SELF CONCEPT AND ITS CORRELATES AMONG SECONDARY SCHOOL TEACHERS OF KARNATAKA

SYNOPSIS

1. SIGNIFICANCE OF THE STUDY

Self concept is perhaps the single most important attribute and the key to understand the behaviour of an individual. An individual’s self concept is a critical facet of his / her personality. The role of self concept as a determinant of human behaviour and its acceptance as a concise measure of personality is increasingly realised.

The personality pattern is composed of traits or specific qualities of behaviour, which characterise the individual’s unique adjustment to life as shown in his behaviour and thoughts. Allport (1961) described personality as the dynamic organisation within the individual of those psychophysical systems that determines his characteristic behaviour and thought. ‘Organisation’ emphasises the patterning of the independent parts of the personality structure, each of which has a special relation to the whole. It points out that personality is not just a sum of traits, one added to another, but rather the different traits or manifest aspects of the personality which are held together and influenced by a central core, called the “concept of self”.

The problem of self has come into the forefront in psychology in the recent years. It is more so due to the realisation of the need for an integrating concept to deal with individual’s experience and behaviour. Sherif (1956) stated that without an
integrating concept it is impossible to account for the consistency of the person and the day to day continuity of this consistency in his social and other relations.

In recent years what a person “can call his” has been spelled out in more definite and specific terms. Self-concept has been referred by Lowe (1961) as one’s attitude towards self, and by Paderson (1965) as an organised configuration of perceptions of self. Perkins (1958) referred to it as those perceptions, beliefs, feelings, attitudes, and values which the individual views as part of characteristics of himself. Kincy (1968) described it as the organisation of qualities the individual attributes to himself and Brownfain (1965) called it as a system of central meaning he has about himself and his relation to the world around him.

Labenne and Green (1969) are of the opinion that self concept is a person’s total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a directing force in behaviour.

Self concept is not inherited but is acquired. It develops in a person as a result of his interactions with the environment. It is a continuous and life long process and develops in a social setting. The child learns more and more as he develops. Self concept is not taught to the child rather he acquires it. Self-awareness does not happen all at once but it is a dynamic, on-going process that begins during infancy. Glanz and Welston (1958) are of the opinion that many of the objectives that a child bears, become a significant part of this earliest conception of his self image.

The success of an individual in later life is not determined by his high academic achievement only. It is only by developing self reliance and becoming well adjusted that one can hope to be a successful individual in his future life.
Thus, there grows a self concept within each individual. This self concept influences the behaviour of adolescents. It may either put the young person in a series of problems or help his sail through smoothly. And adolescent’s is to find answers to questions like “who am I?” and “What am I?”.

2. NEED FOR DEVELOPMENT OF PRESENT SELF CONCEPT INVENTORY

During the last few decades a good deal of effort has been made to develop adequate instrument to measure self concept of teachers. However the concept of self is not very well defined and is in a state of flux.

An examination of various instruments developed to measure self concept reveals that these measures have not incorporated many important components of self concept presumed in theory and in observation. These measures do not deal with all aspects of self concept, but provide narrow and limited information depending upon purpose and interest of investigators. As such, a valid, reliable and comprehensive measure of self concept for teachers needs to be developed.

Generally teachers are adults and adult is a period of life with its own peculiar characteristics and problems. Hence for deep penetration into their perceptions, their own physical, social, temperamental, educational, moral and intellectual spheres of self concept need to be explored. As such, an attempt was made in this study to develop a self concept inventory for eliciting information regarding adult’ perceptions and characteristics.
3. CORRELATES OF SELF CONCEPT

Self concept is dominant element in personality pattern. It is the positive self concept which facilitates the teachers to execute their task. At the same time, the self concept of a teacher may be influenced by several factors in the social environment. Factors such as environment, education, age, sex, mental maturity, philosophy of life, economic conditions, personality adjustment, family background, religion, family influence, societal norms, school norms etc., probably play a major role in the development of teacher’s self concept.

In this study only five independent variables namely Area (urban / rural), Sex (male / female), Teacher’s Classroom Performance, Student Achievement Level in four subjects (Science, Maths, Social Science and Language), Length of experience have been studied in relation to self concept of secondary school teachers by Karnataka.

4. THE PRESENT STUDY

The impetus for this study came from the belief that schools vary considerably in their climates and that it can be hypothesised that school climate is one of the important variables which influences the development of the self concept of teachers including their teaching performance in the school. It is the self concept of teachers which might influence most of their students goal seeking behaviour.
5. OBJECTIVES OF THE STUDY

The objectives of the study are:

1) To prepare a tool to determine the self concept of secondary school Teachers of Mysore District.

2) To find the difference between self concept of male and female secondary school teachers of Mysore District.

3) To find the difference between self concept and Teacher’s Classroom Performance of secondary school teachers of Mysore district.

4) To find the difference between self concept of secondary school teachers of Mysore District with their student achievement level in four different subjects (Science, Maths, Social Science and Languages).

5) To find the difference between self concept and length of experience of secondary school teachers of Mysore District.

6) To study the two-way interaction effects of all the five independent variables (viz., area, sex, teachers class room performance, student achievement level in four different subjects (Science, Maths, Social Science and Languages), length of experience on self concept of secondary school teachers of Mysore District.

7) To study the three-way interaction effects of all the five independent variables (viz., area, sex, teachers class room performance, student achievement level in four subjects (Science, Maths, Social Science and Languages), length of experience on self concept of secondary school teachers of Mysore District.

8) To study the four-way interaction effects of all the five independent variables (viz., area, sex, Teachers class room performance, student achievement level in
four different subjects (Science, Maths, Social Science and Languages), length of experience on self concept of secondary school teachers of Mysore District.

9) To study the five-way interaction effects of all the five independent variables (viz., area, sex, teachers classroom performance, student achievement level in four different subjects (Science, Maths, Social Science and Languages), length of experience on self concept of secondary school teachers of Mysore District.

6. HYPOTHESES OF THE STUDY

1) The teachers from urban and rural areas will not vary significantly in relation to their Self-Concept in secondary schools of Mysore District.

2) The male teachers will not vary significantly from the female teachers in relation to their self concept in secondary schools of Mysore District.

3) Teachers with high teachers classroom performance will not vary significantly from the teachers with low teachers classroom performance in relation to their self-concept in secondary schools of Mysore district.

4) Students with high students achievement level in four subjects (Science, Maths, Social Science and Languages) will not vary significantly from the students with low students achievement level in four subjects (Science, Maths, Social Science and Languages) in relation to their teachers self-concept in secondary schools of Mysore district.

5) Teachers with high length of experience will not vary significantly from the teachers with low length of experience in relation to their self concept in secondary schools of Mysore district.
6) There will be no significant two-way interaction between area and sex on self-concept of secondary school teachers in Mysore district.

7) There will be no significant two-way interaction between Area and Teachers' classroom performance on Self-concept of secondary school teachers in Mysore district.

8) There will be no significant two-way interaction between area and student achievement level in four subjects (Science, Maths, Social Science, Language) on self-concept of secondary school teachers in Mysore district.

9) There will be no significant two-way interaction between Area and length of experience on self-concept of Secondary School Teachers in Mysore district.

10) There will be no significant two-way interaction between Sex and Teachers' classroom performance on self-concept of secondary school teachers in Mysore district.

11) There will be no significant two-way interaction between Sex and Student achievement level in four subjects (Science, Maths, Social Science, Language) on self-concept of secondary school teachers in Mysore district.

12) There will be no significant two-way interaction between Sex and Length of experience on self-concept of secondary school teachers in Mysore district.

13) There will be no significant two-way interaction between Teachers' classroom performance and students' achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district.
14) There will be no significant two-way interaction between Teachers classroom performance and length of experience on self-concept of secondary school teachers in Mysore district.

15) There will be no significant two-way interaction between Students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary school teachers in Mysore district.

16) There will be no significant three-way interaction among Area, sex and Teachers classroom performance on self concept of secondary school teachers in Mysore district.

17) There will be no significant three-way interaction among area, sex and Students achievement level in four subjects (Science, Maths, Social Science, Languages) on self concept of secondary school teachers in Mysore district.

18) There will be no significant three-way interaction among area, sex and length of experience on self concept of secondary school teachers in Mysore district.

19) There will be no significant three-way interaction among area, Teachers classroom performance and students achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district.

20) There will be no significant three-way interaction among area, Teachers classroom performance and length of experience on self concept of secondary school teachers in Mysore district.

21) There will be no significant three-way interaction among area, students achievement level in four subjects (Science, Maths, Social Science, Language)
and length of experience on self concept of secondary school teachers in Mysore district.

22) There will be no significant three-way interaction among sex, Teachers classroom performance and Students achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district.

23) There will be no significant three-way interaction among sex, teachers classroom performance and length of experience on self concept of secondary school teachers in Mysore district.

24) There will be no significant three-way interaction among sex, Students achievement level in four subjects (Science, Maths, Social Science, Language) and length of experience on self concept of secondary school teachers in Mysore district.

25) There will be no significant three-way interaction among Teachers classroom performance, Students achievement level in four subjects (Science, Maths, Social Science, Language) and length of experience on self concept of secondary school teachers in Mysore district.

26) There will be no significant four-way interaction among area, sex, Teachers classroom performance and Students achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district.
27) There will be no significant four-way interaction among area, sex, Teachers classroom performance and length of experience on self concept of secondary school teachers in Mysore district.

28) There will be no significant four-way interaction among area, sex, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary school teachers in Mysore district.

29) There will be no significant four-way interaction among area, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary school teachers in Mysore district.

30) There will be no significant four-way interaction among sex, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary teachers in Mysore district.

31) There will be no significant five-way interaction among area, sex, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science, Language) and length of experience on self concept of secondary school teachers in Mysore district.

7. DESIGN OF THE STUDY

The present study is designed to find out the influence of five independent variables namely, area (urban/rural), sex (male/female), Teacher’s classroom
performance, student achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience.

7.1 Locale of the Study

The present study will be confined to the secondary schools located in Mysore District in Karnataka. The data for the study was collected from 40 Secondary Schools representing Mysore city with two zones namely Mysore North and Mysore South and three taluks in Mysore District.

7.2 Variables Studied

Self concept of teachers is the dependent variables of this study. The following independent variables were studied for the purpose of comparing with the dependent variable.

1. Area (urban and rural)
2. Sex (boys and girls)
3. Teacher Classroom Performance
4. Student Achievement levels in four subjects (Science, Maths, Social Science and Language)
5. Length of experience

Each of the independent variables were studied at two levels. The strategy for the investigation was a factorial design.

The different types / kinds / levels of the independent variables used in the study are given below:

A. Area
   A1 Urban
   A2 Rural
B. Sex
   B1  Male
   B2  Female

C. Teachers’ classroom performance
   C1  Low TCP
   C2  High TCP

D. Student Achievement Level in four subjects (Science, Maths, Social Science and Language)
   D1  Low Student Achievement Level
   D2  High Student Achievement Level

E. Length of experience
   E1  Low length of teaching experience
   E2  High length of teaching experience

The dependent variable of the study is a measure of self concept. The first independent background variable is Area – Urban and Rural. This factor is designated as A and A1 correspondents to Urban and A2 to Rural. The second background factor is sex - male and female. This factor is designated as B and male are denoted as B1 and female B2. The third factor namely Teacher’s Classroom Performance (TCP) – C and C1 refers to Low Teacher’s Classroom Performance and C2 to High Teacher’s Classroom Performance. The fourth variable is student achievement level in four subjects (Science, Maths, Social Science and Languages) D with its two-levels low student achievement level D1 and High Student Achievement Level D2. The fifth variable namely length of experience is designated as E1 with its two levels low length of teaching experience E1 and high length of teaching experience E2.

There are $2 \times 2 \times 2 \times 2 \times 2 = 32$ treatment combinations derived from the combination of 5 independent factors, ($2^5 = 32$). If we see the main effects and interaction effects it is obvious that there will be only 5 main effects (A, B, C, D, E).
A given treatment was obtained by selecting one level from each of the 5 factors i.e., one treatment was A1, B1, C1, D1, E1 which represented a treatment consisting of all the 5 factors it stands for A1 - urban male, low Teacher’s Classroom Performance, low Student Achievement Level with low length of experience. Similar interpretation was applied to other combinations. The total number of different combination in this study were 2 x 2 x 2 x 2 x 2 = 32. A total of 32 different combinations were formed. A total number of 10 teachers in each of the 32 cells required as sample of 320 teachers (32 x 10 = 320) for the completion of the study.

Besides all the aforesaid interaction effects, there is a five-way interaction effect also. This was calculated as a remainder by subtraction sum of squares for five main effects (A, B, C, D and E), ten two-way interaction effects (AxB, BxC, CxD, DxE, AxC, AxD, AxE, BxD, BxE and CxE), ten three-way interaction effects (AxBxC, AxBxD, AxBxE, AxCxD, AxCxE, AxDxE, BxCxD, BxCxE, BxDxE and CxDxE), five four-way interaction effects (AxBxCxD, AxBxCxE, AxBxDxE, AxCxDxE and BxCxDxE) from between sets sum of squares for five variables A, B, C, D and E taken jointly.

7.3 Stage 1

In the first stage information regarding name, sex, area, length of experience was collected by providing personal information schedule, teachers in which they had to fill up their personal and professional details, data on teachers classroom performance was collected by observing their classroom teaching.
**Teachers Classroom Performance**

In order to study to what extent the self concept of secondary school teachers are reflected in their classroom practices. Their classroom teaching was obtained by using Teachers Classroom Performance Scale developed by N. Hari, NCERT, Mysore.

**7.4 Stage 2**

In the second stage a final sample of 320 (10 from each group) was selected and equated with secondary school teachers – keeping the five independent variables constant. Then the self concept inventory was administered to 320 secondary school teachers. The self concept inventory was prepared by the Investigator herself.

**7.5 The Tools**

The following tools / techniques were used to obtain measures of self concept, Teacher’s Class Room Performance, Student Achievement Level in four different subjects (viz., Science, Maths, Social Science and Languages) and Length of Experience of Secondary School Teachers of Mysore District.

Self concept of teacher is the dependent variable of the study.

**Dependent Variable**

<table>
<thead>
<tr>
<th>Tools / Techniques</th>
<th>Author / Investigator</th>
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<tbody>
<tr>
<td>1. Self Concept</td>
<td>Self concept Inventory</td>
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<td>Developed by the Investigator</td>
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The following independent variables studied for the purpose of comparing with the dependent variable.
Independent Variables

1. Sex

2. Urban / Rural

3. Teacher’s Class Room Performance Developed by N. Hari

4. Student Achievement Level in four subjects (Science, Maths, Social Science and Language) Collected through School Records

5. Length of experience

8. SCORING OF THE TOOLS

In this study the obtained data with regard to Teacher Classroom Performance, Student Achievement Level in four subjects (Science, Maths, Social Science and Language), Length of experience and Self concept of secondary school teachers belonging to three taluks including Mysore North and Mysore South of Mysore City scored using standard procedures.

9. ANALYSIS OF THE DATA

Administrative of the tests resulted in enormous data and was not possible to carry out its analysis manually and therefore the obtained data was analysed with the computer assistance taken from Regional College of Education (NCERT) Mysore.

10. STATISTICAL TECHNIQUES USED

The present investigation was aimed at exploring the differences brought out by the variables, such as, area, sex, teacher classroom performance, student achievement level in four subjects (Science, Maths, Social Science and Language) and length of experience on self concept. In order to see the main effects of independent variables one by one and also to see their interaction effects, the Analysis
of variance technique was used to test the hypotheses developed. The ‘t’ test was used to find out the difference in self concept of secondary school teachers of Karnataka.

11. OPERATIONAL DEFINITION OF SELF CONCEPT

For the present study self concept of students is defined as the total/integrated perception of themselves with respect to their physical, social, temperamental, educational, intellectual and moral aspects.

12. LIMITATIONS OF THE STUDY

The study was restricted only to secondary school teachers of Karnataka confined to Mysore district.

The study was confined only to three taluks and two Mysore zones located in Mysore district of Karnataka.

The study was restricted only to assess Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science, Languages), length of experience and self concept of teachers.

The construction of the self concept inventory was confined only to six dimensions of self concept namely, physical, social, temperamental, educational, intellectual and moral aspects.

13. FINDINGS OF THE STUDY

13.1 Introduction

The main objective of the present study was to find out the self concept of secondary school teachers of Karnataka in relation to their area (urban/rural), sex (male/female), teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science, Languages) and length of experience.
In order to test the objectives of the study a total of 31 hypotheses were framed and each one of them was tested for its significance. The results obtained have been briefly summarised in the following pages.

14. MAIN EFFECTS

14.1 One-way Interaction Effects

14.1.1 Self Concept and Area

Hypothesis 1

The teachers from urban and rural areas will not vary significantly in relation to their Self-Concept in secondary schools of Mysore District

In testing the first hypothesis this study obtained no significant difference between urban and rural teachers in relation to their self concept scores. Therefore the previously formulated hypothesis has been accepted. The result may be interpreted as that in this study Area (urban/Rural) as a single main variable does not show any significant difference on the self concept of teachers. The obtained result may be regarded as an indicative of that the urban and rural teachers in this study do have similarity of self concept and that area (urban/ rural) is not a factor which affects their self concept. The present investigation has shown that the belief that the urban teachers are always better in their self concept than their counterparts in rural areas has no basis as far as this study is concerned. With the present data available on the mean self-concept scores of urban and rural teachers of secondary schools of Mysore district, we can safely conclude that area (urban/rural) is not a potent force in the development of self concept of teachers of Mysore district and therefore the previously formulated hypothesis has been accepted.
14.1.2 Self Concept and Sex

Hypothesis 2

The male teachers will not vary significantly from the female teachers in relation to their self concept in secondary schools of Mysore District.

In verifying the second hypothesis this study means that sex as a single main variance does not show any significant difference on self concept. It may be interpreted that as far as this study is concerned both male and female teachers do manifest similarity in their self concept. This is due to the fact that female teachers in the contemporary context are no more lagging behind the male teachers as they have taken up dual function of making teaching profession and managing the household. Thus male and female teachers in this study do not differ significantly in their self concept.

14.1.3 Self Concept and Teachers Classroom Performance

Hypothesis 3

Teachers with high teachers classroom performance will not vary significantly from the teachers with low teachers classroom performance in relation to their self-concept in secondary schools of Mysore district.

In verifying the above stated hypothesis this study indicated that teachers classroom performance as a single main variable does show significant difference on the Self concept. It may be interpreted that as far as this study is concerned teachers belong to High and Low Teachers classroom performance groups do not possess similarity in the Self concept scores. This is due to the fact that teachers coming from different homes will have different home background and therefore in the present study teachers do differ in their self concept which is quite natural.
14.1.4 Self Concept and Students Achievement Level

Hypothesis 4

Students with high students achievement level in four subjects (Science, Maths, Social Science and Languages) will not vary significantly from the students with low students achievement level in four subjects (Science, Maths, Social Science and Languages) in relation to their teachers self-concept in secondary schools of Mysore district.

Subjecting the fourth hypothesis to test revealed that teachers self-concept as a single main variable does show significant difference on their students achievement level. It may be interpreted that as far as this study is concerned students belonging to High and Low students achievement level in four subjects (Science, Maths, Social Science and Languages) groups do not manifest similarity in their teachers self concept scores. Hence the previously formulated hypothesis has been rejected.

14.1.5 Self Concept and Length of Experience

Hypothesis 5

Teachers with high length of experience will not vary significantly from the teachers with low length of experience in relation to their self concept in secondary schools of Mysore district.

In verifying the aforesaid hypothesis this study obtained that Length of experience as a single main variable does not show any significant difference on the self concept. It may be interpreted that as far as this study is concerned teachers belonging to High and Low length of experience groups do manifest similarity in their self concept scores.
14.2 Two-Way Interaction Effects

14.2.1 Area and Sex

Hypothesis 6

There will be no significant two-way interaction between area and sex on self concept of secondary school teachers in Mysore district

Verification of the above hypothesis indicated that Area and Sex together do not seem to show any significant interaction on the self concept. Therefore initially framed hypothesis has been accepted.

14.2.2 Area and Teachers classroom performance

Hypothesis 7

There will be no significant two-way interaction between Area and Teachers classroom performance on Self-concept of secondary school teachers in Mysore district

Subjecting the above hypothesis to test revealed that Area and Teachers classroom performance together do not seem to show any significant interaction on the self concept. Therefore the previously formulated hypothesis has been accepted.

14.2.3 Area and Students Achievement Level

Hypothesis 8

There will be no significant two-way interaction between area and student achievement level in four subjects (Science, Maths, Social Science, Language) on self-concept of secondary school teachers in Mysore district

Verification of the above hypothesis indicated that Area and students achievement level in four subjects (Science, Maths, Social Science and Languages) together does show significant interaction on the self concept. Therefore the previously formulated hypothesis has been rejected.
14.2.4 Area and Length of Experience

Hypothesis 9

There will be no significant two-way interaction between Area and length of experience on self concept of Secondary School Teachers in Mysore district

Subjecting the above hypothesis to test revealed that Area and length of experience seem to show no significant interaction on the self concept. It may be concluded that in this study teachers Area (urban or rural) and length of experience are not the vital factors in determining their self concept. Therefore the previously formulated hypothesis has been accepted.

14.2.5 Sex and Teachers Classroom Performance

Hypothesis 10

There will be no significant two-way interaction between Sex and Teachers classroom performance on self-concept of secondary school teachers in Mysore district

Verification of the aforesaid hypothesis indicated that Sex and Teachers classroom performance together do not seem to show any significant interaction on the self concept. Therefore the previously formulated hypothesis has been accepted.

14.2.6 Sex and Students Achievement Level

Hypothesis 11

There will be no significant two-way interaction between Sex and Student achievement level in four subjects (Science, Maths, Social Science, Language) on self-concept of secondary school teachers in Mysore district

Subjecting the aforesaid hypothesis to test revealed that Sex and Students achievement level in four subjects (Science, Maths, Social Science, Language) together do not seem to show any significant interaction on the self concept. Therefore the previously formulated hypothesis has been accepted.
14.2.7 Sex and Length of Experience

Hypothesis 12

There will be no significant two-way interaction between Sex and Length of experience on self concept of secondary school teachers in Mysore district

Verification of the above hypothesis indicated that Sex and length of experience together do not seem to show any significant interaction on the self-concept. Therefore the initially formulated hypothesis has been accepted.

14.2.8 Teachers Classroom Performance and Students Achievement Level

Hypothesis 13

There will be no significant two-way interaction between Teachers classroom performance and students achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district

In verifying the above hypothesis this study obtained that Teachers classroom performance and Students achievement level in four subjects (Science, Maths, Social Science, Language) together does seem to show significant interaction on the self concept. Therefore the previously formulated hypothesis has been rejected.

14.2.9 Teachers Classroom Performance and Length of Experience

Hypothesis 14

There will be no significant two-way interaction between Teachers classroom performance and length of experience on self-concept of secondary school teachers in Mysore district

Verification of the above hypothesis indicated that Teachers classroom performance and length of experience together does seem to show significant interaction on the Self concept. Therefore the previously formulated hypothesis has been rejected.
14.2.10 Students Achievement Level and Length of Experience

Hypothesis 15

There will be no significant two-way interaction between Students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary school teachers in Mysore district

Subjecting the above hypothesis to test indicated that students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience together shows significant interaction on the self concept in secondary school teachers of Mysore district. Therefore the initially formulated hypothesis has been rejected.

14.3 Three-Way Interaction Effects

14.3.1 Area, Sex and Teachers Classroom Performance

Hypothesis 16

There will be no significant three-way interaction among Area, sex and Teachers classroom performance on self concept of secondary school teachers in Mysore district

Verification of the above hypothesis indicated that area, sex and Teachers classroom performance together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district. Therefore the above stated hypothesis has been accepted.

14.3.2 Area, Sex and Students Achievement level

Hypothesis 17

There will be no significant three-way interaction among area, sex and Students achievement level in four subjects (Science, Maths, Social Science, Languages) on self concept of secondary school teachers in Mysore district
Subjecting the aforesaid hypothesis to test revealed that area, sex and students achievement level in four subjects (Science, Maths, Social Science, Languages) together do not seem to show any significant interaction on self concept of secondary school teachers in Mysore district. Therefore the previously formulated hypothesis has been accepted.

**14.3.3 Area, Sex and Length of experience**

**Hypothesis 18**

*There will be no significant three-way interaction among area, sex and length of experience on self concept of secondary school teachers in Mysore district*

Verification of the above hypothesis revealed that in this investigation area, sex and length of experience together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district. Therefore the initially formulated hypothesis has been accepted.

**14.3.4 Area, Teachers Classroom Performance and Students Achievement Level**

**Hypothesis 19**

*There will be no significant three-way interaction among area, Teachers classroom performance and students achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district*

Subjecting the aforesaid hypothesis to test indicated that area, Teachers classroom performance and students achievement level in four subjects (Science, Maths, Social Science and Languages) together do seem to show significant interaction on the self concept of secondary school teachers in Mysore district. Hence the previously formulated hypothesis has been rejected.
14.3.5 Area, Teachers Classroom Performance and Length of Experience

Hypothesis 20

There will be no significant three-way interaction among area, Teachers classroom performance and length of experience on self concept of secondary school teachers in Mysore district

Testing of the aforesaid hypothesis revealed that in this study area, Teachers classroom performance and length of experience together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district. Therefore the initially framed hypothesis is accepted.

14.3.6 Area, Students Achievement Level and Length of Experience

Hypothesis 21

There will be no significant three-way interaction among area, students achievement level in four subjects (Science, Maths, Social Science, Language) and length of experience on self concept of secondary school teachers in Mysore district

Verification of the above hypothesis indicated that in this study area, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience together do not seem to show any significant interaction on self concept of secondary school teachers in Mysore district, Hence the previously framed hypothesis is accepted.

14.3.7 Sex, Teachers Classroom Performance and Students Achievement Level

Hypothesis 22

There will be no significant three-way interaction among sex, Teachers classroom performance and Students achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district

Subjecting the above hypothesis to test revealed that in this study sex, Teachers classroom performance and students achievement level in four subjects
(Science, Maths, Social Science and Languages) together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district. Therefore the previously formulated hypothesis has been accepted.

14.3.8 Sex, Teachers Classroom Performance and Length of Experience

Hypothesis 23

There will be no significant three-way interaction among sex, teachers classroom performance and length of experience on self concept of secondary school teachers in Mysore district

Testing of the above mentioned hypothesis indicated that in this study sex, Teachers classroom performance and length of experience together do seem to show significant interaction on the self concept in secondary school teachers of Mysore district, Therefore the previously framed hypothesis has been rejected.

14.3.9 Sex, Students Achievement Level and Length of Experience

Hypothesis 24

There will be no significant three-way interaction among sex, Students achievement level in four subjects (Science, Maths, Social Science, Language) and length of experience on self concept of secondary school teachers in Mysore district

Subjecting the above hypothesis to test indicated that sex, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience together do not seem to show any significant interaction on self concept of secondary school teachers in Mysore district, Hence the initially formulated hypothesis has been accepted.
14.3.10 Teachers Classroom Performance, Students Achievement Level and Length of Experience

Hypothesis 25

There will be no significant three-way interaction among Teachers classroom performance, Students achievement level in four subjects (Science, Maths, Social Science, Language) and length of experience on self concept of secondary school teachers in Mysore district

Verification of the above hypothesis indicated that Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district. Therefore the previously formulated hypothesis has been accepted.

14.4 Four-Way Interaction Effects

14.4.1 Area, Sex, Teachers Classroom Performance and Students Achievement Level

Hypothesis 26

There will be no significant four-way interaction among area, sex, Teachers classroom performance and Students achievement level in four subjects (Science, Maths, Social Science, Language) on self concept of secondary school teachers in Mysore district

Subjecting the above hypothesis to test revealed that this together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district, Therefore the initially framed hypothesis has been accepted.

14.4.2 Area, Sex, Teachers Classroom Performance and Length of Experience

Hypothesis 27

There will be no significant four-way interaction among area, sex, Teachers classroom performance and length of experience on self concept of secondary school teachers in Mysore district
In verifying the hypothesis, this study obtained that in this study area, sex, Teachers classroom performance and length of experience together do not seem to show any significant interaction on self-concept of secondary school teachers in Mysore district. Therefore the initially framed hypothesis has been accepted.

14.4.3 Area, Sex, Students Achievement Level and Length of Experience

Hypothesis 28

There will be no significant four-way interaction among area, sex, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary school teachers in Mysore district

Subjecting the aforesaid hypothesis to test indicated that area, sex, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience in this study together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district. Hence the previously formulated hypothesis has been accepted.

14.4.4 Area, Teachers Classroom Performance, Students Achievement Level and Length of Experience

Hypothesis 29

There will be no significant four-way interaction among area, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary school teachers in Mysore district

Testing of the above hypothesis revealed that in this study area, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience together does seem to show significant interaction on self concept of secondary school teachers of Mysore district. Therefore the initially framed hypothesis is rejected.
14.4.5 Sex, Teachers Classroom Performance, Students Achievement Level and Length of Experience

Hypothesis 30

There will be no significant four-way interaction among sex, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience on self concept of secondary teachers in Mysore district.

Subjecting the above hypothesis to test indicated that sex, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience together do not seem to show any significant interaction on the self concept of secondary school teachers in Mysore district. Therefore the initially framed hypothesis has been accepted.

14.5 Five-Way Interaction Effect

14.5.1 Area, Sex, Teachers Classroom Performance, Students Achievement Level and Length of Experience

Hypothesis 31

There will be no significant five-way interaction among area, sex, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science, Language) and length of experience on self concept of secondary school teachers in Mysore district.

In verifying the aforesaid hypothesis this study obtained that in this study area, sex, Teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience together do not seem to show any significant interaction on self concept of secondary school teachers in Mysore district. Therefore the previously formulated hypothesis has been accepted.
15. EDUCATIONAL IMPLICATIONS OF THE STUDY

The main objective of this study was to find out self concept of secondary school teachers in Mysore district and to know how far teachers classroom performance, students achievement level in four subjects (Science, Maths, Social Science and Languages) and length of experience, sex and area (urban/rural) are related to their teachers self concept.

One of the findings of the present study is that teachers – male and female have similarity in their self concept. This may be interpreted that teachers either male or female have similar self concept and it may be concluded that sex is independent and does not influence teachers self concept. Female teachers in the contemporary context are not lagging behind male teachers as they have taken up dual function of making teaching profession and managing household as well.

While verifying the hypothesis number three, the study obtained a significant difference between teachers with high and low classroom performance on their self concept. This reveals that teachers classroom performance as a single main variable and is a very important dimension determining the teachers self concept.

The study obtained significant two-way interaction between teachers classroom performance and student achievement level in four subjects (Science, Maths, Social Science and Languages) on self concept of secondary school teachers, this signifies that teachers classroom performance and student achievement level in four subjects (Science, Maths, Social Science and Languages) together shows significant interaction on self concept of secondary school teachers. This means that teachers classroom performance and students achievement level in four subjects
(Science, Maths, Social Science and Languages) are important factors in determining teachers self concept.

Further the study indicates that significant two-way interaction between teachers classroom performance and length of experience, this also reveals that teachers classroom performance and length of experience together shows significant interaction on the self concept of secondary school teachers.

Further the study indicates significant three-way interaction among sex, teachers classroom performance and length of experience on secondary school teachers, this signifies that in this study sex, teachers classroom performance and length of experience as independent variables together have a bearing on the teachers self concept.

16. SUGGESTIONS

Keeping in mind the findings of the study the following suggestions have been offered.

- The existing physical and academic infrastructures of the rural schools should be improved so as to raise the standard of education and also to attract talented and creative teachers with positive self concept.

- Residential facilities should be provided to the school teachers so that staying together may improve their self-concept which is essential for their teaching profession.

- Co-curricular activities should be arranged not only for students but also for teachers which may lead to develop positive self concept among teachers.
• Teachers should regularly receive feedback and reinforcement from higher authorities regarding their teaching strategies.

• Opportunities should be made for personal interactions between teachers and school management, teachers and teachers and teachers and students for the development of better positive self-concept of teachers.

• Inservice teachers training should be made compulsory to all teachers so that it will boost their self-concept.

• Incentives and rewards should be used to build strong and positive motivation for teachers to develop positive self-concept.

• Teachers coming from socially and culturally disadvantaged sections of society should be properly motivated and rewarded to continue their teaching profession and to develop right kind of self-concept.

• Sports and games should be organised for teachers to develop true sportsmanship which will have a bearing on their self-concept.

• An understanding of the attitudes, emotions, feelings, values and motives of school teachers are important and therefore new activities and programmes for achieving personal understanding need to be built into school work.

• The creation of a truly, democratic atmosphere both in the administrative functioning of the school and the instructional practices in the classrooms is another basic pre-requisite for improving the total academic climate of the school. The classrooms should breath a greater air of friendliness and should accept values like those of social justice and equality.
• At each taluk level education committee should be constituted with village Panchayat leader as one of the members, so that proper encouragement could be given to teachers to built a positive self concept.

• District Institute of Education and Training (DIETs) have a special role to play in the educational advancement of teachers at district level. DIETs should establish proper rapport with teachers.

• Parent-Teacher Association meetings should be held regularly in a cordial atmosphere so that teachers will develop positive self concept.

• Healthy human relationships and interactions should be fostered and encouraged in the school between teachers and management, teachers and teachers, teachers and students. This is possible only when teachers enjoy a fair amount of academic freedom in matters of curriculum designing, methods of teaching and evaluating their students. The present practice of dominated approach in all matters concerning teaching should gradually be replaced by providing greater internal freedom and responsibility to the teachers.

• Since students spend more time with teachers the feedback from students may help teachers identifying their own weaknesses and inadequacies for improving their self concept.

• Educational planners should make use of the findings of the present study to plan teacher programmes in such a way that our teachers will develop better insights about their own self in a positive way which will help them to take appropriate decisions and develop proper insight into values of their teaching profession.
17. SUGGESTIONS FOR FURTHER RESEARCH

The present research study has opened up many desirable avenues for further study. Some of them which deserve immediate attention of researches are suggested below.

- The similar kind of study may be undertaken to find out the self concept of higher secondary school teachers.
- Similar kind of study can be conducted in different districts of Karnataka to know the inter district variation in self concept of teachers.
- In this study only a few important variables were studied therefore it is suggested that researchers should explore the relationship and the effects of some other important variables on the self concept.
- Similar studies with some more variables may be follow up to compare self concept of teachers from different districts within Karnataka.

SIGNATURE OF THE INVESTIGATOR          SIGNATURE OF THE GUIDE
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