IJCRT.ORG **ISSN : 2320-2882**

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A Comparative Study Of Self-Concept Of English And Bengali Medium Teachers Of Purba Medinipur District.

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Abstract

The teacher at the Centre place of the reforms in the education system. A teacher plays a vital role in the all-round development of his students. Students make a well-educated people who developed his own self, own society and nations. This is a comparative study of the self-concept of teachers. For the present study the researcher followed random sampling procedure to select 100 teachers out of 10 schools (from both Bengali and English medium) of Purba Medinipur district. Description of The researcher has used the English version of "self-concept inventory" tool which is developed by Dr. Raj Kumar Saraswat to measure self concept. The study also fond no significant difference in the different dimension (physical, social, Temperamental, Educational, Moral and Intellectual) of self-concept between English medium and Bengali medium school teachers of Purba Medinipur district.

Key words : self-concept,

CHAPTER- I

1.0 INTRODUCTION :

Education is the most important invention of mankind. Man without education would be still living just like animal. It is the education which transformed a man from two legged animal into human. It is 'the education which transformed a man from a two legged animal into human. Education of man begins with birth and it ends at his death. Hence education is a lifelong process. Education is that conducive process which drags a person from darkness. Poverty and misery by developing his individuality in all its aspects physical, mental, emotional and social with all round development. He becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character who uses all his capacities to develop his own self, his society and his nation.

According to Plato

"Education includes all the physical and mental abilities of the child which are within him and develop his sense of beauty and wholeness which he possesses".

According to T.P. Nunn

Education is the complete development of the individuality so that he can make an original contribution to human life to his best capacity".

According to John Dewey

"Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities".

According of Aurobindo

"Education means helping the growing soul to draw out that is in itself"

According to Shankracharya

"Education is the realization of the self"

Self Concept

One's self perception is defined by their self concept self knowledge self esteem and social self. One's self concept also called self construction. Self identity or self perspective is a collection. Self perspective is a collection of beliefs about one self that includes elements such as academic performance, gender roles and sexuality, racial identity and many more. Generally self- concept embodies the answer to "who am I"?

Self concept interacts with self esteem, self-knowledge and social self. The self concept includes past, present and future selves. Future or possible selves represent individual's ideas of what they are afraid of becoming. These different selves correspond to one's hopes, fears, goals and threats for future behavior and also provide an evaluation and interpretive context for the current view of self that is used when one self-evaluates contributing to ones self-evaluates contributing to ones self-esteem.

Self concept is the image that we have of ourselves. This image is particularly. This image is formed in a number of way but is particularly influenced by our interactions with important people in our lives.

The Emergence of positive self concept which bowings unity and consistency of personality leads to well balanced harmoniously developed personality.

SELF CONCEPT MENING AND NATURE

Self concept is control theme around which a large number of the major aspects of personality are organized. The self includes all that a person embraces in works me, mine and myself. It is within each person. The core and the substance of his experience s as human being.

Cooley (1964) views that man ideals about him are reflection of how others see him. He coined the term social or "looking glass self" which is comparable to Miller's subjective public entity.

The self is not the same as the human organism; it is a cognitive construct of the organism which is in certain ways identified which the organism itself. The self concept is something beneath ones skin which effects his/her behavior as an organization derived from one's experience with others.

Cattell (1957) referred to self concept as the key stone of personality and referred its importance to life and situation. Lewin (1951) has pointed out that it gives consistency to personality.

Murphy (1947) discussed the origins and modes of self enhancement and how the self is related to the social group.

Self concept is distinguishable from self - awareness, which refers to the extent to which self knowledge is clearly defined, consistent and currently applicable to one's attitudes and dispositions. Self concept is made up of one's Self Schemas.

DEFINITION

According to Pastorino and Doyle-Partillo

"Self concept is our perception or image of our abilities and our uniqueness. At first one's self concept is very general and changeable. As we grow older these self perceptions become much more organized, detailed and specific"

According to Weiten, Durn & Hammer

"A self concept is a collection of belief about one's own nature, unique qualities and typical behavior. Your self-concept is your mental picture of yourself .lt is a collection of self perception".

According to Raimy (1943)

"Self concept is the map which each person consults in order to understand him during the moment of crisis or choice".

The self includes all that a person embraces in the works I, me, mine and myself. It is within each person, the core and the substance of his experiences as human being.

According to combs and Snyggs (1959)

"What a person thinks and how he behaves is largely determined by the concept he holds about himself and his abilities".

Murphy (1947) describes self as -

"The individual know to the individual".

"The self as known" **Jersild (1960)** self concept include all the ideas and feelings a person has regarding the properties of his body. The qualities of his mind and his personal Characteristics.

It includes his beliefs, values and convictions. It embodies the conception he has of his past of his background and of his further prospects.

The components of the self range from mental details of self perception to attributes that charged

with feeling such as pride or shame inferiority self- esteem or self-reproach. Thus self-concept appears to be a comprehensive area which can represent the personality at large. Recognizing its broader coverage than any other trait of personality, self concept has been chosen as one of the possible dimensions which give direction to the whole life.

Regers (1951) suggested self as the nuclear concept of personality.

Epstain (1972) submits that self concept is based on self - theory. It is a theory that an individual has unwillingly constructed about himself as an
experiencing functioning individual and it is a part of a broader theory which he holds with respect to his entire range of significant experiences.

COMPONENTS OF SELF-CONCEPT

Like many topics with in psychology, a number of theories have proposed in different ways of thinking about self concept.

According to social identical theory self concept is composed of two key parts.

- Personal identity
- Social identity

Our personal identity includes such things as personality traits and other characteristics that make each person unique.

Social identity includes the groups we belong to including our community, religion and other group.

Bracken (1992) suggested that there are six specific domains related to self concept.

(i)   Social - Ability to interact with others.

(ii)   Competence - Ability to meet basic needs.

(iii) Physical - Feelings about looks, health, physical condition and overall appearance.

(iv)   Affect - Awareness of emotional status.

(v)   Academic - Success or failure in school.

(vi)   Family - How well one functions within the family unit.

MODEL OF SELF CONCEPT

The self concept is an internal model that uses self assessment in order to define one's self-schemas features such as personality, skills and abilities, occupation and hobbies, physical characteristics etc are assessed and applied to self schemas which are ideas one has of oneself in a particular dimension.

A collection of self- schemas make up one's over all self concept.

Psychologist Carl Rogers and Abraham Maslow were the first to establish the notion of self concept. According to Rogers everyone strives to reach an "Ideal self". However Humanist psychologist Carl Rogers believed that there were three different parts of self-concept.

1.   Self Image

Self image or how you see yourself. It is important to realize that selfimage does not necessarily coincide with reality. People might have an inflated self-image and believe that they are better at things than they really are. Conversely people are also prone to having negative self-images and perceive or exaggerate flaws or weaknesses. For example - A teenage girl might believe that she is overweight when she is really quite thin. Each individual's self image is probably a mix of different aspects including your physical characteristics, personality traits and social roles.

2.   Self Esteem

Self esteem or how much you value yourself, a number of different factors can impact self esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to our behavior, we are more likely to develop positive self esteem when we compare ourselves lacking, it can have a negative impact on our self- esteem.

3.   Ideal self

Ideal self or how you wish you could be. In many cases the way we see ourselves and how we would like to see ourselves do not quite match up.

Rogers also hypothesized that psychologically healthy people actively move away from roles created by other's expectations and instead look within themselves for validation. Or the other hand, neurotic people have self concept that do not match their experience. They are afraid to accept their own experience as valid, so they distort them either to protect themselves or to win.

LDEMIC SELF- CONCEPT

Academic self-concept refers to the personal beliefs about their academic abilities or skills. Some research suggests that it begins developing from ages 3 to 5 due to influence from parents and early educators. By age 10 or 11 children asses their academic abilities by comparing themselves to their peers. These social comparisons are also referred to as self- estimates some researchers suggest that, to raise academic self-concept, parents and teachers need to provide children with specific feedback that focuses on their particular skills or ability

THE IMPORTANCE OF SELF CONCEPT AND THE IMPLICATIONS FOR TEACHERS

Self concept is the sum and substance of one's feelings and thoughts about who we are and as such is of great importance. Healthy self concept is an essential component for learning. Regardless of age the self-concept of a learner facilitates or inhibits learning Teachers views clearly affect learner's achievements. Positive appraisals over an extended time tend to increase the level of learning. Students tend to perform in accordance with teacher expectations and treatment-self fulfilling prophecy. The wide range of experiences a student has while going through school-scholastic, athletic social, emotional—all constitute input to his or her self-esteem development. Every success and failure, together with the reactions of peers, parents and teachers to these experiences, will contribute significantly to the student's self worth, self confidence, self— reliance and self- competence.

1.1   SCOPE OF STUDY

1.   It will be helpful in finding the different self concept of teacher's belongs to different mediums of teaching.

2.   The study will help in recognizing the factors which differentiate the self concept of teachers belong to different medium.

3.   The study will help in recognizing the different aspect of self concepts like physical, social, temperamental, educational, moral and intellectual.

4.   The scope of the present study covers identifying the self concepts of teachers belongs to different medium; it will help to understand the difference in their thoughts and its importance in teaching.)

1.2   REVIEW OF RELATED LITERATURE

Review of related literature is an essential aspect of research. The researcher understands the general trends and unexplored area through the related studies. The study of related literature can never be ignored in any type of research. Good (1963) states "without a critical study of the related literature the

investigator will be in the dark and perhaps uselessly repeat the work already done".

The term review means to organize the knowledge of the specific area of the research to evolve the edifice of knowledge to show that the purposed study would be an addition to this field.

In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes the theoretical, practical and its research studies. The review of related literature helps to eliminate the duplication of what has been done and provide useful hypothesis and helpful suggestions for significant investigation.

Generally review sharpens the understanding of existing knowledge in the problem area and also provides a back ground to the research. So that he is fully aware of the status of issue. Survey of related literature helps us to show whether evidence already available to solve problem ad-equality without further investigation, save unnecessary duplication of the work.

Contributes to the general scholarship of the investigate points of research strategies and specific procedures. It provides necessary knowledge and insight on where to study, what to study and how to study. Survey of related literature also furnishes the researcher a necessary sequence and enables him to enrich the shallow knowledge in the related field. It also reveals the facts which had remained unexplained in the previous studies so the review of related literature is quite inevitable.

The researcher has tried to keep himself acquainted with the latest development on the field, kept information even the previous work that had been done in the concerned field to avoid duplication but to his best knowledge he could not find any such studies. However some other similar types of studies were surveyed by the researcher. Following are some of the studies conducted in this respect.

1.2.1 INDIAN STUDIES

I) **Saraswat, R.K and Gaur, J.S (1981) :** Approaches for the measurement of self concept — An Introduction Indian Educational Review.

ii) **Shesha (1980)** studied the relationship of self-concept with intelligence and found correlation of 0.43

iii) **Sharma (1968)** studied the relationship self-concept with anxiety and school achievement of adolescent.

iv) **Rao (1978)** studied logical thought development in children. It was observed that some global experience were necessary to develop certain concepts.

1.2.2 FOREIGN STUDIES

i) **Richard, E. (1999):** Comparison between self concept and self- efficacy in academic motivation research.

ii) **Shavelson R.J, Hubner, J.J (1976):** "Self concept: Validation of

construct interpretations".

iii) **Byrne, Barbara, M. Washington Dc, US American Psychological Association (1996):** Measuring self

concept across the life span:issues and instrumentation in psychology.

iv) **Hoffman, Rose Marie; Hattie, John A; borders, L. Dianne (2005):**

"Personal Definitions of Masculinity and Femininity as an Aspect of Gender self-concept"

v) **Ariesl, E; Olver, RR; Blount, K; Christaldi, Fredman, S Lee, T (1998):** "Race and gender as

components of the working self-concept.

vi) **Marsh, Herhert, W.J; Martin Andrew (2011):** "Academic achievement: Relations and cousal ordering".

British Journal of Educational psychology.

vii) **Byrne, Barbara M; Gavin, Darlene A. worth (1996) :** "the shavelson mode! Revisited: Testing for the

structure of Academic selfconcept across Pre-Early and late Adolescents". Journal of Educational

psychology.

The above findings show that a number of studies have been conducted on self concept relating

to different areas. But no more studies were conducted on self concept of teachers belonging to different

medium. Therefore for the present study the researcher has collected review of self concept on which studies

have been conducted.

CHAPTER – 2

PURPOSE OF THE STUDY

2.0 INTRODUCTION: RATIONAL OF THE STUDY

Self concept is a dominant element in personality pattern; therefore the measurement of self concept becomes essential. A variety of method and techniques have been developed to measure self concept among them are self image, self understanding, self perception and phenomenal self. Self - concept is made up of one's self knowledge and the social self to form the self as whole. It includes the past, present and future selves, where future selves represent individuals' ideas of what they might become or what they are afraid of becoming. Possible selves may function as incentives for certain behavior.

The self-concept is an internal model that uses self-assessments in under to define one's self-schemas. Features such as personality, skills and abilities, occupation and hobbies, physical characteristics etc are assessed and applied to self-schemas which are ideas of oneself in a particular dimension. A collection of self-schemas make up one's overall s e If-concept.

Despite differing opinions about the onset of self-concept development researchers agree on the importance of one's self-concept, which influences peoples behaviors and cognitive and emotional outcome including academic achievement, levels of happiness, anxiety, social integration, self esteem and life satisfaction.

2.1 OBJECTIVE OF STUDY

1. To study the self concept and its different dimensions.

2. To find out the different self concept of teachers belongs to different mediums of teachings.

3. To find out the different views of different medium school teachers about self concept based on the areas such as physical, social, Temperamental, Educational, Moral and Intellectual.

4. To compare the different views of self concept on different dimension given by the English medium and Bengali medium school teachers.

5. To find out the different features which affect the self concept of teachers belongs to different medium of teaching.

2.2   STATEMENT OF THE PROBLEM

The identification and analyzing a research problem is the first and most crucial step of research process. A problem cannot be solved effectively unless a researcher possesses the intellect and insight to isolate and understand the specific factors giving rise to the difficulty.

A good statement of a problem must clarify exactly what is to determined and solved. A problem should be stated in such a way that it is clear and unambiguous and indicates a relationship between two and more variables, It must restrict the scope of study to specific and workable research questions. It should neither involve philosophical issue nor values or judgmental questions that cannot be scientific investigation.

According to Kertlinger (1964)

"A problem is an interrogative sentence that asks what relationship exist between two or more variable"

Present study is based on the following statement of problem.

"A comparative study of self concept of English and Bengali medium teachers of Purba Medinipur District".

2.3   OPERATIONAL DEFINITION OF THE KEY TERM

Self Concept :

A self concept is a collection of beliefs about one's own nature, unique qualities and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self- perceptions. Self concept is a control theme around which a large number of the major aspects of personality are organized.
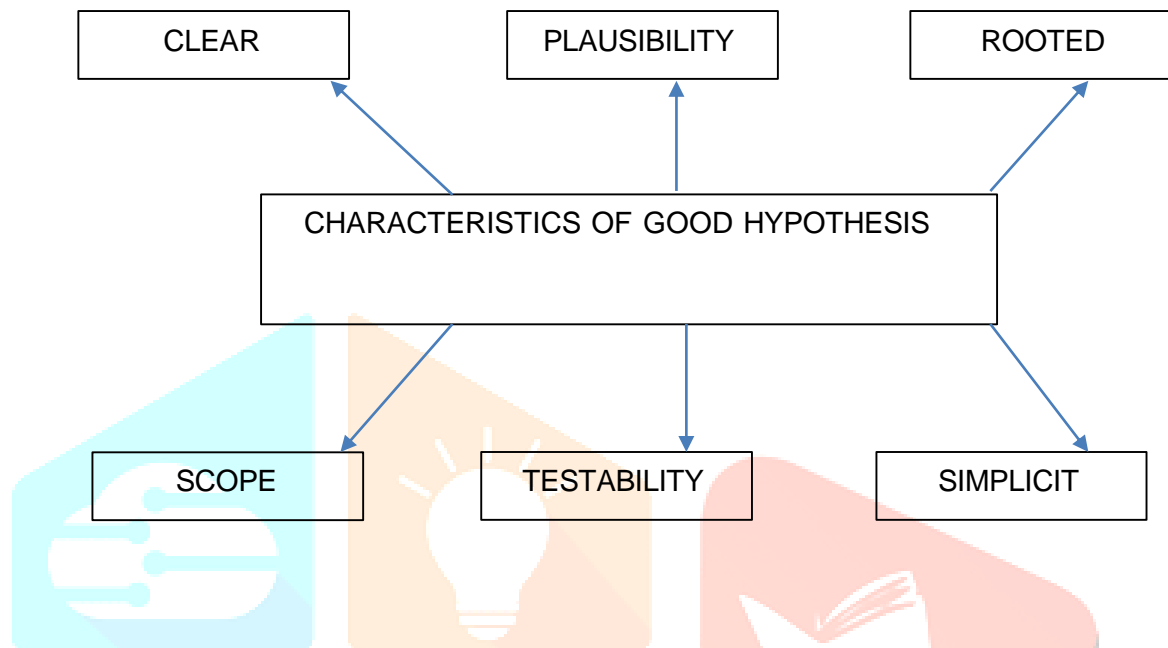
2.4   HYPOTHESIS

Formulation of hypothesis is the second step of scientific investigation. Hypothesis is indispensable tool of scientific research. The word hypothesis consists of two words, "hypo" and "thesis" Hypomeans tentative or subjective to verification and thesis means statements about solutions of a problem so the literal meaning of hypothesis means tentative statements about the solution of the problem.

According to Kerlinger (1973)

"A hypothesis is a conjectural statement of the relation between two or more variables.

Thus a hypothesis carries clear implication for testing the stated relationship i.e. it contains variables that are measurable and specifying how they are related".

Without hypothesis research is unfocussed and remains like a random empirical wondering. With a view to investigate the study scientifically the following hypothesis were formulated by the investigator.

H_{0-1} There exist no significant difference between the physical self concept of English medium and Bengali medium school teachers of Purba Medinipur District.

-2 There exist no significant difference between the social self- concept of English medium and Bengali medium school teachers of Purba Medinipur District.

3 There exist no significant difference between the temperamental self concept of English medium and Bengali medium school teachers of Purba Medinipur District.

4 There exist no significant difference between the educational self concept of English medium and Bengali medium school teacher of Purba Medinipur District.

There exist no significant difference between the moral self concept of English medium and Bengali Medium School teachers of Purba Medinipur District.

H_{0-6} There exist no significant difference between the intellectual self concept of English medium
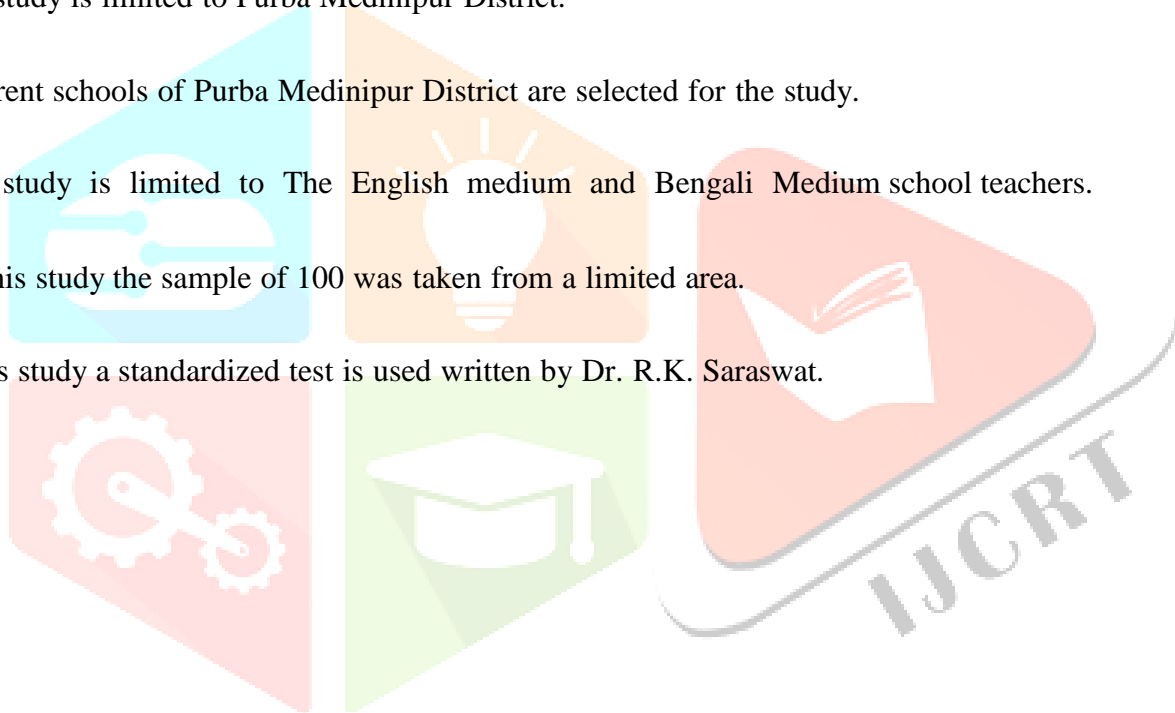
and Bengali Medium school teachers Purba Medinipur District.

7 There exist no significant difference between the self concept of English medium school teachers and Bengali medium school teachers of Purba Medinipur District.

2.5 DELIMITATION OF THE STUDY

After the hypothesis has been formulated the next step of the researcher is to look into the limitation of the study. As it has been said that there is no end to think for education and knowledge but for the research of any subject. One thing has to be kept in mind that is the time and tools of the subject of the study is delimitated.

1. This study is limited to Purba Medinipur District.

2. Different schools of Purba Medinipur District are selected for the study.

3. This study is limited to The English medium and Bengali Medium school teachers.

4. For this study the sample of 100 was taken from a limited area.

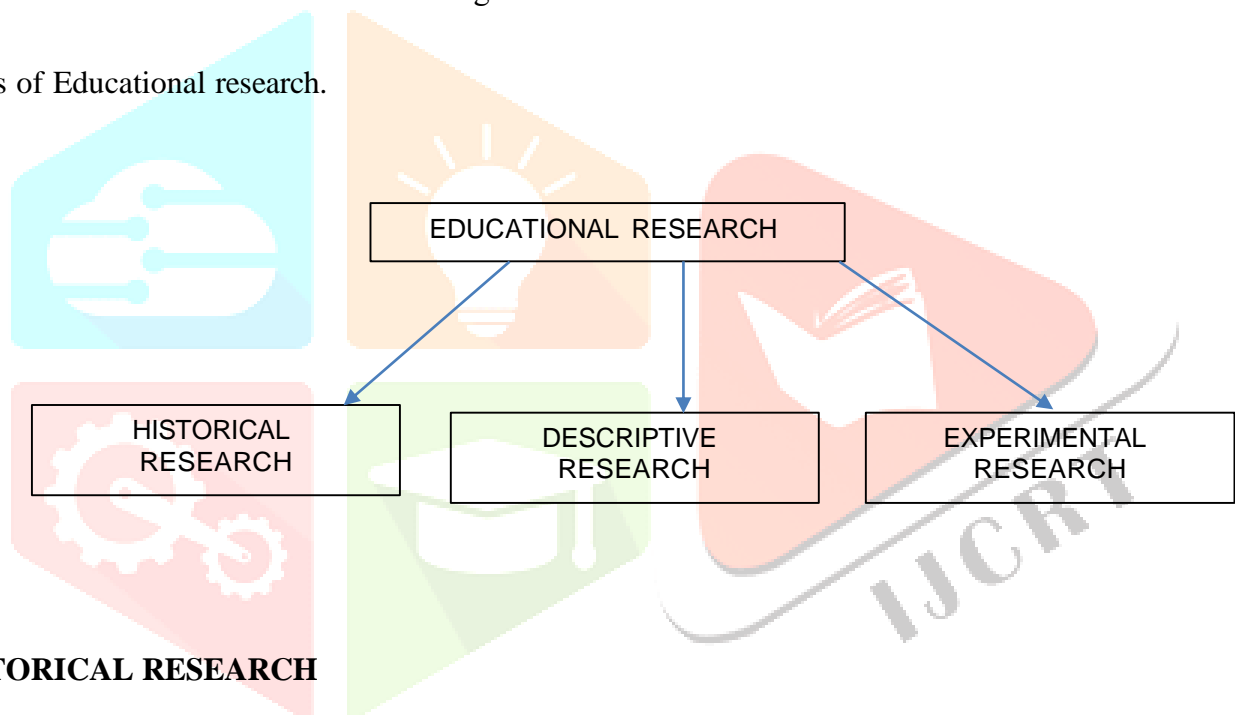5. In this study a standardized test is used written by Dr. R.K. Saraswat.

CHAPTER- 3

METHOD AND PROCEDURE

3.0   INTRODUTION

Research methodology involves the systematic procedures by which the researcher starts from initial identification of the problem to its final conclusions. The role of the methodology is to carry on the research work in scientific and valid manner.

"Research is an honest, exhaustive intelligent searching for facts and their meanings or implications with reference to a given problem. The product or finding of given piece of research should been authentic, verifiable and contributions on to knowledge in the field studied".

Types of Educational research.

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          │   EDUCATIONAL  RESEARCH     │
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            ↙            ↓            ↘
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│  HISTORICAL  │ │ DESCRIPTIVE  │ │ EXPERIMENTAL │
│  RESEARCH    │ │  RESEARCH    │ │  RESEARCH    │
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HISTORICAL RESEARCH

Historical research describes what was the process involved in investigating the events of the past for the purpose discovering generalization that are helpful in understanding the present and in predicting the future.

DESCRIPTIVE RESEARCH

Descriptive research describes "what is." It involves the description, recording, analysis and interpretation of the present matter composition and process of phenomena.

EXPERIMENTAL RESEARCH

It describes "what will be" when certain variables are carefully controlled and manipulated. The focus is on cause effect relationship. Variables are carefully manipulated for the purpose of determining their influence.

The method of research provides the tools and techniques by which the research problem is dealt. The methodology consists of the general and specific activities of research. The following chapter deals with the Universe

i.e. population and sample. It also describes the tools or instrument above its scoring and its administration. It also explains the criteria of the selection of the test and its statistical analysis. The present chapter also deals with the tool or instrument used to collect relevant data. It provides the description of tools used. Its scoring and administration. It also clarifies the criteria of the selection of the test. Lastly it deals with the statistical analysis.

3.1   THE UNIVERSE

The entire mass of observation which is the parent group from which a sample is to be formed is called universe. The universe is any group of individuals that have one or more characteristics in common that are of interest to the investigator.

In brief the aggregate of the entire item, which comes under the definition of investigation is called universe. Universe may be of two types:
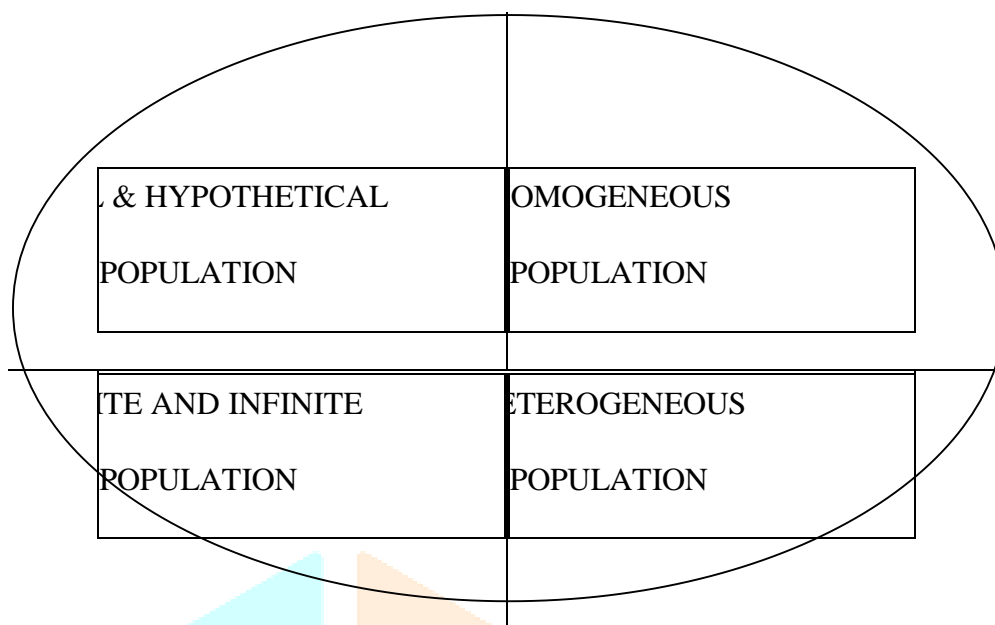
1.   Definite and Indefinite

2.   Real and Hypothetical

3.1.1 POPULATION

The term population refers to the total items about which information is desired. The items or elements comprising a population may be individual, familiars, employees, school, students, companies etc.

There re four types of Population

& HYPOTHETICAL POPULATION	OMOGENEOUS POPULATION
TE AND INFINITE POPULATION	ETEROGENEOUS POPULATION

For population the researcher has selected 10 schools out of which five schools are English medium and five schools are Bengali medium of Purba Medinipur District.

3.1.2 SAMPLE

A sample is a portion of people drawn from a large population. It is the representative proportion of the population.

According to Best (1986) : "A sample is a small proportion of a population selected for observation and analysis".

It is the task of the researcher to select a good sample. A good sample must be representative of universe or population. It must be adequate in size

so that data might be collected in proper time and at the same time it should be reliable.

Characteristics of a good sample :

A good sample ensures following three things:

1.　Freedom from bias: A good sample includes objectivity and should be free from the element of personal consideration of the investigator.

2.　Representation: A good sample includes all the relevant trails or features of the population from which it
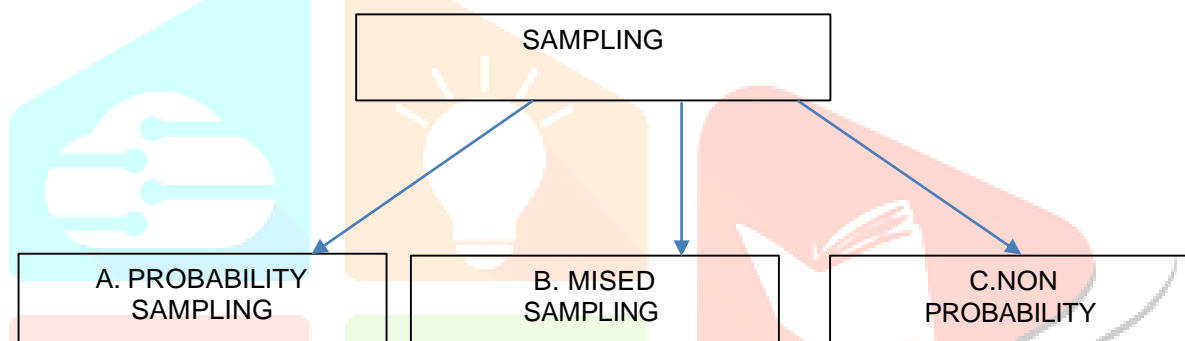
is drawn.

3. Adequacy: the sample size should be very large in case of a heterogeneous population. If the population is homogeneous even a small sample size may be considered adequate.

It is part of research strategy. It means selection of individual from the population in such a way that every individual has equal chance to be taken into the sample. It is the process by which a relatively small number of individual, objects or events is selected and analyzed in order to find out something about the entire population from which it is selected.

The measurement of a sample is known as 'statistics' and measurement of population are termed as "parameter" .Sampling can be classified into two broad categories.

SAMPLE TECHNIQUES

A_1=RANDOM SAMPLING C_1=ACCIDENTAL SAMPLING

A_2=CLUSTER SAMPLING C_2=JUDGMENT SAMPLING A_3=STRATIFIED

SAMPLING C_2=PURPOSIVE SAMPLING A_4=MULTIPLE SAMPLING

C_2=QUOTA SAMPLING A_5=SYSTEMATIC SAMPLING

According to W feller:

"Random sampling is the method of drawing a portion of population or universe so that all possible samples of fixed size have the same probability of being selected".

In the present study the researcher has chosen the method of 'Random sampling for research. Random sampling is a method of sampling in which each individual of population has equal chance of probability of selection of individual for constituting a sample. The individual of a sample are independent drawn from the population has equal chance of being picked up into the sample.

For the present study the researcher followed random sampling procedure to select 100 teachers out of 10 schools (from both Bengali and English medium) of Purba Medinipur district. Thus the sample for the present study is 100 teachers of both English medium and Bengali medium school of Purba Medinipur district.

3.2 VARIABLE

The variables are those which vary from person and can be quantified by employing measuring instrument.

There are five different types of variable.

1. Independent variable
2. Dependent variable
3. Moderator variable
4. Control variable
5. Intervening variable

But in our research methodology we take only two variables:

1. Dependent variable
2. Independent variable

In the present study gender, age is independent variable and different dimensions of self concept such as - Physical, Social, Temperamental Educational, Moral and Intellectual are dependent variable.

3.3 RESEARCH DESIGN

The term "design" means "drawing an outline" or planning or arranging details. It is a process of making decisions before the situation arises in which the decision has to be carried out.

William Zikmund (1988) has described research design as "A master plan specifying the method and procedures for collecting and analyzing the needed information". An appropriate and efficient design must be prepared before research operations. The design helps the researcher to organize his ideas in a form

where by it will be possible for him to look for inadequacies. A variable is a characteristic that takes on two or three values. It can be o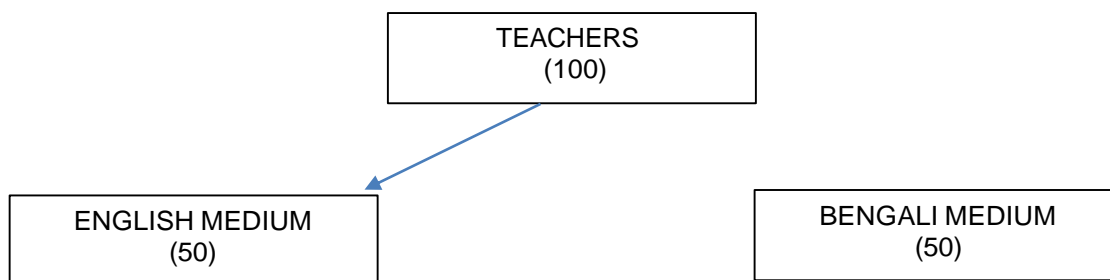f two types dependent and independent in the present study gender and age are independent variable and different dimensions of self concept such as social, physical, Temperamental Educational, Moral and intellectual are dependent variable.

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          ┌─────────────────┐
          │    TEACHERS     │
          │     (100)       │
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         ┌─────────┘
         ▼
┌─────────────────┐        ┌─────────────────┐
│ ENGLISH MEDIUM  │        │ BENGALI MEDIUM  │
│     (50)        │        │     (50)        │
└─────────────────┘        └─────────────────┘
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3.4   TOOLS OR INSTRUMENTS

For every kind of research work some kind of instruments are used to collect date and these instruments are called tools. For a successful research work. Selection of project and accurate tool is very essential. The tool should be able to provide definite answer to the problem. The result obtained should be valid and reliable. It should be economical from the point of time and money. In the present study, the researcher used the manual for self concept inventory developed by Dr. Raj Kumar Saraswat.

3.4.1 CRITERIA OF SELECTION OF TOOL

The researcher has chosen one tool "self- concept inventory" due to following reasons:

Self-Concept inventory

- It is standardized
- It can be easily administered
- It has easy scoring
- It has reliability and validity
- It is suitable for testing the self concept of teachers.
- It takes less time to administer.
- The reliability of self concept inventory has been found through Test Retest method.

Code No	Self-concept Dimension	No of Items	Reliability coefficients
A	Physical	8	.77
B	Social	8	.83
C	Temperamental	8	.79
D	Educational	8	.88
E	Moral	8	.67
F	Intellectual	8	.79
	Total self - concept	48	.91

3.5   DESCRIPTION OF INSTRUMENT

" Description of "self-concept inventory

The researchers have used the English version of the above mentioned tool which is developed by Dr. Rajkumar Saraswat to measure the self concept of teachers belongs to different mediums. The self-concept inventory provides six separate dimensions of self-concept, viz, Physical, Social, Intellectual, Moral, Educational and Temperamental, self- concept. It also gives a total Self concept score. The operational definitions of Self- concept dimensions measured by this inventory are:

1.   Physical - Individual's view of their body, health, physical appearance and strength.

2.   Social - Individual's sense of worth in social interactions

3.   Temperamental - Individuals view of their prevailing emotional state or predominance of a particular kind of emotional reaction.

4.   Educational - Individual's view of themselves in relation to school teachers and extracurricular activities.

5.   Moral - Individual's estimation of their moral worth; right and wrong activities.

6.   Intellectual - Individual's awareness of their intelligence and capacity of problem solving and judgment.

The inventory contains 48 items. Each dimension contains eight items. Each item is provided with five alternatives. Responses are obtained on the test booklet itself. There is no time limit but

generally 20 minutes have been found sufficient for responding all the items.

3.5.1 ADMINISTRATION

The inventory is very convenient to administer. The instructions given in the manual were explained to the teachers. There was no fixed time limit for the completion of the test but generally teachers took 15 to 20 minutes to fill the inventory.

The researcher assured that their answer would be kept confidential.

3.5.2 SCORING

The filled inventory was scored according to the scoring key given in the manual. The respondent provided with five alternatives 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 (V) mark for first alternative the score is 5. For the second alternative the score is 4. For the third alternative the 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 48 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. Transfer the score of each item on the front page against that item. Now add all the sores of eight items given in that column, this will give the score for that particular dimension of s e If-concept.

Alternative No	1	2	3	4	5
Score	5	4	3	2	1

3.6　STATISTICAL TREATMENT

This section will include the researcher's for the statistical analysis of the data. Before one begins to collect data. One must identify the statistical procedure that will permit an answer to the research question or a test of the hypothesis.

Statistics is defined as "a body of Mathematical techniques or processes for gathering, organizing, analyzing and interpreting numerical data".

Formula used -

1.   Mean

M   =   Mean

$\square$ =   Summation

x   =   Total Score

N   =   Number of Scores

2.   Standard Deviation

SD   =   Standard Deviation

$\square x^2$ =   Sum of the square of the deviation from mean

N   =   Number of scores

3.   Standard Deviation Pooled : SD_P

$\square x_1^2$ =   Sum of squares of group 1st

$\square x_2^2$ =   Sum of squares of group 2nd

N_1 =   Number of scores of 1st group

N_2 =   Number of scores of 1st group

4.   Standard Error

SE_D =   Standard error of the difference between means

N_1 =   Number of scores of first group

N_2 =   Number of scores of second group

SD_P =   Standard deviation "Pooled"

5.   't' Value

SE_D =   Standard error of the difference between means

M_1 =   Mean of the scores of first group

M_2 =   Mean of the scores of second group

Degree of Freedom

df $= N_1 + N_2 - 2$

Where

df   =   Degree of freedom

N_1 = Size of the sample of first group

N_2 = Size of the sample of second group

CHAPTETR - 4

ANALYSIS AND INTEIPIETATION OF DATA

4.0   ANALYSIS OF DATA AND RESULT

Introduction

After administering the research total data is collected and organized. This data is called "raw data". This raw data is meaningless unless certain statistical treatment is given to them. Analysis of data means to make the raw data meaningful by drawing some result from it. In the words of Johan Galfung, "Analysis of data refers to seeking the data in light of hypothesis or research questions and the prevailing theories and drawing conclusions that are as amenable to theory formulation as possible".

The analysis of data means studying the organized material in order to discover inherent facts. The data are studied from many angles to explore new facts. Analysis of data requires an alert, flexible and open mind. Once the research data is collected and analysis has been made. Researcher can proceed to the stage of interpreting the results. The process of interpretation states what the result show. It is a careful, logical, and critical examination of the results obtained after analysis.

Thus the two term analysis of data and interpretation of data are complementary to each other. The end product of analysis is setting up of certain general conclusions while interpretation deals with what these conclusions really mean. It is through interpretation that the researcher can explore relations and process that undertake in these findings.

A part from the above description it would be a proper step if scores obtained by the investigator will be tested in accordance with the hypothesis. These hypothesis are of two types such as directional and non directional through which the investigator would reach to a definite conclusion.

H$_{0\text{-}1}$ There exists no significant difference between the physical Self- Concept of English Medium and Bengali Medium School Teachers of Purba Medinipur Districts

TABLE NO. 4.1

STATISTICAL DIFFERENTIAL SHOWING THE SCORE OF SELF CONCEPT

(PHYSICAL DIMENSION) OF ENGLISH MEDIUM AND BENGALI MEDIUM TEACHERS

S. No	Variables	No. of Teacher (N)	Mean	SD	t-value	Result
1	English Medium Teacher	50	31.84	1.49		
					0.024	Insignificant
2	Bengali Medium teacher	50	31.68	1.34		
df=98				p<0.05		

The mean and SD of physical self concepts of English medium teacher's were found to be 31.84 and 1.49 and of Bengali medium teacher's mean and SD were 31.68 and 1.34 respectively.

To find whether significant difference exist between the two, the t-value was calculated. The t-value is 0.024 which is found insignificant on df = 98 at
0.05 level (p<0.05).

Thus the null hypothesis is accepted.

H_{0-2}　There exists no significant difference between the Social Self- Concept of English Medium and Bengali Medium School Teachers of Purba Medinipur Districts

TABLE NO . 4.2
STATISTICAL DIFFERENTIAL SHOWING THE SCORE OF SELF CONCEPT (SOCIAL DIMENSION) OF ENGLISH MEDIUM AND BENGALI MEDIUM SCHOOL TEACHER

S. No	Variables	No. of Teacher (N)	Mean	SD	t-value	Result
1	English Medium Teacher	50	31.72	1.34		
					0.0093	Insignificant
2	Bengali Medium teacher	50	31.66	1.60		
df=98				p<0.05		

The mean and SD of social self concept of English medium teachers were found to be 31.72 and 1.34 and of Bengali medium teacher's mean and SD were 31.66 and 1.60 respectively.

To find whether significant difference exist between the two the t-value was calculated. The t-value was calculated. The t-value is 0.0093 which is found insignificant on df = 98 at 0.05 level (p<0.05).

Thus the null hypothesis is accepted.

H0-3 There exists no significant difference between the Temperamental Self- concept of English Medium and Bengali Medium School Teachers of Purba Medinipur Districts.

TABLE NO 4.3

STATISTICAL DIFFERENTIAL SHOWING THE SCORE OF SELF- CONCEPT (TEMPERAMENTAL DIMENSION) OF ENGLISH MEDIUM AND BENGALI MEDIUM SCHOOL TEACHER

S. No	Variables	No. of Teacher (N)	Mean	SD	t-value	Result
1	English Medium Teacher	50	31.08	1.03	0.0063	Insignificant
2	Bengali Medium teacher	50	31.12	1.01		
df=98					p<0.05	

The mean and SD of Temperamental self concepts of English medium teacher's were found to be 31.08 and 1.03 and of Bengali medium teacher's mean and SD were 31.12 and 1.01 respectively.

To find whether significant difference exist between the two, the t-value was calculated. The t-value is 0.0063 which is found in significant on df = 98 at 0.05 level (p<0.05).

Thus the null hypothesis is accepted

H0-4 There exists no significant difference between the Educational Self- concept of English Medium and Bengali Medium School Teachers of Purba Medinipur Districts.

TABLE NO-4.4

STATISTICAL DIFFERENTIAL SHOWING THE SCORE OF SELF CONCEPT (EDUCATIONAL DIMENSION) OF ENGLISH MEDIUM AND BENGALI MEDIUM SCHOOL TEACHER

S. No	Variables	No. of Teacher (N)	Mean	SD	t-value	Result
1	English	50	29.96	1.26		

The mean and SD of Educational self concept of English Medium teacher's were found to be 29.96 and 1.26 and of Bengali medium teacher's mean and SD were 29.72 and 1.24 respectively.

To find whether significant difference exist between the two, the t-value was calculated. The t-value is 0.039 which is insignificant on df=98 at 0.05 level (p<0.05).

Thus the null hypothesis is accepted.

H_{0-5} There exists no significant difference between the Moral Self- concept of English Medium and Bengali Medium School Teachers of Purba Medinipur Districts

S. No	Variables	No. of Teacher (N)	Mean	SD	t-value	Result
1	English Medium Teacher	50	31.76	1.81	0.018	Insignificant
2	Bengali Medium teacher df=98	50	31.64	1.78		
					p<0.05	

TABLE NO 4.5

STATISTICAL DIFFERENTIAL SHOWING THE SCORE OF SELF-CONCEPT (MORAL DIMENSION) OF ENGLISH MEDIUM AND BENGALI MEDIUM SCHOOL TEACHER

The mean and SD of moral self concept of English Medium teacher's were found to be 31.76 and 1.81 and of Bengali medium teacher's mean and SD were 31.64 and 1.78 respectively.

To find whether significant difference exist between the two, the t-value was calculated. The t-value is 0.018 which is insignificant on df=98 at 0.05 level (p<0.05).

Thus the null hypothesis is accepted.

H$_{0-6}$ There exists no significant difference between the Intellectual Self- concept of English Medium and Bengali Medium School Teachers of Purba Medinipur Districts

TABLE NO 4.6

STATISTICAL DIFFERENTIAL SHOWING THE SCORE OF SELF-CONCEPT (INTELLECTUAL DIMENSION) OF ENGLISH MEDIUM AND BENGALI MEDIUM SCHOOL TEACHER.

S. No	Variables	No. of Teacher (N)	Mean	SD	t-value	Result
1	English Medium Teacher	50	24.68	3.09	0.176	Insignificant
2	Bengali Medium teacher	50	25.58	2.96		

df=98   p<0.05

The mean and SD of intellectual self concept of English Medium teacher's were found to be 24.68 and 3.09 and of Bengali medium teacher's mean and SD were 25.58 and 2.96 respectively.

To find whether significant difference exist between the two, the t-value was calculated. The t-value is 0.176 which is insignificant on df=98 at 0.05 level (p<0.05).

Thus the null hypothesis is accepted

H$_{0-7}$ There exists no significant difference between the Self-concept of English Medium and Bengali Medium School Teachers of Purba Medinipur Districts

TABLE NO 4.7

STATISTICAL DIFFERENTIAL SHOWING THE WHOLE CONCEPTUAL VIEW OF ENGLISH MEDIUM AND BENGALI MEDIUM SCHOOL TEACHERS

S. No	Variables	No. of Teacher (N)	Mean	SD	t-value	Result
1	English Medium Teacher	50	30.17	1.67	0.045	Insignificant
2	Bengali Medium teacher	50	30.23	1.65		
df=98				p<0.05		

The mean and SD of moral self concept which includes all the six aspects such as Physical , social , Temperamental, Educational, Moral and Intellectual of English teacher were found to be 30.17 and 1.67 and of Bengali medium teacher's mean and SD were 30.23 and 1.65 respectively.

To find whether significant difference exist between the two, the t-value was calculated. The t-value is 0.045 which is insignificant on df = 98 at 0.05 level (p<0.05).

Thus the null hypothesis is accepted.

4.1 GLOBAL INTERPRETATION

Some of our hypothesis proposed shows that there is no significant difference in the different dimension of self concept between English medium and Bengali medium school teachers of Purba Medinipur district.

The views regarding the physical, social, Temperamental, Educational, Moral and Intellectual dimensions of teacher's belong to different medium are similar to an extent. Their thought and ideas are similar to an extent though their medium of teaching differs from one another.

Statistical evidence shows that there is similar response to different dimension of self concept of teachers belonging to different medium of school in Purba Medinipur District. The measurement of self concept gives a solution of multidimensional aspect and provides informatio depending upon purpose and interest of investigator.

CHAPTER - V

RESUME

5.0 SUMMARY

self concept :

Self concept is the image that we have of ourselves. This image is particularly. This image is formed in a number of way but is particularly influenced by our interactions with important people in our lives.

The self concept is an internal model that uses self assessment in order to define one's self-schemas features such as personality, skills and abilities, occupation and hobbies, physical characteristics etc are assessed and applied to self schemas which are ideas one has of oneself in a particular dimension.

A collection of self- schemas make up one's overall self concept psychologist Carl Rogers and Abraham Maslow were the first to establish the notion of self concept. self concept is composed of two key parts. personal identity and social identity.

Our Personal identity includes such things as personality traits and other characteristics that make each person unique.

Social identity includes the groups we belong to including our community, religion and other groups.

1. Self Image

Each individual's self image is probably a mix of different aspects including your physical characteristics, personality traits and social roles.

2. Self Esteem

A number of different factors can impact self esteem, including how we compare ourselves to others and how others respond to us.

3. Ideal self

Ideal self sometimes may be very much realistic. too low or too high depending upon the individual's level of aspiration in relation to his ability and opportunity for self-realization.

STATEMENT OF THE PROBLEM

The problem can be stated as *"A comparative study of self concept of English and Bengali medium teachers of Purba Medinipur District".*

OBJECTIVE OF STUDY

To study the self concept and its different dimensions.

1. To study the self concept of teachers belongs to different mediums.
2. To find out the different views of different medium school teachers about self concept based on the areas such as physical, social, Temperamental, Educational, Moral and Intellectual.
3. To compare the different views of self concept on different dimension given by the English medium and Bengali medium school teachers.
4. To observe the different in the aspect of self concept of teachers belongs to different medium of teaching.

HYPOTHESIS

A hypothesis carries clear implication for testing the stated relationship i.e. it contains variables that are measurable and specifying how they are related. Without hypothesis researchers are unfocussed. with the view to investigate the study scientifically the investigator formulated the following hypothesis.

H_{0-1} There exist no significant difference between the physical self concept of English medium and Bengali medium school teachers of Purba Medinipur District.

H_{0-2} There exist no significant difference between the social self- concept of English medium and Bengali medium school teachers of Purba Medinipur District.

H_{0-3} There exist no significant difference between the temperamental self concept of English medium and Bengali medium school teachers of Purba Medinipur District.

H_{0-4} There exist no significant difference between the educational self concept of English medium and Bengali medium school teacher of Purba Medinipur District.

H0-5 There exist no significant difference between the moral self concept of English medium and Bengali Medium School teachers of Purba Medinipur District.

H0-6 There exist no significant difference between the intellectual self concept of English medium and Bengali Medium school teachers Purba Medinipur District.

H0-7 There exist no significant difference between the self concept of English medium school teachers and Bengali medium school teachers of Purba Medinipur District.

SAMPLE

In the present study the researcher has chosen the method of " Random Sampling" for research. A total of 100 teachers were selected for Study. Both Bengali and English medium teachers were selected.

TOOLS

Description of "self-concept inventory". The researcher has used the English version of the above mentioned tool which is developed by Dr. Raj Kumar Saraswat to measure self concept.

ADMINISTRATION OF TOOL

The inventory is very convenient to administer. The instructions given in the manual were explained to the teachers. There was no fixed time limit for the completion of the test.

SCORING

The filled inventory was scored according to the scoring key given in the manual. The respondent provided with five alternatives 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 (V) mark for first alternative the score is 5. For the second alternative the score is 4. For the third alternative the 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 48 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. Transfer the score of each item on the front page against that item. Now add all the sores of eight items given in that column, this will give the score for that particular dimension of s e If-concept.

Alternative No	1	2	3	4	5
Score	5	4	3	2	1

5.1 CONCLUSION

On the basis of the standard scores, t- value was obtained and the significance of the hypothesis was found out. The following conclusions were drawn:

H0-1

There exists no significant difference between the physical self concept of English Medium and Bengali Medium School teacher or Purba Medinipur District.

(df = 98, t - value = 0.024, P< 0.05 level)

The t-value is obtained in 0.024 which is insignificant at 0.05 levels. This indicates that our proposed hypothesis is accepted. It can be concluded that there lies no significant difference between the physical self concept of English medium and Bengali Medium school teacher of Purba Medinipur District.

H0-2

There exists no significant difference between the social self concept of English Medium and Bengali Medium School teacher or Purba Medinipur District.

(df = 98, t-value = 0.0093, P< 0.05 level)

The t-value is obtained in 0.0093 which is insignificant at 0.05 levels. This indicates that our proposed hypothesis is accepted. It can be concluded that there lies no significant difference between the social self concept of English medium and Bengali Medium school teacher of Purba Medinipur District.

H0-3

There exists no significant difference between the Temperamental self concept of English Medium and Bengali Medium School teacher or Purba Medinipur District.

(df = 98, t-value = 0.0063, P< 0.05 level)

The t-value is obtained in 0.0063 which is insignificant at 0.05 levels. This indicates that our proposed hypothesis is accepted. It can be concluded that there lies no significant difference between the Temperamental self concept of English medium and Bengali Medium school teacher of Purba Medinipur District.

H0-4

There exists no significant difference between the Educational self concept of English Medium and Bengali Medium School teacher or Purba Medinipur District.

(df = 98, t-value = 0.039, P< 0.05 level)

The t-value is obtained in 0.039 which is insignificant at 0.05 levels. This indicates that our proposed hypothesis is accepted. It can be concluded that there lies no significant difference between the Educational self concept of English medium and Bengali Medium school teacher of Purba Medinipur District.

H0-5

There exist no significant difference between the Moral self concept of English Medium and Bengali Medium School teacher or Purba Medinipur District.

(df = 98 , t-value = 0.018, P< 0.05 level)

The t-value is obtained in 0.018 which is insignificant at 0.05 levels. This indicates that our proposed hypothesis is accepted. It can be concluded that there lies no significant difference between the Moral self concept of English medium and Bengali Medium school teacher of Purba Medinipur District.

H0-6

There exist no significant difference between the Intellectual self concept of English Medium and Bengali Medium School teacher or Purba Medinipur District.

(df = 98, t-value = 0.176, P< 0.05 level)

The t-value is obtained in 0.176 which is insignificant at 0.05 levels. This indicates that our proposed hypothesis is accepted. It can be concluded that there lies no significant difference between the Intellectual

self concept of English medium and Bengali Medium school teacher of Purba Medinipur District.

H$_0$-7

There exists no significant difference between the self concept of English Medium and Bengali Medium School teacher or Purba Medinipur District.

(df = 98 , t-value = 0.045, P< 0.05 level)

The t-value is obtained in 0.045 which is insignificant at 0.05 levels. This indicates that our proposed hypothesis is accepted. It can be concluded that there lies no significant difference between the self concept of English medium and Bengali Medium school teacher of Purba Medinipur District.

5.2 SUGGESTION

1. Teacher should participate in group discussion to share their views, opinions, ideas, and feelings about the different concept.
2. Teachers should develop different conceptual skills by the process of conversation with one another.
3. Teacher should follow different psychological principles.
4. Teachers should acquire knowledge about concept attainment model
5. Teacher as well as students should involve themselves in understanding different steps developed by Bruner's concept attainment model.

5.3 EDUCATIONAL IMPLICATION

1. The study is helpful in understanding the self conceptual view on different aspect of teachers belongs to different medium.
2. In class room situation teachers should assists their students to develop a clear cut idea about different concept in a precise manner.
3. The Teacher should also help their students to understand the difference between concept and class.
4. The Teachers should undertake periodical evaluation of the concepts learned by the children.

5. After experiencing different dimensions of self conceptual views the teacher will provide such education to their students for their better understanding.

5.4   FOLLOW UP STUDIES

1. A comparative study of Self Concept of Hindi Medium and English Medium school students.
2. A comparative study of Self Concept of primary Teachers and Secondary School Teachers.
3. A comparative study of Self Concept of Rural School Students and Urban School Students.
4. A comparative study of Self Concept of Male School Teachers and Female School Teachers.
5. A comparative study of Self Concept of urban School Teachers and Rural School Teachers.

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