CHAPTER I

INTRODUCTION

1.1 CONTEXT, NEED AND IMPORTANCE OF THE STUDY

In recent socio-psychological theory, self theory occupies an important place. The self image with its various dimensions regulates, guides and controls the behaviour of an individual. Therefore self concept has been considered as a significant factor in influencing actions and attitudes of individuals. The role of self concept as a determinant of human behaviour and its acceptance as a concise measure of personality is increasingly realised. At one time psychologists refused to accept self as a problem of investigation. During recent decades, however, the self has been gradually recovering respectability, partly as a direct consequence of the clinical movement but more because it has been realised that psychology which excludes self cannot fully succeed in understanding human behaviour. Quite intelligibly the emphasis has now tended to shift on self as a variable, without proper understanding of self, the understanding of human behaviour remains incomplete and inaccurate.

A person’s behaviour in any situation depends upon the way he perceives the situation, his self being the part of that situation. Murphy (1947) said that a large part of behaviour that constitutes personality is self-oriented behaviour. Glany and Walston (1958) opine that what a person does or how he behaves is determined by his self-concept.
Self is an important component of personality. McCandles writes “as children grow and develop they learn about the world, their place in it and about themselves”.

1.1.1 Concept of Self

Self concept is the term usually used to refer to this area of private experience and self-evaluation. According to William James, discussion of self usually begins with the question ‘who am I’ and some philosophers make a distinction between ‘I and me’ means his pure self and ‘me’ means individuals empirical self is thought provoking and it brought the idea of ‘self back into the field of psychology. James divides self into three classes.

(1) The material self
(2) The social self
(3) The spiritual self

The material self consists of an individual’s body, his clothes, his immediate family, his home, etc. All materials things surrounding him are his material self. All these things give him the same emotion. If these prosper, he feels proud, and if they dwindle and die away, he feels cast down.

By social self William James means the recognition which a person gets from his mates. He says man has as many social selves as there are individuals who recognise him.

By spiritual self James means the entire collection of states of consciousness, its psychic faculties and dispositions. He recognised the influence of society on the development of self concept.
Baldwin J.M. stressed that self is a product of social interaction. Brecienridge (1965), Emmerich (1968) and Hawk (1966) viewed that the “core” or centre of gravity of the personality pattern is the individual’s concept of himself as a person as related to the world in which he lives. The quality of individual’s expressed in the way he adjusts to people and things in his environment, is related to, and to a large extent, determined by his self concept.

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.

According to C.H. Cooley a child’s behaviour is the reflection of his imagination, his appearance before other people. A person’s behaviour in any situation depends upon the way he perceives the situation, his self being the part of that perceived situation. Murphy (1947) said that a large part of behaviour that constitutes personality is self oriented behaviour. Glany and Walston (1958) opines that what a person does or how he behaves is determined by his self concept.

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

Paul M. Mussen and others observe, “every culture has an unwritten values, traits, beliefs and motives that is expects its members to possess. While these characteristics differ with the sex, social class and the ethnic background of the child, they serve in large numbers to define the kind of person the child feels he should be.
The individual concept of himself is to a large extent a function of how closely his characteristics approximate the valued traits.

Staines (in Glock, 1971) expressed that the aspects of the self are of supreme importance for behaviour since many of the individuals actions are ordered by his constant efforts to maintain and enhance these various aspects of (the cognised, the other, the ideal self) the self picture. These expressions suggest that to understand behaviour, it is essential to study the self concept, which can be helpful in unfolding the unique characteristics of human nature. There is a continuous search for identity. Therefore there is all the more need to realise the importance of the study of the self concept in understanding the causes of human behaviour.

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 search for identity. Therefore there is all the more need to realise the importance of the study of the self concept in understanding the causes of human behaviour.

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 determine 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.”

James (1890) called the core of the personality pattern, the “self” which provides it a ‘unity.’ Freud (1927) referred to it as the ‘ego’ and Sullivan (1953) interprets it as the “Self system.” According to James, a person’s self is the sum total of all that he can call his”.

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 Patterson (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. Kinch (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.

Allport (1961) has described the self concept as “The self is something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it play a crucial part in our consciousness (a concept broader than consciousness) and in our organism (a concept broader than personality). Thus it is some kind of core in our being”.

The success of an individual in his 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 him sail through smoothly. An adolescent’s concern is to find answers to questions like “who am I?” and “What Am I?”

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Cattell (1957) referred to self concept as the “key stone of personality”. Its importance stems from its influence over the quality of a person’s behaviour and his methods of adjustment to life situations. Lewin (1951) has pointed out that it gives “consistency to the personality”.

James (1950) defined ‘self as the sum of all that one can call his body, his clothes, his house, his wife, his children, his ancestors and friends, his relation and words, his lands, and bank accounts. Smith (1961) thinks that ‘self’ is a person, as perceived, felt and though by himself. According to Sartainetal (1958) an individuals beliefs about the kind of person he is and he is not, may be called his self picture. As
he can perceive others, so he can perceive himself. As his perception of others are never entirely accurate, so his perceptions of himself are also neither accurate nor complete. Libenne 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 Walston (1958) are of the opinion that many of the objectives that a child hears, become a significant part of his earliest conception of his self image.

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Rogers’ self theory is basically phenomenological in nature and depends heavily on the self as an explanatory concept. The theory looks upon congruence between the phenomenal field of experience and the conceptual structure of the self as essential to healthy adjustment.
Epstein (1972) submits that a self-concept is a self-theory. It is a theory that an individual has unwittingly constructed about himself as an experiencing, functioning individual, and it is part of a broader theory which he holds with respect to his entire range of significant experience. Accordingly, there are major postulate systems for the nature of the world, for the nature of the self, and for their interactions. Like most theories, the self theory is a conceptual tool for accomplishing a purpose. The most fundamental purpose of the self theory is to optimise the pleasure or pain balance of the individual over the course of a lifetime. Two other basic functions, not unrelated to the first, are to facilitate the maintenance of self-esteem and to organise the data of experience in a manner that can be coped with effectively. These functions were derived from the assumption that, at its most basic level human behaviour is organised biologically according to pleasure or pain principle and from an analysis of the conditions that produce total and sudden disorganisation of the personality as in actual schizophrenia.

Psychologists have taken renewed interest in the study of ‘self during the recent years. This interest has resulted in the work of two different schools of thought in psychology. Rogers (1951) and his followers on the one hand while using client-centered counseling have felt that the basic problem of many disturbed people is that their self concepts are sources of inner discord. Such a person is helped to gain insight into his self concept, modifies his faulty self concept and can also become capable of planning his way out of his difficulties.

Rogers defined self concept as “An organised configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the
perceptions of one’s characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative valence”.

Freud and others psychoanalysts belonging to the second school of thought while working with children have revised their estimate of the importance of ego. According to Freud, personality can be divided into three segments, (1) Id, (2) Ego and (3) Super ego. Ego is the core of the individual and represents his world of reality. The strength and functioning of the ego determines how well the individual can deal with his inner conflicts. Some other psychologists such as Snygg and Combs (1958) stated that self concept includes those parts of the phenomenal field that have differentiated the person having definite and stable characteristics of himself. The phenomenal field altogether determines all behaviour.

Super (1949) has shown that individuals differ in abilities, values, and personality characteristics. Self concept of an individual changes with time and experience, making choice and adjustment a continuous process. An individual encounters a number of situations from the very childhood in which he has to adjust. The exploration of self is a process which begins early in life. The home and its social systems related to the home and school are the important factors influencing this process.

Hence, adolescence should be viewed as having are opportunity for achieving a realistic, stable, sociality acceptable and personally satisfying self concept. Adolescents need experience that helps them to move towards others with
friendliness. They need to understand their development and take pride in the growth of their wisdom, status, human relations and specific skills.

Self concept and adjustment are interdependent. A well adjusted child would have a sound self concept, and with a sound self concept one would adjust well.

Here in order to develop a better insight into the possible relationships between adjustment measures and self concept measures of adolescents a study was planned to see the effect on area, sex, teachers classroom performance, student achievement levels in four subjects (Science, Maths, Social Science and Language), length of experience.

The study of self concept is essential not only because it is a product of complex social milieu and one must find one’s self in social setting, but also because it is one of the very important aspects of our personality, which cannot be ignored. The self is the mid point of personality and provides it with unity, equilibrium and stability. Hence the present research work on self concept.

1.2 THEORIES UNDERLYING THE PRESENT STUDY

The concept of self has three major components: the perceptual, the conceptual and the attitudinal. The perceptual component is the image the person has of the appearance of his body and of the impression he makes on others. It includes the image he has of the attractiveness and sex appropriateness of his body, such as, his muscles, his build, his behaviour and the prestige they give him in the eyes of others. The perceptual component is often called the “physical self concept”.

The conceptual components are the person’s conception of his distinctive characteristics, his abilities and disabilities, his background and origins, and his
future. It is often called the “psychological self concept” and is composed of such life adjustment qualities as honesty, self-confidence, independence, courage and their opposites.

Similarly the attitudinal component of the self are the feelings a person has about himself, his attitudes towards his present status and future prospects, his feelings about his worthiness and his feelings regarding self-esteem, self-reproach, pride and shame. A person’s beliefs, convictions, values, ideals, aspirations and commitments compose his self by the time he reaches adulthood and lead him to form his philosophy of life.

Hall and Lindzey (1957) suggest that the term self has come to have two distinct meanings to psychologists; (i) Self as object and (ii) Self as process. Self as object is defined simply as total aggregate of attitudes, judgements and values which an individual holds with respect to his behaviour, his ability, his body, his worth as a person, in short, how he perceives and evaluates himself. Self as process is defined in terms of activities such as thinking and perceiving and coping with the environment.

The point presented by Hall and Lindzey is that the self concept defined in terms of self as object is an important aspect of personality and that individual differences along this dimensions are as meaningful as differences in attitudes, motives and abilities.

Snygg and Combs’ (1959) work may serve as an example of work of psychologists interested in the psychology of “the self”. Snygg and Combs lean very heavily on a “perceptual approach” of explaining human behaviour. According to
their theory, behaviour occurs in terms of how an individual perceives himself and his surrounding.

The individual’s view of himself is the “self concept” – “who he is”. The part of the environment in which the individual is more or less personally involved is called the “phenomenal self”. The phenomenal self includes the self concept and those aspects of life which are not a part of the “real self” but are in some way related to it: One’s family, career, home, school, clothing and the like. The environment that the phenomenal environment. The phenomenal environment includes both the phenomenal self and the self concept and also an area of life outside those aspects in which the individual feels personally involved.

The school we attend is to some degree a part of our phenomenal self: it is “our school” – we are aware of its existence and we may have various kinds of attitudes towards it, depending on our values for it and our experiences with it. If we happen to read a newspaper and encounter an item about our own School, we are likely to read it, as it is, in a sense about “us”. An item about the school in the nearby city mayor may not be read by us, depending on our interest in the school. At item about a school we have never heard of might be overlooked, unless the facts in the story were in themselves interesting (i.e. bore some relationship to ourselves). Such a school would be likely to be outside our phenomenal environment, because there would be nothing about it that would arouse our interest in it.

What Snygg and Combs (1959) call “phenomenal field” is called by other psychologists as “personal field”, “behavioural field”, “psychological field”, or “life space” (Koffka, 1935; Lewin, 1935). Frank (1939) called it as “private world”. Snygg
and Combs pointed out that this phenomenal field or private world is reality for each individual, that is, each of us acts as though what he perceives and how he perceives it is the “real world”. This helps to explain why two persons in the same situation may behave differently, that is they behave differently because they perceive the situation differently.

Rogers (1951) suggested self-as the nuclear concept of the personality. It is conceived as something that develops as a result of the interaction of the individual with his environment. It may interject the values of other people in either perceiving them correctly or in a distorted manner. The self strives for consistency. The individual acts largely in a way consistent with the self. Experiences which are not consistent with the self structures are perceived as threats. The self is not a static, unchanging entity. It may change as a result of several factors, the most important of which are maturation and learning.

Self-concept is the central construct of Rogers’ theory. It may be convened of as an organised Gestalt comprising:

1) The individual’s perceptions of himself.

2) The individual’s perceptions of himself in relation to other persons.

3) The individual’s perceptions of the various aspects of the environment.

According to Rogers’ self theory, self concept is not self awareness or consciousness. It is the conceptual gestalt concerning oneself which need not always be in awareness, but available to awareness. Sometimes an individual may not be always aware of his feeling, or attitudes which may lie deep in his unconscious repertoire on which he can fall back as and when he wants to use it. Perceptions
attached to the self change from time to time. The self concept always is in a flux or in a State of change which is its most important characteristic. From the layman’s point of view, the self concept is the picture the individual has of himself and his evaluation of the picture. Changes in an individual’s behaviour and attitudes to other seem to follow changes in his attitude towards himself. Needs are basically determiners of behaviour. For example, the need for food when experienced as hunger leads to activity on the part of an individual as he is satisfied on securing the food by physical activity. However, the individual will not steal food to satisfy his hunger, if he considers himself as an honest person. The individual’s behaviour will thus normally be consistent with his self concept, that is, his conception of himself. The gratification of any need will have to be consistent, with his self concept. However this is always not possible. When a strong need conflicts with his self concept, the individual may adopt devious measures to find gratification. The individual maneuvers to keep his perception of his behaviour consistent with his self concept. Maneuvering of perceptions to secure apparent consistency leads to maladjustment.

The core concepts of Rogers’ self theory are:

1) The organism, which is the total individual.
2) The totality of experience, which is the phenomenal field.
3) The self which is a differentiated part of the phenomenal field which comprises the conscious perceptions of ‘I’ and ‘me’.

The organism reacts as a whole to the totality of the situation or the phenomenal field to secure satisfaction for its needs. The overriding basic motive or need is to actualise, maintain and enhance itself. In this process, it symbolises
experiences which become conscious or it may ignore and deny symbolisation of certain experiences thus remain unconscious. Lack of congruence between experience and self structure leads to maladjustment.

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Epstein has made an attempt to differentiate between self and non-self. He suggested that the data of experience can be organised into a self-system and a world
system. Not only are the cues for differentiating self and non-self ubiquitous and silent to the point that they are normally impossible to ignore, but there are overwhelming advantages in making the distinction. For one, to act within a world of shared reality, it is necessary to distinguish what is subjective from what is common experience. Secondly, the distinction between self and non-self is useful for the individual to exercise control of his behaviour. Thirdly, for humans to live harmoniously in social communities, it is necessary to have a concept of responsibility, and such a concept would be meaningless without a distinction between self and non-self. It is thus apparent that in every day living, as well as in science it is important to distinguish the subjective world of self from the objective world of non-self.

1.2.1 Research on Self Concept

As is well known Psychologists have taken renewed interest in the study of ‘self’. This interest has resulted in the works of two different schools of though in psychology. Rogers (1951) and his followers on the one hand while using client-centered counseling have felt that the basic problem of many disturbed people is that their self concepts are sources of inner discord. Such a person is helped to gain insight into his self concept, modified his faulty self concept and can also become capable of planning his way out of his difficulties.

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Super (1949) has shown that individual differ in abilities, values, and personality characteristics, self concept of an individual changes with time and experience, making choice and adjustment a continuous process. An individual encounters a number of situations from the very childhood in which he has to adjust. The exploration of self is a process which begins, early in life. The home and its social systems related to home and school are the important factors influencing this process.

1.3 FACTORS RELATED TO SELF-CONTENT

The factors that may possibly be related to self concept are as follows:

1.3.1 Self Concept and Area

Area is the place the child is associated. Our Indian society is divided into rural and urban. The urban area has better facilities than its counter-parts. Self
concept is a life long process that grows and develops continuously in social setting. An individual is not born with a self concept, nor does he inherit it. But he forms one as a result of his experiences and capacities from the area he is brought up in. Yet it is not taught deliberately as it is a result on incidental learning.

Self concept is an acquired image of the individual. This image changes like any other dynamic behaviour of the individual from early to later stage of his life and hence the influence of Area at different stages of growth of self concept.

1.3.2 Self Concept and Sex

Figure (1952) and Lincoln (1966) have reported in their studies that sex is also a contributory factor in differentiating high and low achievers on the self concept score. Aggarwal and Brijbushan (1967) indicate that there is no difference in the self concept of arts group boys and girls. Kakkar (1967) suggests that male students appeared to be less self accepting than females. Sharma (1969) reports that girls as a whole have significant difference in the self concept of boys and girls.

Vasantha (1970) found that boys have significant higher score in self concept than girls. Way (1981) reports no difference in boys and girls’ self concept. Fein, O’Neill, Frank and McCollvelit (1975) report that sex differences in self concept reached significance only in the sixth grade. Desai (1970) concludes that sex is related to self concept as female students possess higher perception than the male students.

1.3.3 Self concept and Academic Achievement

Academic achievement influences the student’s concept of self by telling him how others judge him and how he rates himself in relation to others. They also affect the amount of time and energy he can spend on social activities and this will
determine how sociable he becomes. Symonds (1960) indicated many ways in which academic achievement influenced the self concept. He reports that marks earned in the examination make a tremendous difference to a student. Marks influence his estimate of himself; serve as a sign to him that he was liked or disliked; and determine whether he has to remain with classmates or instead to become (what he considers) an outcaste and forced to join a group of strange students in another class. Marks indicate success or failure; they determine promotion, indicate the probability of future success, and influence his parents’ attitude towards him. Marks help to determine whether a student thought of himself as successful, smart, or as a failure, an outcaste, stupid or a nitwit.

The sharp increase in the number of research studies on self concept since 1960 has been described as being in line with the current concern in education with enhancing the child’s self concept. Consequently, the fundamental responsibility of schools towards improving the self concept of their students has been recognised by Clark (1963).

It has been commonly experienced by teachers that good and healthy relationship amongst the students of a class are conducive to efficient learning, only when teacher is well acquainted with the personality traits of the students. It is due to this fact that nowadays educators are more concerned not only with the students’ class achievement but also with the factors related to the personality development. On the basis of studies conducted by Stead (1925), Oats (1929), Lindgren and Guedes (1963) and Madan (1967) it is possible to postulate that the self concept as a personality trait is also an important determinants of academic achievement. Lipsett (1958), Shaw and
Alens (1963), Comb (1964), Mc Callon Earleche (1965), Vanlooy (1966), and many others have worked in the area of self concept and academic achievement.

Many researchers have found a positive correlation between academic achievement of students and self concept of teachers. Most educators and researchers concede that the relationship between the self concept and academic achievement of students is partially reciprocal. Bhatnagar (1966), Aggarwal (1967), Mehta (1968), Deo and Sharma (1970), Bhatnagar (1969), Tandon et al (1969), Shivappa (1969), Vasantha (1971), and many others have worked in the area of self concept.

1.3.4 The Present Study

The impetus for the present study came from the belief that the schools vary considerably in their climates and it can be hypothesised that school climate is one of the prime variables which influences the development of the self concept including their total performance in the school. It is the self concept of school teachers which might influence most of their goal seeking behaviour.

The rationale for the present study is that the Mysore District is one of the major educational centre with a large number of schools. Poor self-concept of teacher may effect performance of students resulting in drop out and failure. Therefore the investigator is interested to study the self concept and its correlates of secondary school teachers of Karnataka confined to Mysore District. The investigator developed a self concept inventory to find out the self concept profile of secondary school teachers in Karnataka. It is also proposed to find out the relationship between self concept of teachers and their sex, area, student achievement level in four subjects.
(Science, Maths, Social Science and Languages), Length of Experience and Teachers Classroom performance.

1.4 STATEMENT OF THE PROBLEM

The present investigation is stated as “Self Concept and its Correlates among Secondary School Teachers of Karnataka”.

1.5 NEED FOR THE DEVELOPMENT OF PRESENT SELF CONCEPT INVENTORY

During the last few decades a some effort have made to develop tools to measure self concept of secondary school students. However, tools for measuring secondary school teachers self concept have not been attempted.

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 provides narrow and limited information depending upon purpose and interest of investigators. As such a valid reliable and comprehensive measure of self concept for secondary school teachers needs to be developed.

As such, an attempt has been made in this study to develop self concept inventory regarding teaching perceptions and characteristics.

The investigator presumes that the result of this study will have far reaching use for teachers in general and guidance counsellors in particular. Besides, it would provide a ready made tool to the future researchers for measuring self concept of teachers.
The findings of the study would also enable to know the factors that effect or help the self concept of secondary school teachers.

1.6 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 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.

1.7 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.
1.8 DESIGN OF THE STUDY

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

1.9 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.

1.10 SAMPLE OF THE STUDY

The data for the present investigation was collected from the secondary school teachers of Karnataka confined to Mysore district in two different stages.

Two stage stratified random sampling technique was used by the investigator to get the desired sample of 320 teachers of secondary school teachers of Mysore district including Mysore city.

According to design of the study it was necessary to have 10 teachers in each of the 32 cells \((32 \times 10 = 320)\) for group testing in stage two. Therefore it was desired to take a sample of 2050 teachers. Approximately six times greater than the required number with a view to get sufficient number of teachers in each of the 32 cells.
1.11 VARIABLES OF THE STUDY

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

Dependent Variable

<table>
<thead>
<tr>
<th>Tools / Techniques</th>
<th>Author / Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self Concept</td>
<td>Self concept Inventory Developed by the Investigator</td>
</tr>
</tbody>
</table>

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

1.12 TOOLS FOR THE STUDY

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.

1.13 ADMINISTRATION OF THE TOOLS

The investigator discussed with Principal or Headmaster of selected schools of Mysore District of Karnataka in administering the tools and collected the required data from the Secondary School Teachers of Mysore District.

Apart from the English the tools were translated in Kannada also.
1.14 VARIABLES STUDIED

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

(a) Area (Urban / Rural)
(b) Sex (Male / Female)
(c) Teachers Class Room Performance
(d) Student Achievement Level – in four different subjects (viz., Science, Maths, Social Science and Language)
(e) Length of experience

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

The different types/ kinds / levels of the independent variables to be 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 and length of experience E1 and high length of teaching experience in Arts and Language length of 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 6 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 $2 \times 2 \times 2 \times 2 \times 2 = 32$ and they are shown in table 1. It is clear from table 1 that 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 $(32 \times 10 = 320)$ for the completion of the study.
Table 1: Different treatment combination of all 5 factors of secondary school teachers of Karnataka

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Codes given</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1 B1 C1 D1 E1</td>
<td>UM LTCP LSAL LLTE</td>
</tr>
<tr>
<td>2</td>
<td>A2 B1 C1 D1 E1</td>
<td>RM LTCP LSAL LLTE</td>
</tr>
<tr>
<td>3</td>
<td>A1 B2 C1 D1 E1</td>
<td>UF LTCP LSAL LLTE</td>
</tr>
<tr>
<td>4</td>
<td>A2 B2 C1 D1 E1</td>
<td>RF LTCP LSAL LLTE</td>
</tr>
<tr>
<td>5</td>
<td>A1 B1 C2 D1 E1</td>
<td>UM HTCP LSAL LLTE</td>
</tr>
<tr>
<td>6</td>
<td>A2 B1 C2 D1 E1</td>
<td>RM HTCP LSAL LLTE</td>
</tr>
<tr>
<td>7</td>
<td>A1 B2 C2 D1 E1</td>
<td>UF HTCP LSAL LLTE</td>
</tr>
<tr>
<td>8</td>
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<td>RF HTCP LSAL LLTE</td>
</tr>
<tr>
<td>9</td>
<td>A1 B1 C1 D2 E1</td>
<td>UM LTCP HSAL LLTE</td>
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<tr>
<td>10</td>
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<td>RM LTCP HSAL LLTE</td>
</tr>
<tr>
<td>11</td>
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</tr>
<tr>
<td>12</td>
<td>A2 B2 C1 D2 E1</td>
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</tr>
<tr>
<td>13</td>
<td>A1 B1 C2 D2 E1</td>
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<tr>
<td>14</td>
<td>A2 B1 C2 D2 E1</td>
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</tr>
<tr>
<td>32</td>
<td>A2 B2 C2 D2 E2</td>
<td>RF HTCP HSAL HLTE</td>
</tr>
</tbody>
</table>

U = Urban (A1); R = Rural (A2); M = Male (B1); F = Female (B2)
LTCP = Low Teacher Classroom Performance (C1)
HTCP = High Teacher Classroom Performance (C2)
LSAL = Low Student Achievement Level (D1)
HSAL = High Student Achievement Level (D2)
LLTE = Low Length of Experience (E1)
HLTE = High Length of Experience (E2)
The teachers were classified into four different groups on the basis of two demographic variables (2 x 2 = 4), viz. Area and Sex. Each of the four groups are further classified into eight different groups on the basis of the three personality variables, i.e. Teacher Classroom Performance, Student Achievement Level in four subjects in Science, Maths, Social Science and Languages and Length of experience (4 x 2 x 2 x 2 = 32), making a total combinations of 32 different treatments. Ten teachers from each of the 32 cells were then finally used to measure their self concept.

1.14.1 Sample

The data for the present investigation was collected from the secondary school teachers of Karnataka confined to Mysore district in two different stages.

Two stage stratified random sampling technique was used by the investigator to get the desired sample of 320 teachers of secondary school teachers of Mysore district including Mysore city.

According to design of the study it was necessary to have 10 teachers in each of the 32 cells (32 x 10 = 320) for group testing in stage two. Therefore it was desired to take a sample of 2050 teachers. Approximately six times greater than the required number with a view to get sufficient number of teachers in each of the 32 cells.

1.14.1.1 Stage 1

In the first stage information regarding teachers classroom performance was recorded by observing their class under eight categories and marking them. Scoring is done by 5-1 point scales. Also information regarding students achievement level in four subjects (Science, Maths, Social Science and Languages). Length of experience by teachers was also collected through school records. On the basis of these teachers
were categorised into low and high level teaching performance, low and high student academic achievement level and low and high length of experience. These teachers were further grouped on the basis of demographic variables. All these resulted in the formation of 32 groups.

1.14.1.2 Stage 2

In the second stage a final sampling of 320 teachers (10 teachers from each of the 32 cells) were selected using stratified random sampling technique and administered self concept inventory. In this study self concept inventory was developed by investigator himself.

1.14.2 The Tools

The following tools/techniques were used to obtain measures of self concept, teachers classroom performance, student teacher level in four subjects (Science, Maths, Social Science and Language) and length of experience of secondary school teachers of Karnataka.

**Dependent Variable**

<table>
<thead>
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</tr>
</tbody>
</table>

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**

   All the above tests were translated into Kannada for the benefit of the teachers.

1.14.3 **Administration of Tools**

   In this study the research data was collected in two stages using two stage stratified sampling method.

1.14.3.1 **Stage 1**

   In the first stage investigator collected students academic achievement level in four subjects Science, Maths, Social Science and Languages of the eight standard marks of present ninth standard students. Teachers classroom performance was observed for all teachers separately using Teacher Classroom Performance Schedule which evaluate eight criteria on teaching competency, personal data of teachers regarding locale, sex and length of experience were also collected using personal data sheet.

1.14.3.2 **Formation of groups on the basis of demographic and personality variables**

   The teachers were classified into four different groups on the basis of two demographic variables (2 x 2 = 4), viz. Area and Sex. Each of the four groups are further classified into eight different groups on the basis of the three personality variables, i.e. Teacher Classroom Performance, Student Achievement Level in four subjects in Science, Maths, Social Science and Languages and Length of experience (4 x 2 x 2 x 2 = 32), making a total combinations of 32 different treatments.
Ten teachers from each of the 32 cells were then finally used to measure their self concept.

1.14.3.3 Final Sampling for Stage II

Finally a sample of ten teachers from each of the 32 groups were selected for final testing. A stratified random sampling technique was used at this stage to select the teachers for administering self concept inventory. All the 320 teachers from 32 groups (10 in each group) were selected with the help of Snedecor and Cochran table of random numbers. Self concept inventory was administered to all the 320 teachers.

1.14.4 Analysis of Data

Administration of the test resulted in enormous data and was not possible to carry out its analysis manually and hence the obtained data was analysed with the computer assistance.

1.14.5 Statistical Technique Used

In order to see the main effects of five independent variables on self concept one by one and also to see their interaction effects the analysis of variance technique was used to test the hypotheses developed.

1.15 OPERATIONAL DEFINITIONS OF THE TERMS USED

1.15.1 Self Concept

In the present study self concept is defined as teachers’ total perception of themselves with respect to their physical, social, temperamental, educational, intellectual and moral aspects.
1.15.2 Academic Achievement

In this study academic achievement is operationally defined as “The total performance or attainment of pupils in the subjects Science, Maths, Social Science and Language subjects prescribed for the course at VIII class level”. Thus VIII class final marks of all the present IX class students constituted the academic achievement in four subjects, Science, Maths, Social Science and Language.

1.16 LIMITATIONS OF THE STUDY

The investigation is restricted only to 40 secondary schools in Mysore district of Karnataka.

The study is confined only to secondary school teachers of Karnataka.

The investigation is restricted only to assess teachers classroom performance, student achievement level in four subjects (Science, Maths, Social Science and Language) and length of experience on self concept of teachers.

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

1.17 SCHEME OF CHAPTERS

A scheme of the chapters is given below for a preview of the contour of the chapters.

In the first chapter the investigator has proposed the significance and need of the study.

The problem undertaken in the study has also been announced together with the objectives of the study. A set of null hypotheses that have been framed by the
investigator, design of the study, explanation of the terms used and limitations of the study have also been made available.

The second chapter deals with the Review of Related Literature.

The Different Dimensions of the Self Concept have been made available in Chapter III.

The fourth chapter deals with Design of the Study in detail.

The fifth chapter deals with Construction of Research Tools and their Description and Administration.

The sixth chapter deals with Analysis of Data.

The seventh chapter deals with Interpretation of Data and Discussion.

The eighth chapter focuses on the Summary of Findings, Implications and Suggestions for further research.

The last, but not the least, important are the remaining pages of the thesis, which have presented the Bibliography of the referred books and journals together with specimens of different tests which have been made available in Appendices Section.