

An Analyze of Women Teachers' Self-Concept in West Bengal

Dr. Savita Mishra

Principal

**Vidyasagar College of Education
Phansidewa, Darjeeling, West Bengal
E-mail:- mishrasavita.hce@gmail.com**

Abstract

The perception of one's own qualities and attributes is referred to as one's self-concept. An individual's self-concept can be referred to as awareness of self. The self-concept of teachers can influence the self-concept of their students. The current study was carried out to investigate and compare the self-concept of female teachers working at various levels of education. It is recommended that teacher education programmes focus on techniques and strategies for improving students' self-concept as well as content, skills, and teaching strategies. The study's objectives are to look into any significant differences in the self-concept of female teachers based on their level of education, age, training, educational qualification, marital status, caste, and location. The study's goal was to assess the self-concept of female elementary and secondary school teachers in West Bengal. The descriptive method was used in the study design. A sample of 240 women teachers, (Elementary and Secondary level, below 30 & above 30, Trained & Untrained, High qualification & Low qualification, Married & Unmarried, General/OBC & SC/ST and Rural & Urban female teachers) was drawn for collection of data by a simple random sampling procedure where elementary school teachers were 120 and secondary school teachers were 120. For assessing self-concept of women teachers, Nayak's (2004) The Teacher Self-Concept Scale was used. The main findings are that there is a significant difference in self-concept of female teachers based on education level, age, training, educational qualification, marital status, caste, and location.

Key Words: Self-Concept, Women Teachers, Education

Introduction

The self is at the centre of our daily actions, and we all have a set of self-perceptions and beliefs. This type of self-perception is crucial in motivating and organizing our actions. It begins to change early in life. As we grow older, we develop a sense of self-awareness. In truth, we all participate in activities that increase our sense of self. We seek positive regard from others, as Rogers stated. To put it another way, we have a tremendous want to be loved and cherished by others. The study of the self and how it functions is an enthralling subject. A person's overall assessment of his or her physical, social, temperamental, and academic abilities is defined as self-concept. It consists of a person's beliefs, convictions, and values. It also includes attitudes about oneself as a person, his or her worth, the right to have one's own feelings and thoughts, and the ability to make one's own decisions. The self-concept of a person is the image of himself or herself that he or she has of himself or herself. It is a self-created profile that a person uses to evaluate himself or herself. It includes an individual's assessment of his or her own advantages, liabilities, strengths, and weaknesses, as well as talents and deficiencies that they see in themselves. Self-concept refers to one's overall perception of one's own personality structure.

Self-concepts are cognitive frameworks that include content, attitudes, and evaluative judgments and are used to make sense of one's surroundings, focus attention on one's goals, and protect one's basic sense of worth. If the self is made up of a "I" who thinks and a "me" who is the content of those thoughts, mental notions or beliefs about who one is, was, and will be are a key aspect of this "me" content.

These mental notions are the content of self-concept. While we focus on the structural aspects of self-concept (e.g., individualistic, collectivistic, proximal immersed, distal other), much of the literature focuses on content and evaluative judgement, asking people what they describe about themselves and how positively they analyse individuals. Women teachers in schools are more likely than male teachers to perform menial and low-status tasks not only during the school day, but also at special events such as school concerts and award ceremonies. Another critical issue for policy makers to consider is the fact that some primary schools, particularly in some contexts, are

dominated by women to such an extent that it is believed that this can have a negative impact, alienating boys from educational activities and affecting attendance, retention, and performance. While this may not be a major concern, it is worth noting. Policymakers in many countries will be more aware of this situation, ensuring that initiatives to achieve gender equality in education also benefit boys. Negative attitudes in school, family, and community shape women's perceptions of themselves, their skills, aptitudes, and proper positions inextricably. Women's rights are thus protected in this manner. Their personal attitudes may also be a barrier to their educational advancement. Professional development is a broad term that refers to various opportunities for teachers to broaden their knowledge and skills. In addition to traditional teacher training activities such as workshops and seminars, it may include more innovative tactics such as mentoring, teachers' meetings, and classroom-based trainings. The term "professional development" also implies that it is a continuous process.

Review of Related Literature

Khatoon (2015) the impact of student teachers' emotional intelligence on teaching effectiveness in terms of self-concept, motivation, and academic achievement was investigated. The study's major findings were that high, average, and low achiever urban student teachers had higher emotional intelligence, self-concept, achievement motivation, and teaching effectiveness than rural student teachers. Emotional intelligence and teaching effectiveness have a significant impact on student teachers' self-concept, academic achievement, and motivation.

Nisha (2015) investigated the impact of practise teaching on secondary school teacher trainees in Kerala State's self-concept, emotional adjustment, and attitude toward the teaching profession. The findings revealed that practise teaching does not improve secondary school teacher trainees' self-concept. After the practise, there is a significant decrease in the self-concept of teacher trainees.

Maheshwari (2016) investigated the self-concept of prospective B.Ed. teachers from government and self-financing colleges. The research findings revealed that male government college

prospective teachers, those with a science background, and those with a low socioeconomic status had a better self-concept. Female, arts, commerce, middle economic statuses, and total prospective teachers of government colleges and self-financing colleges, on the other hand, were discovered to be identical.

Anand (2016) investigated secondary school teachers' teacher effectiveness in relation to social intelligence and self-concept. The study's major findings were that 68.1 percent of secondary school teachers had moderate levels of self-concept. Only 17.9% and 14% were found to have a high and low level of self-concept, respectively.

The relationship between teacher effectiveness and self-concept was found to be highly positive.

Kore (2016) investigated student teachers' emotional intelligence in relation to self-concept, adjustment, and demographic variables. The study's findings revealed that self concept and adjustment had a significant influence on student teachers' emotional intelligence. Gender has a significant impact on student teachers' emotional intelligence. The location and type of management have a significant impact on B.Ed. student teachers' self concept, adjustment, and emotional intelligence.

Sujata (2016) investigated the interaction effect of job satisfaction, self-concept, and emotional intelligence on primary school teachers' academic involvement.

The study's major findings were that there was a significant increase in academic involvement of urban, rural, government, female, unmarried teachers, and teachers with up to 20 and above 20 years of teaching experience when their job satisfaction, self-concept, and emotional intelligence increased, and there was also a significant increase in academic involvement of male, married, private, and up to 40 and above 40 years old primary school teachers when their job satisfaction, self-concept, and emotional intelligence increased.

Subharayan (2017) studied the relationship between self-concept and academic achievement in B.Ed. students in the Coimbatore district. The study's findings revealed a positive and significant relationship between self-concept and academic achievement among B.Ed. students in the Coimbatore District.

Rationale of the study

The perception of one's own qualities and attributes is referred to as one's self-concept. An individual's self-concept can be referred to as awareness of self. The self-concept of teachers can influence the self-concept of their students. The current study was carried out to investigate and compare the self-concept of female teachers working at various levels of education. It is recommended that teacher education programmes focus on techniques and strategies for improving students' self-concept as well as content, skills, and teaching techniques. It is well known fact that the effectiveness of schools entirely depends upon the teacher performance. Effective teachers produce problem solving ability in the students. It means that their effectiveness is important in teaching learning process. There are various elements, practical approaches, and practices of teaching are adopted and suggested to enhance their teaching effectiveness which are fully depends on their self-concept but what are such other reasons that influence their performance.

Research Questions

- Are women teachers at the secondary level better than the women teachers of elementary level in their perception of self?
- Are the women teachers at secondary and elementary level in perception of self in relation to their age variation?
- Are the women teachers at secondary and elementary level in perception of self in relation to their professional qualification?
- Are the women teachers at secondary and elementary level in perception of self in relation to their higher educational qualification?

- Are the women teachers at secondary and elementary level in perception of self in relation to their marital status?
- Are the women teachers at secondary and elementary level in perception of self in relation to their caste variation?
- Are the women teachers at secondary and elementary level in perception of self in relation to their locale variation?

The answers to the preceding questions provided a strong rationale for the study. As a result, the problem is stated as "**An Analyze of Women Teachers' Self-Concept in West Bengal**"

Objectives of the study

- To investigate whether there are any significant differences in the self-concept of female teachers based on their level of education.
- To determine whether there is a significant difference in self-concept among female teachers based on age.
- To discover whether there is a significant difference in the self-concept of trained and untrained female teachers.
- To determine whether there is a significant difference in self-concept between highly qualified and less qualified female teachers.
- To determine whether there is a significant difference in the self-concept of female elementary and secondary school teachers based on their marital status.
- To determine whether there is a significant difference in self-concept among female elementary and secondary school teachers based on caste.
- To determine whether there is a significant difference in self-concept among female elementary and secondary school teachers based on location.

Hypotheses of the study

Ho₁ The women teachers at elementary and secondary level do not display equally self-concept nature and degree.

Ho₂ There is no significant difference in self-concept of women teachers in relation to Age variation.

Ho₃ There is no significant difference in self-concept of trained and untrained women teachers.

Ho₄ There is no significant difference in self-concept of highly qualified and less qualified women teachers.

Ho₅ There is no significant difference in self-concept of women teachers at elementary and secondary level in relation to their marital status.

Ho₆ There is no significant difference in self-concept of women teachers at elementary and secondary level in relation to their caste variation.

Ho₇ There is no significant difference in self-concept of women teachers at elementary and secondary level in relation to their locale variation.

Methodology: Design: The study design was descriptive method i.e. normative study method. Here in the study self-concept of women teachers has been studied in relation to level of education, age, marital status, professional qualification, educational qualification, caste and locality.

Sample: A sample of 240 women teachers, (Elementary and Secondary level, Below 30 & Above 30, Trained & Untrained, High qualification & Low qualification, Married & Unmarried, General/OBC & SC/ST and Rural & Urban female teachers) was drawn for collection of data by a simple random sampling procedure where elementary school teachers were 120 and secondary school teachers were 120 .

Tools used for the study: For the purpose of data collection and information **Nayak's (2004) Teacher Self-Concept Scale** which contains 65 items were used. The reliability of the scale was calculated by split half and test retest method and it was found to be **0.784** and **0.862** respectively. The validity of scale was determined in item of criterion related validity (concurrent validity) and was found to be 0.608.

Results and discussions

Collection of data was done by administering the tools and scoring them.

Frequency Distribution of scores on Self-concept of Women teachers: In order to study the frequency distribution on self-concept of women teachers, the following table has been prepared.

Table 1: Sub-sample wise frequency distribution of scores on self-concept of women teachers.

Class Interval	Level of Education		Age		Professional Qualification		Marital Status		Educational Qualification		Caste		Locale	
	Elementary	Secondary	<30	>30	Trained	Untrained	Married	Unmarried	High Qualified	Less Qualified	SC/ST	GEN/OBC	Rural	Urban
170-179	6	2	4	2	4	2	2	4	2	4	6	2	6	2
160-169	13	8	16	6	15	7	5	9	5	14	12	9	12	7
150-159	16	16	18	10	17	11	12	14	11	17	15	11	17	17
140-149	21	20	20	18	21	17	21	22	18	23	20	21	20	21
130-139	24	34	32	34	33	33	34	36	33	34	29	35	25	35

120-129	20	26	25	24	25	24	20	21	25	23	20	26	18	24
110-119	12	10	11	12	10	13	12	17	13	13	11	11	15	11
100-109	8	4	4	4	4	4	4	7	3	2	7	5	7	3
Total	120	120	130	110	130	110	110	130	110	130	120	120	120	120
			0	0	0	0	0	0			0			0

From the above table it is clear that for all the sub-samples and total sample, the class interval 130-139 is considered as the modal class interval and gradually narrowing towards the upper and lower end. It is also observed in case of all the sub-samples. Such a distribution gives an impression of scores falling into a normal distribution.

Analysis and Interpretation

Component wise summary of ‘t’ ratio on self-concept of women teachers:

Table 2: Summary of the ‘t’ ratio of the sub samples component wise (Behavioral manifestation)

variables	Sub sample	No. of Women teachers	Mean	SD	SED	‘t’ value	Remarks
						Behavioral manifestation	
Lvl. Of edn.	Ele .	120	52.40	4.42	0.79	4.42	Sig.
	Sec.	120	48.16	4.21			
Age	<30	130	51.16	4.65	0.68	4.30	Sig.
	>30	110	49.30	3.40			
Prof. Qulf.	Trd.	130	47.66	4.58	0.69	3.45	Sig.
	Un trd.	110	49.84	3.72			
Marital	M	110	48.66	4.34	0.70	4.13	Sig.

status	UM	130	46.77	4.80			
Edu.	H. Q.	110	49.20	3.68	0.76	5.18	Sig.
Qulf.	L.Q.	130	48.24	4.50			
Caste	ST/SC	120	50.34	4.28	0.69	5.04	Sig.
	GEN/OBC	120	45.60	4.21			
Locale	Rural	120	50.89	4.70	0.77	4.38	Sig.
	Urban	120	48.45	4.60			

Sig.-Significant; At 0.05 level of significance, $t=1.96$; At 0.01 level of significance, $t=2.58$

The above table clearly showed that the calculated 't' value was greater than the table 't' value. As a result, the Null Hypothesis was rejected because the 't' test was significant. As a result, the component of self concept 'there is a significant difference between elementary and secondary school female teachers in terms of behavioural manifestation' is significant. As a result, the null hypothesis was rejected. Similarly, there is a significant difference between 30 and >30 years old, trained and untrained, married and unmarried, highly qualified and lowly qualified, ST/SC and GEN/OBC, rural and urban. That is why elementary school teachers differ from secondary school female teachers in terms of behavioural manifestation. Although a mean difference between two subgroups was discovered, the mean difference was statistically significant.

Table 3: Summary of the 't' ratio of the sub samples component wise (popularity)

variables	Sub sample	No. of Women teachers	Mean	SD	SE _D	't' value	Remarks
						popularity	
Lvl. Of edn.	Ele .	120	38.69	3.84	0.56	4.55	Sig.
	Sec.	120	36.28	3.47			
Age	<30	130	38.02	3.11	0.45	5.45	Sig.
	>30	110	36.39	2.45			
Prof.	Trd.	130	34.12	3.16	0.56	4.26	Sig.

Qulf.	Un trd.	110	30.51	2.55			
Marital status	M	110	30.24	2.24	0.57	5.17	Sig.
	UM	130	33.79	3.46			
Edu. Qulf.	H. Q.	110	32.09	3.48	0.58	4.17	Sig.
	L.Q.	130	36.74	4.14			
Caste	ST/SC	120	39.69	3.90	0.57	5.15	Sig.
	GEN/OBC	120	37.28	3.40			
Locale	Rural	120	39.02	3.24	0.49	5.21	Sig.
	Urban	120	36.49	3.09			

Sig.-Significant; At 0.05 level of significance, $t=1.96$; At 0.01 level of significance, $t=2.58$

The above table clearly showed that the calculated 't' value was greater than the table 't' value. As a result, the Null Hypothesis was rejected because the 't' test was significant. As a result, there is a significant difference in the popularity component of self-concept between elementary and secondary school female teachers. As a result, the null hypothesis was rejected. Similarly, there is a difference between 30 and >30, trained and untrained, married and unmarried, and highly qualified and lowly qualified. ST/SC and GEN/OBC variations, as well as rural and urban variations that is because the popularity of elementary school female teachers differs from that of secondary school female teachers.

Table 4: Summary of the 't' ratio of the sub samples component wise (Profile as a teacher)

variables	Sub sample	No. of Women teachers	Mean	SD	SE _D	't' value	Remarks
						Profile as a teacher	
Lvl. Of edn.	Ele .	120	22.79	7.45	1.22	3.13	Sig.
	Sec.	120	23.94	6.45			
Age	<30	130	23.90	5.67	1.56	3.87	Sig.
	>30	110	22.89	5.23			

Prof. Qulf.	Trd.	130	23.16	7.56	1.38	3.81	Sig.
	Un trd.	110	21.90	6.67			
Marital status	M	110	21.22	6.18	1.89	3.98	Sig.
	UM	130	23.96	5.96			
Edu. Qulf.	H. Q.	110	21.66	7.17	1.39	3.91	Sig.
	L.Q.	130	24.88	6.69			
Caste	ST/SC	120	22.69	7.89	1.99	3.43	Sig.
	GEN/OBC	120	24.54	6.56			
Locale	Rural	120	23.90	5.67	1.86	3.45	Sig.
	Urban	120	24.69	5.78			

Sig.-Significant; At 0.05 level of significance, $t=1.96$; At 0.01 level of significance, $t=2.58$

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypotheses was rejected as the 't' test was significant. Therefore 'there is significance difference between elementary and secondary school women teachers in respect to **Profile as a teacher** component of self concept. Hence the null hypothesis was rejected. Similarly there is significance between age <30 and >30, trained and untrained, married and unmarried, high qualified and low qualified. ST/SC and GEN/OBC, Rural and Urban variations. That is for the **Profile as a teacher** elementary school women teachers do differ from the secondary school women teachers.

Table 5: Summary of the 't' ratio of the sub samples component wise (Cognitive and perceptual functioning)

variables			Mean	SD	SE _D	't' value	Remarks
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	Sub sample	No. of Women teachers				Cognitive and perceptual functioning	
Level of education	Ele .	120	34.47	6.45	1.45	4.54	Sig.
	Sec.	120	35.16	5.78			
Age	<30	130	35.12	5.56	1.45	3.12	Sig.
	>30	110	34.69	4.78			
Prof. Qulf.	Trd.	130	35.34	5.79	1.68	3.68	Sig.
	Un trd.	110	33.56	4.67			
Marital status	M	110	33.86	5.45	1.51	4.35	Sig.
	UM	130	35.06	4.57			
Edu. Qulf.	H. Q.	110	33.26	5.12	1.98	3.97	Sig.
	L.Q.	130	35.88	4.59			
Caste	ST/SC	120	35.98	6.12	1.34	4.34	Sig.
	GEN/OBC	120	34.46	5.43			
Locale	Rural	120	35.69	5.48	1.24	4.12	Sig.
	Urban	120	34.96	4.29			

Sig.-Significant; At 0.05 level of significance, $t=1.96$; At 0.01 level of significance, $t=2.58$

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypotheses was reject as the 't' test was significant. Therefore it was found that 'there is significance difference between elementary and secondary school women teachers in respect to **Cognitive and perceptual functioning**' component of self concept. Similarly there is significance between age <30 and>30, trained and untrained, married and unmarried, high

qualified and low qualified, ST/SC and GEN/OBC, Rural and Urban variations. That is for the **Cognitive and perceptual functioning** elementary school women teachers do differ from the secondary school women teachers.

Sub sample wise summary of ‘t’ ratio on self-concept of women teachers

Table 6: Summary of the ‘t’ ratio on self-concept of women teachers of the sub samples wise

variable s	Sub sample	No. of Women teachers	Mean	SD	SE _D	‘t’ value	Remarks
Lvl. Of edn.	Ele .	120	176.20	23.76	4.46	3.23	Sig.
	Sec.	120	169.30	25.70			
Age	<30	130	164.50	25.20	4.93	3.78	Sig.
	>30	110	151.30	24.20			
Prof. Qulf.	Trd.	130	165.40	26.50	3.23	3.13	Sig.
	Un trd.	110	153.10	25.10			
Marital status	M	110	152.50	26.57	3.57	3.57	Sig.
	UM	130	163.50	21.30			
Edu. Qulf.	H. Q.	110	166.90	23.80	3.78	3.89	Sig.
	L.Q.	130	171.50	24.60			
Caste	ST/SC	120	170.30	524.98	4.16	3.45	Sig.
	GEN/O BC	120	172.30	24.70			
Locale	Rural	120	1784.52	26.20	3.83	3.58	Sig.
	Urban	120	169.30	25.20			

Sig.-Significant; At 0.05 level of significance. t=1.96;At 0.01 level of significance, t=2.58

It was clear from the above table that the calculated 't' value of level of education, age, professional qualification, marital status, educational qualification, ST/SC and GEN/OBC, Rural and Urban was greater than the tabulated 't' value. Hence the Null Hypotheses was rejected. Therefore 'there is significant difference in level of education, age, professional qualification, marital status, educational qualification, ST/SC and GEN/OBC, Rural and Urban elementary and secondary school women teachers.

Major findings of the study

- There is significant difference in self-concept of women teachers in relation to level of education variation
- There is significant difference in self-concept of women teachers in relation to age variation.
- There is significant difference in self-concept of trained and untrained women teachers.
- There is significant difference in self-concept of high qualified and less qualified women teachers.
- There is significant difference in self concept of women teachers at elementary and secondary level in relation to their marital status.
- There is significant difference in self-concept of women teachers at elementary and secondary level in relation to their caste variation.
- There is significant difference in self-concept of women teachers at elementary and secondary level in relation to their locale variation.

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