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## A STUDY ON EFFECT OF DEMOGRAPHICAL VARIABLES OF SELF-CONCEPT OF TEACHERS OF DEGREE COLLEGES

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### ABSTRACT

*The aim of the study is to find out the Self-concept of teachers of Degree Colleges of Davangere university who are undergoing Degree Course. There were 120 teachers selected with respect to their gender, Locality, Type of school and Caste. Result reviews that there is no significant difference between the self-concept of teachers with respect to their gender, type of school and caste where as there is a significant difference in the self-concept of teachers studying in rural and urban Degree Colleges. This study focused some practical aspect of Self-concept and its related things.*



**KEY WORDS:** Degree Colleges, Self-concept, teacher.

### 1. INTRODUCTION

Self-concept can be defined as the value judgment each person makes of himself. A substantial part of the Self-concept is a reflection of how others view the person. Cooley (1902) in his concept of the "looking glass self" maintained that we learn to see and judge ourselves as we imagine others see and judge us. One's Self-concept is thus a self-image - "the impression it makes on others and the impression it makes on ourselves as perceived in terms of the impression we think it makes on others" (Lindgren 1973). Social interaction plays a major role in the formation of Self-concept. Mead (1934) observed that every person is seeking to anticipate what others with whom he interacts are expecting of him. He adapts his behaviour and his feelings and attitudes about his self in accordance with the anticipated expectations. The expectations of the "generalized others" in society are internalized. In this study, an attempt has been made to study the Self-concept of Teachers studying in Degree Colleges of Davangere city.

The self-concept includes past, present and future selves. Future or possible selves represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. These different selves correspond to one's hopes, fears, standards, goals, and threats for their present selves. Possible selves may function as incentives for future behavior and also provide an evaluative and interpretive context for the current view of self that is used when one self-evaluates, contributing to one's self-esteem. This study revealed Self-concept of student teacher trainees of Degree Colleges of Davangere city.

## 2. OBJECTIVES

The following objectives have been formulated:

1. To find out whether men and women Teachers differ significantly in their Self-concept.
2. To find out whether Teachers studying in government schools and private schools differ significantly in their Self-concept.
3. To find out whether Teachers studying in rural and urban schools differ significantly in their Self-concept.
4. To find out whether Teachers who belong to forward castes and Teachers who belong to castes other than forward castes differ significantly in their Self-concept.

## 3. HYPOTHESES:

1. There is no significant difference between the Self-concept of men and women Teachers
2. There is no significant difference between the Self-concept of Teachers studying in Government and private schools
3. There is no significant difference in the Self-concept of Teachers studying in rural and urban schools
4. There is no significant difference between Teachers belonging to forward castes and those belonging to other castes in respect of their Self-concept

## 4. METHOD OF STUDY:

The method chosen for the study was Survey method.

### a. Sample:

There were 120 teachers selected with respect to their gender, Locality, Type of school and Caste from Degree Colleges of Davangere City.

### b. Tool used for the study:

Self-concept Questionnaire by R.K. Saraswat has been used for the study. The respondent provided with 5 – point scale to give his responses ranging from most acceptable to least acceptable description of his Self-concept. The alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same i.e. 5, 4, 3, 2, 1 whether the items are positive or negative. If the respondent put 1 mark for first alternative the score is 5, for second alternative the score is 4, for third alternative score is 3, for the fourth it is 2 and for the fifth and last alternative the score is 1. The summated score of all the forty eight items provide the total Self-concept score of an individual. A high score on this inventory indicates a higher Self-concept, while a low score shows low Self-concept.

### c. Statistical Techniques for Data Collection:

1. Mean, Standard deviation, CR test and f- test

## 5. DATA ANALYSIS AND INTERPRETATIONS:

Data has been analyzed based on the objectives of the study as follows:

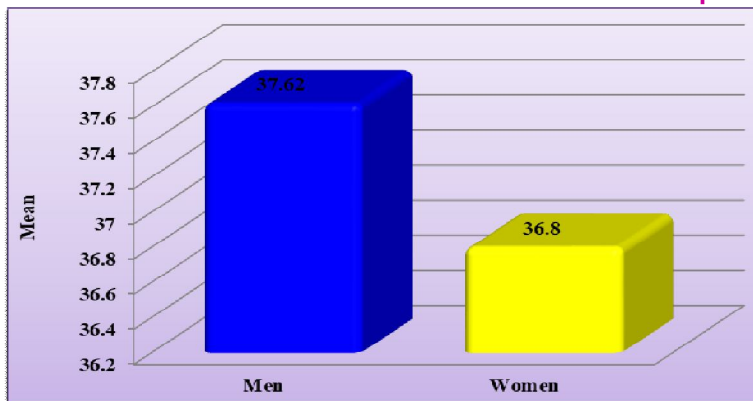
1. To find out whether men and women Teachers differ significantly in their Self-concept.

**Table -1: Significance of the difference between the Mean Scores of Men and Women Teachers on Self-concept inventory**

| Sample | N  | Mean  | SD    | $\sigma D$ | CR   | Level of Significance        |
|--------|----|-------|-------|------------|------|------------------------------|
| Men    | 70 | 37.62 | 9.012 | 1.39       | 0.59 | Not significant at 0.5 level |
| Women  | 57 | 36.8  | 8.29  |            |      |                              |

The critical ratio of the Self-concept scores of men and women Teachers is found to be 0.059. it is not significant at 0.05 level, therefore the null hypothesis-1 is retained and it is concluded that there is no significant difference between the Self-concept of men and women Teachers (Vide Table 1).

**Figure – 1: Mean Scores of Men and Women Teachers on Self-concept inventory**



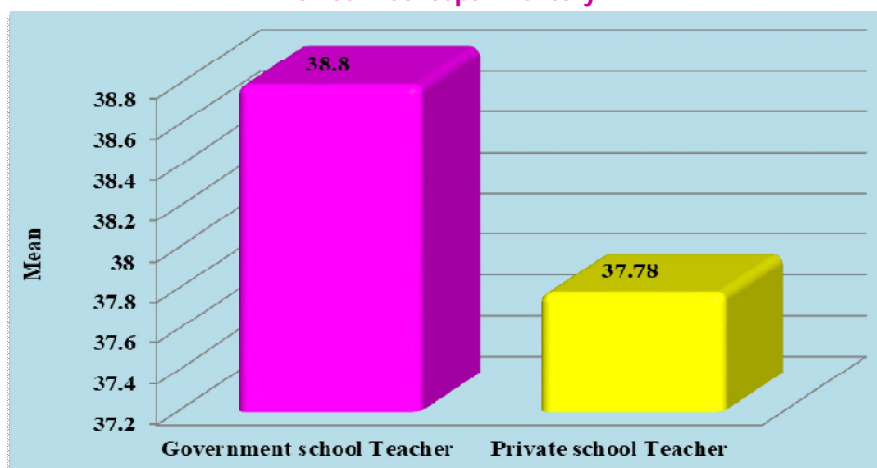
2. To find out whether Teachers studying in government schools and private schools differ significantly in their Self-concept.

**Table 2: Significance of the Difference between the Mean Scores of Teachersstudying inGovernment and Private Schools on Self Concept Inventory**

| Sample                    | N  | Mean  | SD   | $\sigma D$ | CR     | Level of Significance        |
|---------------------------|----|-------|------|------------|--------|------------------------------|
| Government school Teacher | 66 | 38.80 | 8.92 | 1.38       | 0.0918 | Not significant at 0.5 level |
| Private school Teacher    | 64 | 37.78 | 8.45 |            |        |                              |

The critical ratio of the Self-conceptscores of Teachersstudying in government and private schools is found to be 0.0918. It is not significant at 0.05 level. Hence the null hypothesis-2 is retained. Hence it can be concluded that there is no significant difference between the Self-concept of Teachersstudying in Government and private schools.

**Figure – 2: Mean Scores of Teachers studying in Government and Private Schools on Self Concept Inventory**



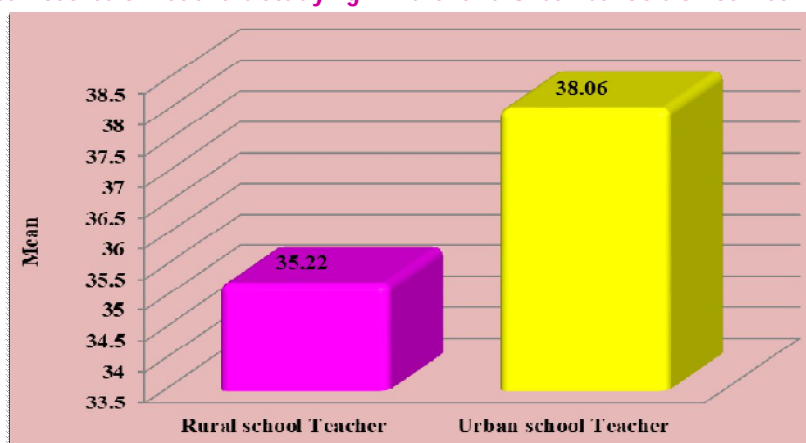
3. To find out whether Teachers studying in rural and urban schools differ significantly in their Self-concept.

**Table 3: Significance of the Difference between the Mean Scores of Teachers Studying in Rural and Urban schools on Self-concept Inventory**

| Sample               | N  | Mean  | SD   | $\sigma D$ | CR    | Level of Significance    |
|----------------------|----|-------|------|------------|-------|--------------------------|
| Rural school Teacher | 65 | 35.22 | 8.92 | 1.37       | 3.103 | Significant at 0.5 level |
| Urban school Teacher | 65 | 38.06 | 8.17 |            |       |                          |

The critical ratio of the Self-concept scores of men and women Teachers studying in rural and urban school is found to be 3.103. it is significant at 0.05 level. Hence the null hypothesis-3 is rejected. It is concluded that there is a significant difference in the Self-concept of Teachers studying in rural and urban schools. The urban school Teachers have a better Self-concept than rural school Teachers.

**Figure – 3: Mean Scores of Teachers Studying in Rural and Urban schools on Self-concept Inventory**

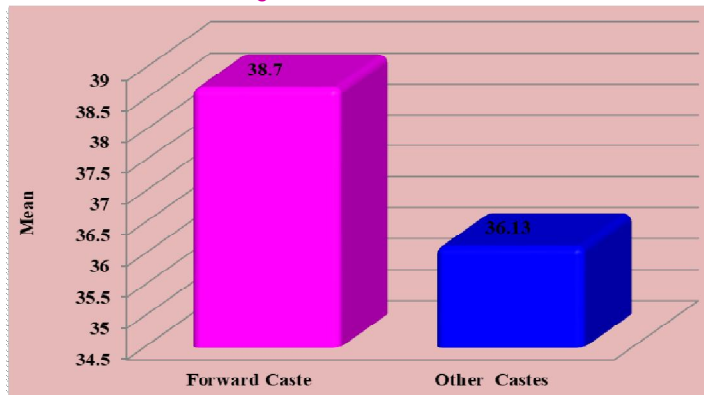


4. To find out whether Teachers who belong to forward castes and Teachers who belong to castes other than forward castes differ significantly in their Self-concept.

**Table 4: Significance of the Difference between the Mean Scores of Teachers who belong to Forward and Other Castes on Self-concept Inventory**

| Sample        | N  | Mean  | SD   | $\sigma D$ | CR    | Level of Significance        |
|---------------|----|-------|------|------------|-------|------------------------------|
| Forward Caste | 54 | 38.70 | 8.64 | 1.39       | 2.102 | Not significant at 0.5 level |
| Other Castes  | 76 | 36.13 | 8.67 |            |       |                              |

The critical ratio of the Self-concept scores who belong to forward castes and those belonging to castes other than forward caste is found to be 2.102 and it is not significant at 0.05 level. Hence the null hypothesis-3 is retained at 0.05 level and it is concluded that there is no significant difference between Teachers belonging to forward castes and those belonging to other castes in respect of their Self-concept (vide Table 4)

**Figure – 4: Mean Scores of Teachers who belong to Forward and Other Castes on Self-concept Inventory****6. FINDINGS:**

1. There is no significant difference between the Self-concept of men and women Teachers
2. There is no significant difference between the Self-concept of Teachers studying in Government and private schools
3. There is a significant difference in the Self-concept of Teachers studying in rural and urban schools
4. There is no significant difference between Teachers belonging to forward castes and those belonging to other castes in respect of their Self-concept

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