



## REVIEW OF RESEARCH

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### A STUDY ON IN-SERVICE TEACHER TRAINEES' SELF CONCEPT

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#### **Abstract:**

*The aim of the study is to find out the self concept of teachers working in Hyderabad Karnataka Region who are undergoing B.Ed., Course through Distance Education in IGNOU, New Delhi allotted Regional Study Centre, Vijapur, Karnataka It very important that in-service teacher training should make teachers to caliber to handle the secondary school level students. This study focused some practical aspect of self concept and its related things.*



**KEYWORDS :** *self concept of teachers , value judgment , self concept.*

#### **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 working in Hyderabad Karnataka Region.

#### **2. OBJECTIVES**

The following objectives have been formulated:

1. To study the self concept of teachers.
2. To find out whether men and women teachers differ significantly in their self concept.
3. To find out whether teachers working in government schools and private schools differ significantly in their self concept.
4. To find out whether teachers working in rural and urban schools differ significantly in their self concept.
5. 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. METHOD OF STUDY:**

Results indicate a positive relationship between self-rating and other's ratings. Those whose self-ratings were high were rated high by others and those with low self-ratings were rated low by others too. (Miyamoto

and Dornbusch, 1956). Hence in this study, a self rating inventory developed by Mohsin (1979) has been administered to a random sample of 125 teachers working in Tamil Nadu. All the teachers were undergoing B.Ed. Course through Distance Education in Karnataka state Open University Mysore allotted to S.R.K. College of Education, Raichur. The inventory has 48 items. Low scores indicate low self concept and high scores indicate high self concept.

**Table 1**  
**Mean and Standard Deviation of the Different Sub-samples on Self Concept Inventory**

Variables	Sub Sample	Number	Mean	Standard Deviation
Sex	Men	69	35.61	8.01
	Women	56	35.68	7.29
Type of school	Government	61	35.70	7.92
	Private	64	35.58	7.45
Locality	Rural	62	34.21	7.92
	Urban	63	37.05	7.17
Caste	Forward	52	36.65	7.64
	Other Castes	73	35.12	7.67
	Total Sample	125	35.64	7.68

#### 4. Analysis of Data and Interpretation:

The mean and the standard deviation of the eight sub-samples viz:

1. Men teachers, 2. Women teachers, 3. Teachers working in Government schools, 4. Teachers working in private schools, 5. Teachers working in rural schools, 6. Teachers working in urban schools, 7. Teachers belonging to forward castes and 8. Teachers belonging to other castes were calculated (Vide Table 1.) A teacher can score a maximum score of forty eight. All the sub-samples have the mean score of above thirty four. The results indicate that teachers have formed a high self concept.

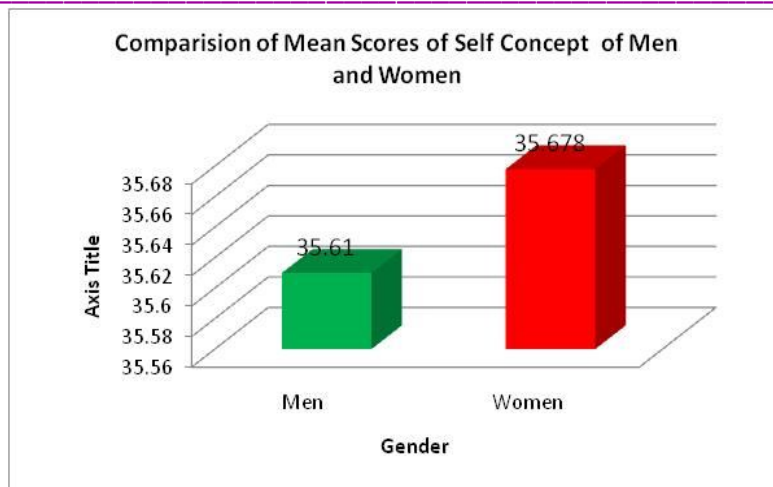
The 't' test was used to find out the significance of the difference between the means of

1. men and women teachers,
2. Teachers working in government and private schools,
3. Teachers working in rural and urban schools,
4. Teachers belonging to forward castes and those belonging to castes other than forward caste.

**Table-2**  
**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	69	35.61	8.012	1.36	0.49	Not significant at 0.5 level
Women	56	35.678	7.29			

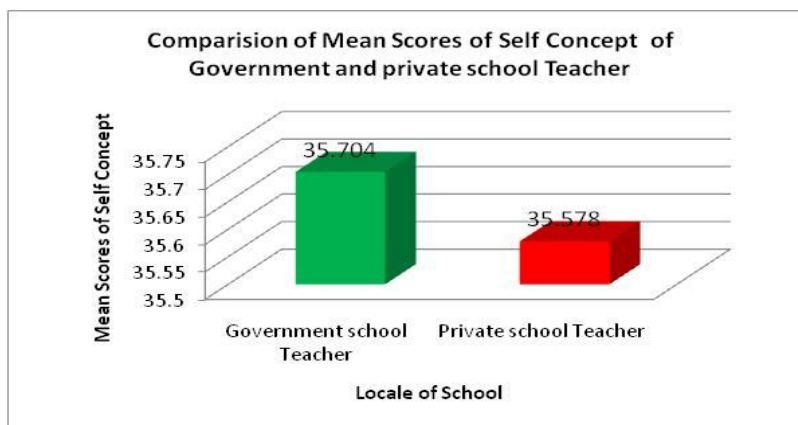
The critical ratio of the self concept scores of men and women teachers is found to be 0.049. it is not significant at 0.05 level, therefore the null hypothesis is retained and it is concluded that there is no significant difference between the self concept of men and women teachers (Vide Table 2).



**Table 3**  
**Significance of the Difference between the Mean Scores of Teachers working in Government and Private Schools on Self Concept Inventory**

Sample	N	Mean	SD	$\sigma D$	CR	Level of Significance
Government school Teacher	61	35.704	7.92	1.376	0.0915	Not significant at 0.5 level
Private school Teacher	64	35.578	7.45			

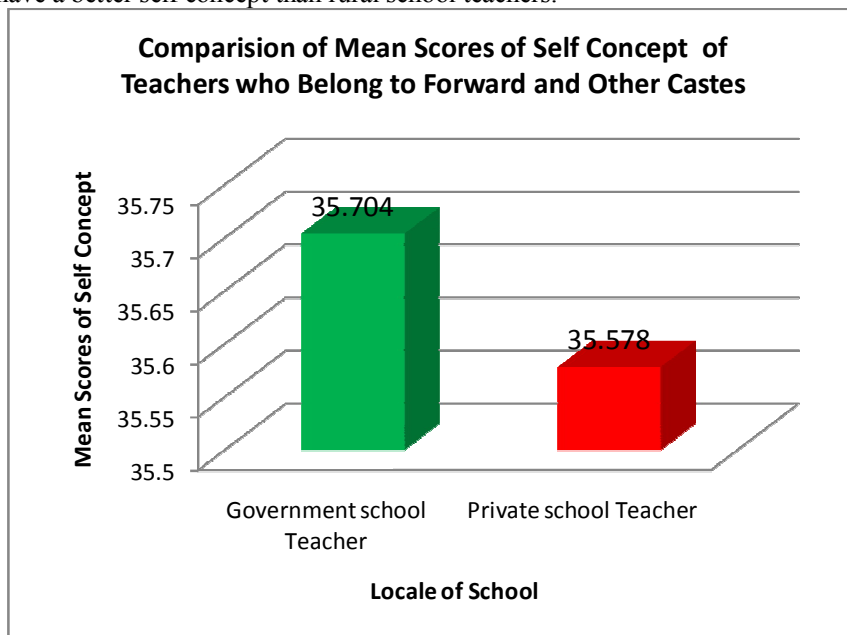
The critical ratio of the self concept scores of teachers working in government and private schools is found to be 0.0915. It is not significant at 0.05 level. Hence the null hypothesis is retained. Hence it can be concluded that there is no significant difference between the self concept of teachers working in Government and private schools.



**Table 4**  
**Significance of the difference between the Mean Scores of Teachers Working in Rural and Urban schools on Self Concept Inventory**

Sample	N	Mean	SD	$\sigma D$	CR	Level of Significance
Rural school Teacher	62	34.21	7.92	1.35	2.103	Significant at 0.5 level
Urban school Teacher	63	37.05	7.17			

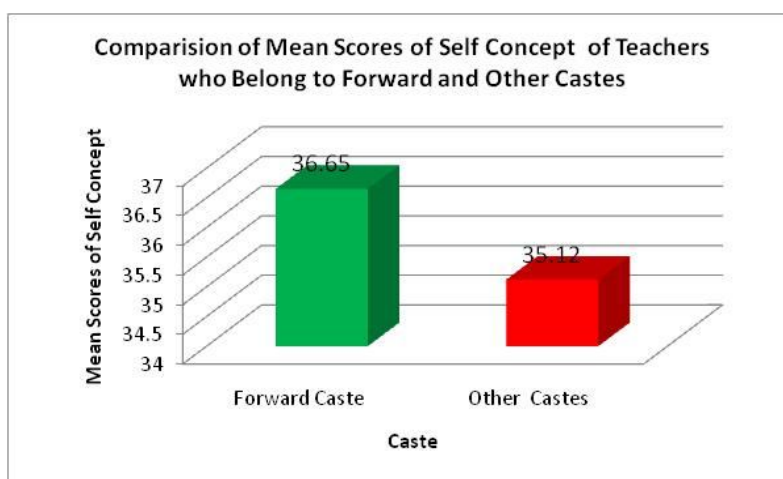
The critical ratio of the self concept scores of men and women teachers working in rural and urban school is found to be 2.103. it is significant at 0.05 level. Hence the null hypothesis is rejected. It is concluded that there is a significant difference in the self concept of teachers working in rural and urban schools. The urban school teachers have a better self concept than rural school teachers.



**Table 5**  
**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	52	36.65	7.64	1.388	1.102	Not significant at 0.5 level
Other Castes	73	35.12	7.67			

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 1.102 and it is not significant at 0.05 level. Hence the null hypothesis 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 5).



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**5. FINDINGS:**

1. Teachers undergoing B.Ed., Course through Distance Education in *Karnataka Open University, Mysore allotted S.R.K. Study Centre* have high self concept.
2. Men and women teachers do not differ in their self concept.
3. Teachers working in government and private schools do not differ in their self concept.
4. Teachers working in rural and urban schools differ in their self concept.
5. Teachers who belong to forward castes and those belonging to other castes do not differ in their self concept.

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