



A STUDY OF SELF-CONCEPT OF PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL SATISFACTION

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Abstract

The profession of teaching was viewed as a labour of love. However, image of the teachers now is not glorious with increasing industrialization, urbanization and societal upliftment from the modification required in all major institutions of society, Educational institutions cannot be exempted.

Keywords: *Self-Concept, Primary School Teachers, Professional Satisfaction.*



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Introduction

In such a society responsibilities of the teachers are innumerable. There is no exaggeration in saying that it is the teacher who makes or mars the nation, for the teachers are vested with vital responsibility of grooming the minds of the young to be self reliant and self directed individuals with scientific and humanistic outlook.

Self-Concept

Self-concept is an idea of the self-constructed from believes one holds about one self and the responses of others. Does the mental and conceptual understanding and persistent regard that sentient beings hold for their own existence. In other words, it is the sum total of a being's knowledge and understanding of his or her self the self-concept is different from self-consciousness, which is an awareness or preoccupation with one's self. Components of self-concept include physical and psychological and social attributes, which can be influenced by the individual's attitudes, habits, beliefs and ideas. These components and attributes cannot be condensed to the general concepts of self-image and the self-esteem.

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and on academics), gender roles and sexuality, racial identity, and many others. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

An individual's perception of himself, as a person, which includes his abilities, appearance, performance in his job, and phases of daily living (Good 1973). Self-concept refers to the picture or image a person has of himself. (Taneja, 199). Judge and Bono (2001) presented a meta-analysis showing that components of a positive self-concept construct were among the best predictors of job performance and job satisfaction.

Professional Satisfaction

The term satisfaction has been defined by English (1934) as the state of a person whose tendencies have (for the moment, at least) reached their goal. In other words the term is defined as "affective condition of a person who gained his desires". This definition of the term satisfaction leads, altogether a theory which will be discussed later. In support of the above definition Blum (1956) defined job satisfaction as "a complex of employee's attitudes". When there is a conflict between opposing drives, needs and desires in the vocational area, it leads to profession dissatisfaction. In other words profession satisfaction is the employee's judgment of how well his profession, on the whole, satisfied his various needs.

According to Good (1973), profession is, a test performed by a student in order to develop skill or to "try out" the application of a principle; a unit of trade or task done by a worker in return for pays, an employment classification; a contract or unit of work in the Dalton Plan to be completed in a given time; a specific assigned tasks, which provides the media by which the student practices and develops skills for an occupation.

Cook and Cook (1930) defined as an occupation based upon specialized intellectual study and training. It is a work pursuit, one person's effort to find out a place in the work-a-day world. It is a kind of occupation which in by gone times, was termed as "Vocation".

Review

The studies yielded contradictory results on the relation between different personal and demographic variables and professional satisfaction. Therefore it is difficult to summaries the conclusions of these studies as they have concerned themselves about a wide variety of aspects of professional satisfaction, and self-concept.

Although job satisfaction and job involvement are also important from the educational point of view, these areas are not much explored in relation with the elementary school teachers. The results of even the few studies present a confusing picture with contradictory results.

It is needless to say that a very few studies have been conducted to study the professional satisfaction of elementary school teachers. Whatever studies exists, none of them is comprehensive enough so as to enable to draw conclusive results.

Statement of the Problem

Under these circumstances, it is quite reasonable to say that there is a great need to conduct more and more similar studies. Hence, the investigator was made to move in this direction and conduct the investigation in which the professional satisfaction of primary school teachers. The study intends to investigate the relationship of self-concept with professional satisfaction of primary school teachers.

Variables

Independent Variable: Self-concept

Dependent Variable: Professional Satisfaction

Demographic Variables: (i) Gender (Male / Female)

Objectives of the Study

The study was undertaken with the following objectives in view :

- 1.To study the relationship between Self-concept and Professional Satisfaction of primary school teachers as a whole.
- 2.To study the relationship between Self-concept and Professional Satisfaction of male teachers.
- 3.To study the relationship between Self-concept and Professional Satisfaction of female teachers.
- 4.To study the relationship between Self-concept and Professional Satisfaction of urban teachers.
- 5.To study the relationship between Self-concept and Professional

Satisfaction of rural teachers.

Research Hypotheses

The following hypotheses were formulated for the present investigation:

1. There is a positive and significant relationship between Self-concept and Professional Satisfaction of primary school teachers as a whole.
2. There is a positive and significant relationship between Self-concept and Professional Satisfaction of male teachers.
3. There is a positive and significant relationship between Self-concept and Professional Satisfaction of female teachers.
4. There is a positive and significant relationship between Self-concept and Professional Satisfaction of urban teachers.
5. There is a positive and significant relationship between Self-concept and Professional Satisfaction of rural teachers.

Scope of the Study

The main intention of the study was to find the relationship between independent variable i.e., self-concept on dependent variable such as professional satisfaction of primary school teachers. The study was confined only to Meerut District

Research Design

Research Method

The study undertaken was a descriptive research in education which attempts to describe and analyze the present conditions, with a view to have an accurate picture of the present which in turn forms the basis for future planning and policy-making.

The Sample

Teachers working in primary schools were considered as the sample in order to study the relationship between independent variable and dependent variable. Two hundred primary school teachers of Dharwad district constituted the sample for the present study. The school and teachers were selected using random sampling technique.

Tools Used

For the purpose of the present study, the researcher was used Professional Satisfaction Inventory, Self-concept scale were constructed / selected and standardized by investigator.

Professional Satisfaction Inventory: Out of 84 items in the preliminary tool 60 items was included in the final too. There were 31 positive statements and 29 negative statements in the professional satisfaction inventory. Items were arranged on a five-point scale – strongly

agree, agree, doubtful, disagree, or strongly disagree. Items for which the 't' value was significant at 0.05 level were retained in the inventory. Validity indices like content, intrinsic, and concurrent were established. The reliability indices like consistency and stability were estimated.

Self-concept Scale: This scale consists of 51 items divided into 10 areas. It is a 5-point attitude scale - strongly agree, agree, undecided, disagree or strongly disagree. The score for Positive items is 4, 3, 2, 1 and for Negative items 1, 2, 3, 4, 5. The validity of a scale was estimated with (i) Criterion Validity, (ii) Content Validity, and (iii) Construct Validity. The internal consistency was calculated through split-half method.

Collection of Data

The investigator personally visited the primary schools for collecting data. The teachers who attended the school on the day of collection of data were considered as sample. The teachers were given necessary instructions about the various instruments and requested to respond genuinely to all the items. Both professional satisfaction inventory and self-concept scale were used in the collection of data.

Statistical Technique Used

The data was quantified according to the variables involved in the study. The analysis was carried out on the basis of objectives and hypotheses formulated by using suitable statistical techniques. The Pearson's Correlation technique was used in testing the hypotheses.

Findings

The results of the study are analyzed and interpreted as per the stated objectives in the following tables.

Table – 1: Correlations of Self-concept with Professional Satisfaction of Teachers as a Whole

Variable	Correlation Coefficients – Self-concept			
	r-value	t-value	p-value	Significance
Professional Satisfaction	0.2599	3.7875	<0.01	Yes

The obtained 't' value 3.7875 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This

reveals that there is a positive and significant relationship between self-concept and professional satisfaction of primary school teachers.

Table – 2: Correlations of Self-concept with Professional Satisfaction of Male Teachers

Correlation Coefficients – Self-concept				
Variable	r-value	t-value	p-value	Significance
Professional Satisfaction	0.3013	2.9300	<0.01	Yes

The obtained 't' value 2.9300 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between self-concept and professional satisfaction of male teachers.

Table – 3: Correlations of Self-concept with Professional Satisfaction of Female Teachers

Correlation Coefficients – Self-concept				
Variable	r-value	t-value	p-value	Significance
Professional Satisfaction	0.2336	2.8200	<0.01	Yes

The obtained 't' value 2.8200 is greater than the tabled 't' value 2.76 at 0.01 level, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between self-concept and professional satisfaction of female teachers.

Table – 4: Correlations of Self-concept with Professional Satisfaction of Urban Teachers

Correlation Coefficients – Self-concept				
Variable	r-value	t-value	p-value	Significance
Professional Satisfaction	0.2283	2.3331	<0.05	Yes

The obtained 't' value 2.3331 is greater than the tabled 't' value 1.96 at 0.05 levels, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This

reveals that there is a positive and significant relationship between self-concept and professional satisfaction of urban teachers.

Table – 5: Correlations of Self-concept with Professional Satisfaction of Rural Teachers

Correlation Coefficients – Self-concept				
Variable	r-value	t-value	p-value	Significance
Professional Satisfaction	0.3022	3.1228	<0.01	Yes

The obtained 't' value 3.1228 is greater than the tabled 't' value 2.76 at 0.01 levels, hence, the hypothesis is accepted. It implies that the obtained correlation is significant. This reveals that there is a positive and significant relationship between self-concept and professional satisfaction of rural teachers.

Conclusion

Self-concept is having positive and significant relationship with the professional satisfaction of primary school teachers as a whole. So, self-concept will act as facilitator for the professional satisfaction of teachers.

Self-concept is having positive and significant relationship with the professional satisfaction of male teachers. Thus, in male teachers self-concept is responsible for professional satisfaction. Even in female teachers professional satisfaction depends to a greater extent on their self-concept

Self-concept is having positive and significant relationship with the professional satisfaction of urban teachers. Thus professional satisfaction of urban teachers depends upon their self-concept. Self-concept is a determining factor of professional satisfaction of rural teachers.

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