

# A Study of Level of Self-Concept among Women Teachers in Total and Primary, Secondary and Tertiary Level Education

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## I. INTRODUCTION

Self concept means individual's evaluation about himself or herself. It greatly influences the individuals characteristic behaviour. Self concept is one of dominant characteristic in the personality pattern and it manages the individual's reaction to people and situation. It is multidimensional of an individual's portion of self relation to so many number of characteristics.

It is found from the review of literature on self concept that most of the studies reported are related to students and considerable no. of studies are on teachers. But these studies on teachers are focused on different aspects like teacher effectiveness, adjustment, achievement motivation etc, but not on women empowerment. As such, scope for discussion of the findings in relation to other studies is limited. The findings that women teachers have exhibited average level self concept and teachers working at different levels of education differ in their self concept is considerable in the present context.

### Title of the study

A STUDY OF LEVEL OF SELF-CONCEPT AMONG WOMEN TEACHERS IN TOTAL AND PRIMARY, SECONDARY AND TERTIARY LEVEL EDUCATION

### Objectives-

To assess and compare level of Self-Concept among women teachers of primary, secondary and tertiary level education

### Hypothesis –

- Women teachers of primary, secondary and tertiary level education do not differ in their Self-Concept
- There is no significant difference among women teachers of primary, secondary and tertiary level education in their Self-Concept.

### Method

**Variable** –Self Concept

### Sample –

250 primary teachers, 200 secondary teachers and 100 college teachers were selected randomly. Thus the total sample consisted of 550 women teachers selected from both urban and rural schools. The investigator could not get back filled in tools from 40 women teachers and found 10 incomplete tools. All 50 are from primary schools. Thus the total sample consisted of 500 women teachers from 5 taluks with 100 teachers in each taluks and from different levels of education – primary (200), secondary (200) and tertiary (100),

### Tools

The Self-Concept Inventory (adult form) developed by Dr. Beena Shah (1986) was used in the present study for collection of data on self concept.

### Statistical Technique

Descriptive statistics i.e. Mean, SD and percentage analysis to report and compare , self concept among women teachers of primary, secondary and tertiary level education

Table 1: Detail of criteria followed in categorization of teachers

Criteria and Categorisation	Score limits	Total number and percentage of teachers	
		No.	%
Above average	Above 112.5	64	12.8
Average	Between 75 and 112.5	349	69.81
Below average	Below 75	87	17.4
Total		500	100%

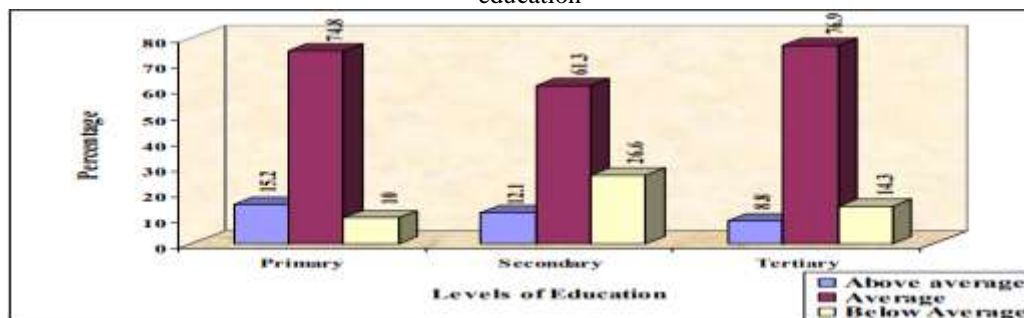
Mean and SD for the scores obtained by the women teachers constituting the sample for the study were calculated and it was found 155.83 and 20.039 respectively. Then the teachers were categorized into three levels of Women Empowerment-Above Average, Average and Below Average based on criteria of  $M \pm SD$  and the details of number and percentage of the women teachers at primary, secondary and tertiary level

education are presented in the above table. The table reveals that more number of teachers (69.8%) were found to have Average level, whereas (17.4%) are found to be Below Average and (12.8%) found to be Above Average in their Self Concept. Hence, it is inferred that higher percentage of women teachers constituting the sample have average level self concept.

Table 2: Detail of Self-Concept among women teachers levels of primary, secondary and tertiary level education

Levels	Above average		Average		Below Average		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	32	15.2	157	74.8	21	10	210	100
Secondary	24	12.1	122	61.3	53	26.6	199	100
Tertiary	8	8.8	70	76.9	13	14.3	91	100
Total	64	12.8	349	69.8	87	17.4	500	100

Figure 1: Detail of Self-Concept among women teachers levels of primary, secondary and tertiary level education



The level of education-wise analysis revealed the following points: (i) In all the 3 levels of education i.e. primary, secondary, tertiary, higher percentage women teachers (74.8%, 61.3%, 76.9% respectively) are found to have Average level Self Concept. (ii) Of the remaining percentage of teachers, higher percentage of teachers at secondary (26.6%) and Tertiary (14.3%) levels are found to be at Below Average level whereas the percentage of teachers at Below Average level found to be least (10%) at primary level education. (iii) In contrast, very less percentage of teachers are found to be Above Average at secondary (12.1%) and Tertiary (8.8%) level of education whereas higher percentage of primary levels teachers (15.2%) are found to be at Below Average level of Self Concept. Thus it is inferred that higher percentage of Tertiary teachers are better in their of Self Concept compared to those at primary and secondary level teachers.

#### Findings

- Higher percentage of women teachers in total and at all the three levels of education i.e. primary, secondary, tertiary, levels are found to have average level Self Concept. The percentage of tertiary teachers is higher than that of secondary teachers
- Women teachers at primary, secondary and tertiary level education differ in their level of their self concept. The primary women teachers are slightly stronger in their self concept and significantly differ from secondary and tertiary teachers, whereas teachers at secondary and tertiary level do not differ significantly.

#### Educational Implication

- It is found that women teachers have average level self concept. But high level self concept is required to meet the requirements of high level empowerment. This implies more provisions for development of higher self concept among women teachers.
- **Suggestion for further study**
- Extension of same study with many more variables of unique importance

## II. CONCLUSION

**Women teachers needs a high level of self concept due to consistency in development of future architects of our nation by empowerment and personality.** individual's evaluation about himself or herself. It greatly influences the individuals characteristic behaviour, There is urgency of over coming of average level concept .

## REFERENCE

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