspect of self concept of teachers instructing primary and secondary level.

E. To study the emotionall aspect of self concept of teachers instructing primary and secondary level.

4. Hypothesis of the Study.

A. There is no significant difference in the physical aspect of self concept between teachers instructing primary and secondary.

B. There is no significant difference in the cognitive aspect of self concept between teachers instructing primary and secondary.

C. There is no significant difference in the moral aspect of self concept between teachers instructing primary and secondary.

D. There is no significant difference in the social aspect of self concept between teachers instructing primary and secondary.

E. There is no significant difference in the emotional aspect of self concept between teachers instructing primary and secondary.

5. **Significance of the Study.**   The role of the teacher is a unique one. The teacher plays a large part in the development of children and their adjustment to adult society. They have a close and lasting contact with many children for the expressed purpose of making them better adjusted individuals. This is a responsible position that requires a stable person who understands himself so that he may accept and understand the children he must help. This is an emotionally charged role that requires the teacher, as the adult image, to remain calm and exhibit those qualities he wishes to instil in the children. The present study focuses on the self concept of teachers.

6. **Statement of the problem**.

The investigator studies the impact of level on self concept of teachers.

7. **Scope of Present Study**.

The present study is limited to primary and secondary teachers of selected CBSE schools of Visakhapatnam only.

8. **Design of the study**.

The investigator followed the survey method of descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to be employed. Each data gathering device has both merits and limitations. For this investigation the opinionnaire has been considered as a suitable tool for the collection of data.

9. **The Research Tool**.

Since the present investigation is related to the collection of information from the teachers regarding the strategies taken by them for effective classroom management, an opinionnaire was constructed with fifty items and standardised and then administered.

9.1 Opinionnaire for Teachers

Generally, in Descriptive survey, an opinionnaire is conducted as a better research tool for collecting data. An information form that attempts to measure the attitude or belief of an individual is known as opinionnaire. An opinionnaie was constructed to study the self concept of teachers

9.2 Construction of the Tool

The investigator has developed a tool with fifty statements on a three point scale.

9.3 Standardization of the Tool.

An opinionnaire was constructed for the teachers. The data is analysed and reliability test has been carried out. The items which are unanswered or which are undecided / blank by all is omitted.

9.4 Population and sampling.

Data is collected by the census method or by the sample method. In this, the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of strategies of teachers in the school of urban area of Visakhapatnam.

9.5 Sampling.

The investigator adopted simple sampling technique to identify the schools and teachers for collecting data. Schools were selected on the basis of simple random sampling procedure. All together hundred teachers from different schools of Visakhapatnam city were randomly selected for the study.

10. Data collection.

A brief orientation is given before distributing the tool to the sample. Necessary instructions were provided to the teachers. No time limit is kept for the answering of the tool but most of the teachers answered the tool with in twenty minutes time. Hence, hundred teachers of various schools of Visakhapatnam city have participated in the data collection. The distribution of the sample is given below.
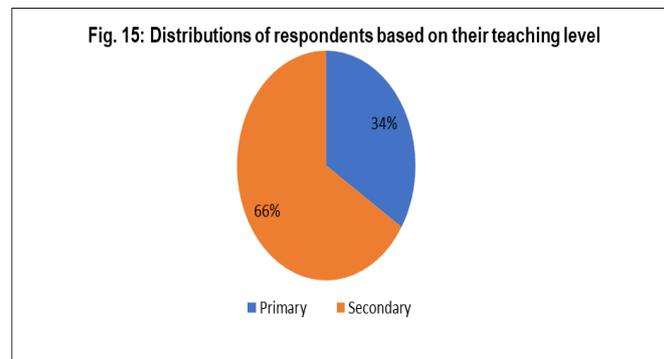
Fig. 15: Distributions of respondents based on their teaching level

Table-15.1: Distributions of respondents based on their teaching level

Teaching Level	Frequency	Percent
Primary	34	34.0
Secondary	66	66.0
Total	100	100.0

The distribution of sample respondents by their teaching level is presented in the above table. It is observed that 66.0 percent are teaching to secondary education level students and remaining 34.0 percent are teaching to primary education level students.

10.1 Statistical Techniques Used.   As the present study is more of quantitative in nature, collected data were analyzed using quantitative techniques by simple statistics methods. The investigation has been carried out by descriptive statistical analysis, such as calculating measures of central tendency like Mean, Median and calculating measures of dispersion like standard deviation. For testing the null hypothesis, the t-test and analysis of variance (ANOVA) have been used by the investigator. The data were coded and prepared for analysis using the statistical package for research software program (SPSS).

10.2 Interpretation of the data

The collected data was item analysed and interpreted. The interpretation of the data is enumerated as following.

Table- 17.1: Perception of teachers on Physical aspects of self concept

SL.No	Physical aspect	Yes	No	Can't say	Total
1	I Dress neatly	94 (94.0)	6 (6.0)	-	100 (100.0)
2	People never admire my posture	25 (25.0)	55 (55.0)	20 (20.0)	100 (100.0)
3	Most of the times my hair is untidy	7 (7.0)	87 (87.0)	6 (6.0)	100 (100.0)
4	It is important to me to exercise	82 (82.0)	12 (12.0)	6 (6.0)	100 (100.0)
5	I am a healthy person	81 (81.0)	5 (5.0)	14 (14.0)	100 (100.0)
6	I feel positive about my appearance	90 (90.0)	4 (4.0)	6 (6.0)	100 (100.0)
7	I enjoy wearing stylish clothes	47 (47.0)	46 (46.0)	7 (7.0)	100 (100.0)
8	I don't look beautiful / handsome	15 (15.0)	73 (73.0)	12 (12.0)	100 (100.0)
9	I give importance for meditation / yoga in my daily routine	55 (55.0)	39 (39.0)	6 (6.0)	100 (100.0)
10	I don't care about how do i look	30 (30.0)	68 (68.0)	2 (2.0)	100 (100.0)

The above table represents the perception of teachers on physical aspects of self concept. The opinion of teachers on neatness of their shows that dress more than ninety percent positively responded 'yes' 94.0 percent, and only 6.0 percent said 'no'. While the teachers perception on people never admire their posture, it shows that 25.0 percent said 'yes' 55.0 percent said 'no' and 20.0 percent said 'can't say' in this regard. It is important to note that only 7.0 percent responded 'yes', 87.0 percent said 'no' and only 6.0 percent said 'can't say' towards most of the times their hair is untidy. Regarding exercise as many as 82.0 percent of the respondents said it is important, but 12.0 percent said 'no' and only 6.0 percent could not said anything. Regarding their healthy personality, 81.0 percent, of respondents said 'yes', 5.0 percent said 'no' and 14.0 percent did not answered 'can't say'. It is observed that regarding to the feeling positive about their appearance, 90.0 percent said 'yes' and only 4.0 percent responded 'no' but 6.0 percent responded 'can't say'. According to the data it is noticed that while 47.0 percent of the respondents are enjoying in wearing stylish clothes, almost the same number 46.0 percent are not enjoying this and only 7.0

percent said 'can't say'. It is observed that as many as above seventy percent did not accept that they are not looking beautiful/handsome (73.0%), but 15.0 percent are accepting this and 12.0 percent could not say anything. Regarding meditation/yoga 55.0 percent of respondents give importance in their daily routine life but 39.0 percent said 'no' and only 6.0 percent did not answer. It is noticed that as many as 68.0 percent did not accept that they don't care about their looks, but 30.0 percent are accepting about their looks and only 2.0 percent of respondents said 'can't say'.

Table- 17.2: **Perception of teachers on Cognitive aspects of self concept**

SL.No	Cognitive aspect	Yes	No	Can't say	Total
1	I understand my work easily	100 (100.0)	-	-	100 (100.0)
2	I can think independently	89 (89.0)	11 (11.0)	-	100 (100.0)
3	I lack confidence in my opinions	18 (18.0)	80 (80.0)	2 (2.0)	100 (100.0)
4	I enjoy solving difficult problems	64 (64.0)	21 (21.0)	15 (15.0)	100 (100.0)
5	I have difficulty to understand my work	22 (22.0)	77 (77.0)	1 (1.0)	100 (100.0)
6	I enjoy taking part in debates	63 (63.0)	29 (29.0)	8 (8.0)	100 (100.0)
7	I am aware about the problems in my environment	82 (82.0)	7 (7.0)	11 (11.0)	100 (100.0)
8	I am a role model for my colleges	45 (45.0)	21 (21.0)	34 (34.0)	100 (100.0)
9	I prioritize my work	91 (91.0)	4 (4.0)	5 (5.0)	100 (100.0)
10	I am clever	66 (66.0)	10 (10.0)	24 (24.0)	100 (100.0)

The above table represents the perception of teachers on cognitive aspects of self concept. The opinion of teachers on understanding of their work easily, it shows that a positive response of 'yes' by 100.0 percent. It is important to note that 89.0 percent of the respondents said 'yes' and 11.0 percent said 'no' regarding thinking independently by themselves. While the teachers perception on lack of confidence, it shows that 18.0 percent said 'yes', 80.0 percent said 'no' and only 2.0 percent said 'can't say'. According to the data it is noticed that 64.0 percent of the respondents are enjoying solving the difficult problems, but 21.0 percent are not enjoying and remaining 15.0 percent could not say anything. It is observed that as many as 77.0 percent of respondents does not having difficulties in understanding their work but 22.0 percent responded 'yes' and only 1.0 percent did not answer. Regarding debates 63.0 percent enjoy to be a part of debates and 29.0 percent said 'no' only 8.0 percent could not say anything. It is noticed that most of the respondents 82.0 percent are aware about their environment problems; only 7.0 percent said 'no' and 11.0 percent said 'can't say'. The opinions of respondents towards the role model for their colleagues, 45.0 percent said 'yes', whereas, 21.0 percent said 'no' and 34.0 percent did not answer. Regarding prioritize to their work 91.0 percent of teachers said 'yes', but 4.0 percent said 'no' and only 5.0 percent said 'can't say'. Although the majority of respondents 66.0 percent accepted that they are clever, but 10.0 percent did not accept and 24.0 percent could not say anything.

Table-17.3: **Perception of teachers on Moral aspects of self concept**

SL. No	Moral aspect	Yes	No	Can't say	Total
1	I can distinguish right from wrong	84 (84.0)	10 (10.0)	6 (6.0)	100 (100.0)
2	I am committed to my religion	74 (74.0)	25 (25.0)	1 (1.0)	100 (100.0)
3	I try to follow prescribed rules	96 (96.0)	4 (4.0)	-	100 (100.0)
4	I don't understand why some things are considered wrong	62 (62.0)	18 (18.0)	20 (20.0)	100 (100.0)
5	There are only a few injustices in life	61 (61.0)	11 (11.0)	28 (28.0)	100 (100.0)
6	I like to use swear words	26 (26.0)	62 (62.0)	12 (12.0)	100 (100.0)
7	I am a chain smoker / alcoholic	7 (7.0)	93 (93.0)	-	100 (100.0)
8	I have no spiritual beliefs	21 (21.0)	73 (73.0)	6 (6.0)	100 (100.0)
9	I try to behave well	88 (88.0)	6 (6.0)	6 (6.0)	100 (100.0)
10	I always strive to be morally good	92 (92.0)	7 (7.0)	1 (1.0)	100 (100.0)

The above table represents the perception of teachers on moral aspects of self concept. It is found that 84.0 percent of respondents can distinguish right from wrong and 10.0 percent cannot distinguish, only 6.0 percent said 'can't say'. While the teachers perception on commitment of religion, it shows that 74.0 percent said 'yes' and 25.0 percent said 'no' only 1.0 percent did not say anything. Regarding rules as many as 96.0 percent of the respondents follow prescribed rules, but only 4.0 percent said 'no'. It is noticed that 62.0 percent do not understand that some things are considering wrong and 18.0 percent understand this and 20.0 percent could not say anything. According to data it is observed that while 61.0 percent of the respondents having few injustices in their life, whereas, 11.0 percent

said 'no' and 28.0 percent said 'can't say'. It is important to note that 62.0 percent do not like to use sear words but 26.0 percent like this and 12.0 percent did not   answered. It is observed that as many as 93.0 percent did not accept that they are not a chain smoker/alcoholic, only 7.0 percent are accepting. Regarding spiritual beliefs 73.0 percent of respondent said 'no' and 21.0 percent said 'yes', only 6.0 percent said 'can't say'. It is found that the majority of respondents 88.0 percent try to behave well, only 6.0 percent said 'no' and 6.0 percent could not say anything. The opinion of teachers on strive of their moral good more than ninety percent positively responded 92.0 percent and 7.0 percent said 'no', only 1.0 percent 'can't say'.

Table-17.4: **Perception of teachers on Social aspect of self concept**

SL.No	Social aspect	Yes	No	Can't say	Total
1	I prefer social distance between myself and others	63 (63.0)	27 (27.0)	10 (10.0)	100 (100.0)
2	I don't enjoy mixing with unfamiliar people	56 (56.0)	36 (36.0)	8 (8.0)	100 (100.0)
3	I don't communicate well with others	15 (15.0)	83 (83.0)	2 (2.0)	100 (100.0)
4	I am very shy	14 (14.0)	77 (77.0)	9 (9.0)	100 (100.0)
5	I would like to be popular	47 (47.0)	37 (37.0)	16 (16.0)	100 (100.0)
6	I want to be accepted by everyone	78 (78.0)	12 (12.0)	10 (10.0)	100 (100.0)
7	I am a social competent person	68 (68.0)	20 (20.0)	12 (12.0)	100 (100.0)
8	I find criticism by others worth while	48 (48.0)	21 (21.0)	31 (31.0)	100 (100.0)
9	I enjoy the company of others	82 (82.0)	11 (11.0)	7 (7.0)	100 (100.0)
10	Interacting with colleagues is waste of time	11 (11.0)	84 (84.0)	5 (5.0)	100 (100.0)

The above table represents the perception of teachers on social aspects of self concept. The opinion of teachers on the preference of social distance between themselves and others 63.0 percent said 'yes' and 27.0 percent said 'no' and 10.0 percent responded 'can't say'. According to the data it is noticed that while 56.0 percent of the respondents are enjoying the mixing with the unfamiliar people and 36.0 percent are not enjoying this, only 8.0 percent could not say anything. It is found that the majority of the respondents 83.0 percents are not good at communicating with others, but 15.0 percent are good in communication, only 2.0 percent did not answer. Regarding shyness 77.0 percent of respondent does not feel shy and 14.0 percent said 'yes', only 9.0 percent said 'can't say'. It is observed that as many as 47.0 percent like to be popular, but 37.0 percent said 'no' and 16.0 percent did not answered. Regarding to the acceptance of themselves by everyone 78.0 percent said 'yes' and 12.0 percent responded 'no' and 10.0 percent could not say anything. It is noticed that 68.0 percent are social competent and 20.0 percent of teachers said 'no', but 12.0 percent responded 'can't say'. The opinion of respondents on criticism by others, shows that 48.0 percent said 'yes' and 21.0 percent said 'no' and 31.0 percent could not say anything. According to the data it is noticed that while 82.0 percent of the respondents are enjoying the company of others, whereas, 11.0 are not enjoying this, only 7.0 said 'can't say'. While the teachers perception on interacting with colleagues is waste of time, it shows that 84.0 percent said 'no' and 11.0 percent said 'yes', only 5.0 percent responded 'can't say'.

Table-17.5: **Perception of teachers on Emotional aspect of self concept**

| SL.No	Emotional aspects	Yes	No	Can't say	Total
1	Most of the time I am angry	7 (7.0)	80 (80.0)	13 (13.0)	100 (100.0)
2	I often feel depressed to work hard	11 (11.0)	78 (78.0)	11 (11.0)	100 (100.0)
3	I have a strong sense of joy	76 (76.0)	17 (17.0)	7 (7.0)	100 (100.0)
4	I am never unhappy	33 (33.0)	49 (49.0)	18 (18.0)	100 (100.0)
5	I don't have strong feelings for others	24 (24.0)	53 (53.0)	23 (23.0)	100 (100.0)
6	I am happy person	93 (93.0)	2 (2.0)	5 (5.0)	100 (100.0)
7	I seldom feel guilty	40 (40.0)	41 (41.0)	19 (19.0)	100 (100.0)
8	I am in a positive mood generally	93 (93.0)	5 (5.0)	2 (2.0)	100 (100.0)
9	Situations often cause me to feel anxious	47 (47.0)	25 (25.0)	28 (28.0)	100 (100.0)
10	I reject people easily	8 (8.0)	85 (85.0)	7 (7.0)	100 (100.0)

The above table represents the perception of teachers on emotional aspects of self concept. The opinion of teachers on their angriness, 80.0 percent responded 'no', only 7.0 percent said 'yes' and 13.0 percent said 'can't say'. It is important to note that 78.0 percent responded 'no' and same 11.0 percent said for 'yes' and 11.0 percent said 'can't say' towards they feel depressed to work hard. While the teachers perception on sense of joy, it shows that 76.0 percent said 'yes' and 17.0 percent said 'no', only 7.0 percent did not answer. Regarding happiness as

many as 49.0 percent of the respondents said they are happy, but 33.0 percent said 'no' and 18.0 percent said 'can't say'. It is observed that 24.0 percent of teachers having strong feelings for others and 53.0 percent said 'no' remaining 23.0 percent did not answer. According to the data it is noticed that while 93.0 percent of the respondents are happy persons and 2.0 percent said 'no', only 5.0 percent could not say anything. Regarding guiltiness 41.0 percent of the teachers, sometimes does not feel guilty almost the same number 40.0 percent are feeling guilty and 19.0 percent did not responded. It is found that the majority of respondents 93.0 percent are in positive mood, and 5.0 percent said 'no', only 2.0 percent said 'can't say'. It is noticed that 47.0 percent of respondents accepting that they feel anxious in some situations, but 25.0 percent are not accepting this and 28.0 percent could not say anything. It is observed that most of the respondents i.e. 85.0 percent does not reject people easily, whereas, 8.0 percent said 'yes' and remaining 7.0 percent did not answer.

Table-17.6: Perceptive score difference between different teaching levels of respondents on self concept of teachers

Factors	Teaching level	N	Mean	Std. Dev	Std. Err	t-value	p-value
Physical aspect	Primary	34	11.97	2.38	0.40	2.142*	0.037
	Secondary	66	10.97	1.84	0.22		
Cognitive aspect	Primary	34	14.29	2.03	0.35	1.691	0.095
	Secondary	66	13.55	2.20	0.27		
Moral aspect	Primary	34	13.62	2.31	0.39	3.004**	0.004
	Secondary	66	15.14	2.55	0.31		
Social aspect	Primary	34	11.15	2.56	0.43	1.035	0.304
	Secondary	66	10.53	3.27	0.40		
Emotional aspect	Primary	34	16.29	2.19	0.37	2.131*	0.036
	Secondary	66	17.38	2.78	0.34		

The perceptive score difference between different teaching level of respondents on self concept of teachers are indicated in the above Table.The perceived mean score of primary education 11.97 on teaching level of teachers on physical aspects found higher than secondary education level 10.97, and the standard deviations are 2.38 and 1.848 respectively. With this difference in mean scores the t-value 2.142 is found significant at 5% level because p-value is 0.037.Regarding to different teaching level of teachers on cognitive aspects the primary education level 14.29 found higher than secondary education level 13.55, and the standard deviations are 2.038 and 2.206. With this difference in mean scores the t-value 1.691 is not significant because the p-value is 0.095.The perception of teaching level on moral aspects the mean score of secondary education level 15.14 is higher than the primary education level 13.62 and the standard deviations are 2.31 and 2.553. With these mean values the calculated t-value 3.004 indicates significant at 1% level because the p-value is 0.004.According to the different teaching level of respondents on social aspects of primary education level 11.15 and the secondary education level 10.53 and their respective standard deviations are 2.56 and 3.273. With these differences in mean score the t-value 1.035 is not significant because the p-value is 0.304.It is found that the teaching level of secondary education level is 17.38 and the primary education level 16.29 and the standard deviations are 2.195 and 2.783. With these differences in mean score values the calculated t-value 2.131, is indicating significant at 5% level because the p-value is 0.036.

Fig. 16: Perceptive score difference between different teaching levels of respondents of self-concepts of teachers
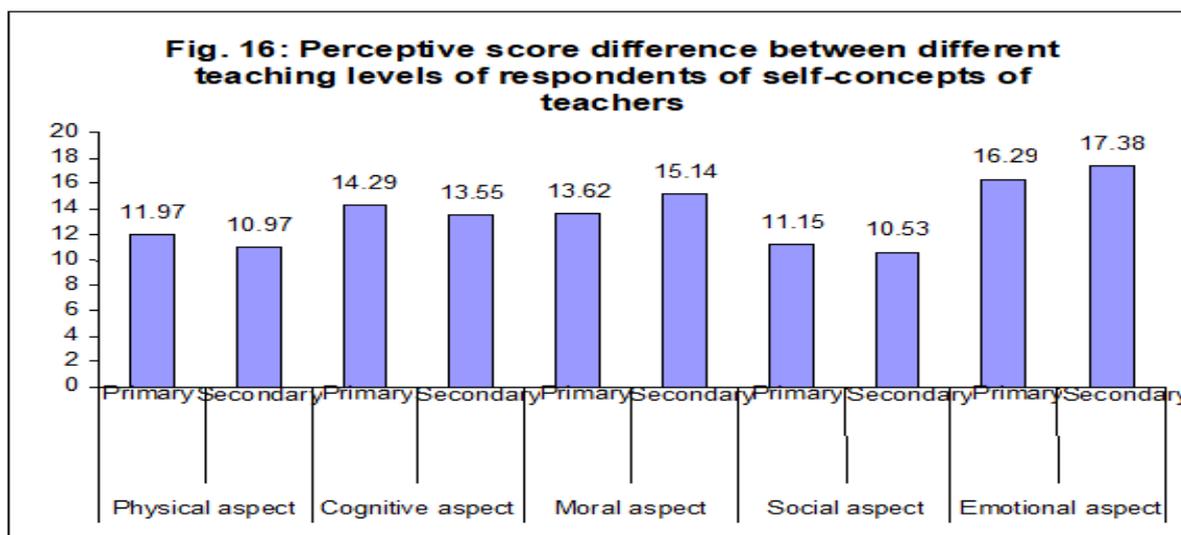
11. Major Findings.

Major findings of this study are enumerated below.

A. There is a significant difference in the physical aspect of self concept between teachers instructing primary and secondary.

B. There is no significant difference in the cognitive aspect of self concept between teachers instructing primary and secondary.

C. There is a significant difference in the moral aspect of self concept between teachers instructing primary and secondary.

D. There is no significant difference in the social aspect of self concept between teachers instructing primary and secondary.

E. There is a significant difference in the emotional aspect of self concept between teachers instructing primary and secondary.

12. Limitations of the study.

A. The study has been carried out in the urban area of Visakhapatnam only.

B. The study has been carried out in the selected schools of CBSE and State syllabus only.

C. The study has been carried out for primary and secondary teachers only.

13. Summary

With respect to teaching profession, self-concept is considered as an influential factor that determines the behaviour 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.

14. Educational Implications.

In view of the results of the present study the investigator laid down the following educational implications.

A. Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to understand about self.

B. The study would be useful for the school administrators and managers to sensitise the teachers on self concept.

C. It also helps the government to frame policies for inclusion of different aspects of self concept in pre-service and in-service teaching programmes.

15. Suggestions for further study.

The investigator has delimited the study to the selected schools of Visakhapatnam City .The investigator has restricted the study to the primary and secondary teachers of State and CBSE schools. In addition, it can be extended to the other parts of district and state. The study can be extended to teachers of higher education. A comparative study of self concept of teachers of different state/country also can be done.

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