

# Comparison of Self Concept of Primary School Teachers of Government and Private Schools in Haryana

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## ABSTRACT

This Study Is An Empirical One. The Data Pertaining To Self-Concepts Was Collected From 157 Government And 200 Private Primary School Teachers In Haryana With The Help Of A Standardized Measuring Scale. This Scale Was Prepared By R.K. Sarswat, And It Consists Of 48 Statements. The Reliability Of The Scale Was Calculated By The Author With The Help Of Test-Retest Method, And Coefficient Of Reliability Was Calculated As 0.91. The Following Six Factors Were Extracted With The Help Of Principal Components Factor Analysis Method With Varimax Rotation: 1 Physical, 2 Social, 3 Temperamental, 4 Educational, 5). Moral, And 6).Intellectualthe Overall Self Conceptwas Also Calculated By Adding All The Six Types Of Self Concepts.The Results Of T-Test Of Two Independent Samples Indicate That Each Dimension Of Self Concept Andoverall Self Concept Of Teacher Respondents Of Government And Private Primary Schools Are Almost The Same, Excepting One Dimension, 'Social Self Concept' Where The Teacher Respondents Of Private Schools Are Better As Compared To Teachers Of Government Schools, And The Difference Between The Two Groups Is Statistically Significant.So The Comparative Study Shows That Almost All The Measure Of Self-Concept Of Government And Private Schools Teachers, On An Average, Are The Same Excepting Social Dimension.

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## Introduction

The Quality And Degree Of The Student Learning And Achievement Is Majorly Determined By Teacher's Attitude, Sensitivity, Motivation, Competence And Knowledge. The Quality Of Teacher's Professional Activities Depends On Several Factors, Both Internal And External. Internal Factors Include Teacher's Abilities, Competency,And Personality Traits Whereas External Factors Like School Ambience, Policies And Salary Also Effect Teaching Quality.

The Success Of Any Education System Depends Mostly On Quality Of Teachers. An Education System Is As Good And Effective As The Quality Of Teachers. Thus, It Is Important To Work On The Core Competencies, Quality And Character Of Teachers As Well As Others

Who Work In Education Sector To Make An Institute A Positive Learning Space.

Self Concept/Self Belief Plays Vital Role In Affecting Special's Behavior And Performance. A Teacher's Self Belief About Teaching As A Profession And Their Quest Of Learning Is Bound To Affect The Way They Teach And The Way They See A Student's Learning Ability. Thus, It Is Important That A Teacher Develops Positive Teaching Self Concept Which Will Further Have A Positive Impact On Other Teaching Outcomes.

## Review Of Literature

As Schools Are The Most Important Medium In The Delivery Of Quality Education, It Is Widely Believed That Effective Teachers Can Help In The Betterment Of Students Performance And Thus Many Researchers Have Researched On The Various Characteristics Of Teachers

Which Effects Students Performance, Directly Or Indirectly.

Teacher's Effectiveness Have Been Researched On By Many Researchers And It Was Found That It Is Most Vital Attribute Of A Teacher To Teach Effectively And Make Her Students Perform Better. Schools, Whose Students Were Performing Better Were Found To Have More Effective Teachers Than Their Counterpart. Many Researchers Also Stated That Having A Positive Introspection Is One Of The Key Characteristic Of An Effective Educator. (Diem, 1988). Introspection Is Among The Most Important Factor In An Individual's Life As Everybody Continuously Strives For Betterment, Learning And Self Enhancement. Self Concept On A Whole, Means What An Individual Thinks About Himself And His Position In Society.

Many A Scholars Have Defined Self Concept In Different Ways. Definitions And Views Of Some Important Scholars Are Presented Below:

**Lowe** In 1961 Defined Self Concept As One's Mind-Set Towards Person.

**Paderson** (1965) Defines Self-Concept As An Organized Arrangement Of Feelings, Attitudes And Beliefs Which An Entity Sees As A Part Of Self.

**Purkey** (1988) States That An Individual Has A Tendency To Do Something, Which Can Be Positive Or Negative In Any Situation Which Depends On Their Belief Or Perception. So, Self Concept Can Be Described As A Set Of Beliefs About Oneself.

**Bernard** (1972) Stated That Self Concept Is A Predictor Of Single's Behaviour And Performance. So For Teachers, Their Self-Concept Will Effect Their Behaviour In Classroom And Their Understanding Of Teaching Practises. Thus, It Is Very Essential That An Educational Institute Helps Teachers To Develop Positive Self-Concept Which Will Lead To Better Outcomes In Teaching Learning Process.

**Saraswat** (1981) Found The Self-Concept As A Individual's Way Of Looking At /Herself/ Himself And Also Defines An Individual's Way Of Behaving, Thinking And Feeling.

**Lynche, Norem-Hebeisen And Gergen** (1981) Divides Self Concept Into Six Separate Verticals, Which Are:

- **Physical:** The Persons View Of Their Body, Health, Physical Appearance And Health.
- **Social:** Especial Own Sense Of Importance In Genial Meetings.
- **Temperamental :** Especial View Of Their Existing Emotional State Or Control Of A Specific Kind Of Moving Reaction.
- **Educational:** Especial View Of Himself With Respect To The Education That He Possesses.
- **Moral:** Especial View Of Their Positive And Negative Activities.
- **Intellectual:** Especial View Of Their Intelligence And Competence Of
- Problem Solving.

**Piers & Herzberg** (2002) Defined Self Concept As Attitudes Depicting Both Description And Evaluation Of An Individual's Own Behaviour And Attributes. They Also Stated That Self Concept Cannot Be Observed Directly, It Has To Be Derived From Behaviours Or Shall Be Assessed Through Self-Report.

**Djigic & Stojiljkovic** (2011) Stated That As Teacher's Duty Is Not Only To Transfer Knowledge But Also To Be Like A Leader Leading Her Students To Achieve The Best Education. So, It Is Very Important That A Teacher Should Have High And Positive Self Concept Which Will Influence Her Performance In School.

**Clarke** (2008) Stated That For Teachers, Formation Of Self Concept starts From The Day Her Training Is Started To Become A Teacher. And As Self-Concept Is Constantly Evolved, Factors Such As Availability Of Jobs, Ambience Of School Where Teacher Is Employed, Salary, Appraisals, Work Load And Motivation From Higher authorities' Influences Self-Concept.

**Bandura** (1997) Stated That Teachers With Positive Self-Concept Believes And Accepts The Fact That By Using Effective Teaching Practices And Technology In Classroom, It Is Possible To Help Students Overcome Their Learning Difficulties Whereas Teachers Having Low Self-Concept Might Believe That Teachers Will Not

Be Able To Do Much To Help Low Achieving Students, Even If Teachers Give Their Best In Teaching, Thus Giving Up On Such Students.

**Kartika**(2009) In His Study Stated That A School Influences A Child As Well As Teacher's Self Concept. Teaching Mainly Includes Subject Matter But Also Deals With Values, Life Skills And Decision Making Skills. As Students Learn From Their Experiences, So School Plays The Most Integral Part To Their Self-Concept. Thus A Teacher And A Student Can Influence Each Other's self-Concept

**Diem**(1988) Concluded In Her Study That There Is A Significant Positive Relationship Between Positive Self-Concept And Teacher's Affectivity In Classrooms. She Also Stated That Various Factors Like Teacher's Self Concept, Education, Knowledge, Openness To Adopt New Teaching Methods Are Predictors Of A Teacher's Performance In Schools.

**Crous And Kevin**(1981) Defined Self-Concept As An Individual's View Of Himself/Herself. It Is Mix Of Ideas And Perceptions That An Individual Has About Himself, Which Can Be Physical, Social Or Psychological. They Also Stated That Self Concept And Importance In Teaching Are Key Factors For The Quality Education.

**Arora**(1978) In His Study Places Teacher In The Centre Of Teaching And Learning Process. He Stated That A Teacher's Self Concept Will Eventually Effect A Student's Self Concept And His Learning. A Teacher Can Effect Different Areas Of Self Concept Of Student Like Intellectual Ability, Behaviour, Perception Of A Particular Subject, Anxiety, Etc.

### **Objectives Of The Study**

A Study To Measure 'Self Concept' Was Carried Out Of Primary School Teachers Of Government And Private schools In Haryana With The Following Objective:

- To Study The Self Concept Of Primary School Of Government And Private Teachers In Haryana.
- To Compare The Self Concept Of Primary School Of Government And Private Teachers In Haryana.

### **Hypothesis**

The Following Null Hypothesis Has Been Formulated To Test The Statistical Findings Of The Study:

**Hypothesis: There Is No Significant Difference Of Self-Concept In The Opinion Of Teacherrespondents Of Government And Private Primary Schools.**

### **Research Gap**

As Research Is An Ever Going Process, So, Apart From The Gaps Found From The Areas That Remain Inconclusive, Several Common Crucial Gaps Were Identified In The Evidence Base. They Were:

- 1) There Really Is A Lack Of Evidence About The Actual Nature And Scope For Private Schools And Government Schools Throughout Haryana.
- 2) The Current Literature Is Overwhelmingly Focused Geographically Towards Haryana With A More Narrow Emphasis On India.
- 3) Few Researches Concentrate Solely On Intermediate And Secondary Schools, And Haryana's Semi-Urban Areas.

### **Research Design Of The Study**

Single Cross-Sectional Descriptive Research Design Is Applied In The Present Study. In Such Research Designs, The Sample Is Drawn Only Once And Data Are Also Collected Only Once. It Is A Descriptive Research Study In Which The Dimensions Of Self Concept Scale And Overall Self Concept Of Respondents Are Studied. The Sample Of Primary School Teachers In Government As Well As Private Schools In Haryana Is Drawn Randomly. The Results Of The Study Variables Are Studied, Described And Discussed In Detail.

### **Sampling**

The Five Districts In Haryana State Were Selected With Simple Random Sampling Technique. The 7 government And 10 private Primary Schools Were Selected Randomly In The Selected Districts. In Selected Schools, 157 And 200 Primary School Teacher From Government, And Private Schools Were Selected And The Requisite Data Were Collected From Them With The Help Measuring Scale On Self Concept Prepared By R.K. Sarswat.

### **Tools Of Data Collection**

Keeping In View Of The Objective Of The Study, A Standardized Scale Of R.K. Sarswat To Measure The Self Concept Of Primary School Teachers, Has Been Applied. Seven Structured Questions On The Background Information Of The Respondents Were Also Prepared.

These Questions Are: Gender, Marital Status, Educational Qualification, Professional Qualification, Distance From Residence To School, Mode Of Transport Used To Commute To School, And In-Service Training Received By The Teacher Respondents. Data Pertaining To Self Concept, And Background Variables Were Collected From 357 Teacher Respondents Of Primary School Teachers.

The Data Has Been Collected By Manually Verified And Then Data Entered Into The Computer. The Duly Filled Questionnaires Were Tabulated And Analyzed Using Spss 21 Software For Frequency Distribution And Percentage Analysis

The First Table Pertains To The Background Information Of The Respondents.

### Background Information Of Respondents

#### Gender:

The Table 1 Shows That Maximum Teacher Respondents Are Females (86.8%). The More Sample Of Female Teachers May Be So As The Same Ratio Is Found Among The Overall Primary School Teachers. This May Be The Reason Of Less Number Of Male Teachers In The Sample.

#### Marital Status:

The Percentage Of Married Respondents Is 24.4, Whereas Rest Of The Respondents Is Unmarried. The Simple Reason Of The Higher Percentage Of Unmarried Teachers May Be Due To The Fact That Such Teachers Can Devote More Time In Teaching The Students As They Have Less Family Responsibilities.

#### Educational Qualification:

The Percentage Of Graduate Teachers Is 31.7 And Percentage Of Teachers Having Ma And More Qualifications Constitutes 68.3 Per Cent. Nowadays The Facilities For Higher Education Are Plenty, Therefore, Everyone Is Trying To Get At Least A Graduate Degree Or Post Graduate Degree. This May Be The Reason Of More Number Of Respondents In Ma And More Qualifications Category.

#### Professional Qualification:

It Is Interesting To Note From The Table That More

Percentage Of Respondents Have Minimum Professional Qualification As B.Ed. (72.8%). Even The Percentage Of Respondents Having M.Ed. Qualification Is Also High (27.2%). This May Be So As There Is A Recession Of Employment Of Teachers In The Schools And Even Higher Education People Are Applying For Lower Education Category.

#### Residence Distance From School:

About One Third Of The Teacher Respondents Are Having Their Residence At 2 To 3 Kilometers From The School Of Their Teaching. Even About 39 Per Cent Have Their Residence 3+ Kilometers Away From The Schools, Whereas Only About 14 Per Cent Live At The Distance Of 0-2 Kilometers From The Schools. The Probable Reasons Of Living Away From The Schools Could Be Two: Firstly, The Families Of Such Teachers Are Living Away From The Schools; Secondly The Rent Of The House Might Be Cheaper At Distance Places.

#### Mode Of Transport Used To Commute To School:

Those Respondents Who Are Living Nearby Might Be Going To School On Foot. Such Respondents Constitute 13.2 Per Cent. About 24 Per Cent Are Commuting By Two Wheelers. About One Third Of The Respondents Are Also Using Bus To Commute To School. Such Respondents Might Be Living For Way And Bus Is The Only Cheap Mode Of Transport. The Table Also Shows That Some Are Using Other Type Of Mode Of Transport (31.2%). The Others May Mean Taxies, Cycles, Etc.

#### In-Service Training:

The Respondents Were Also Asked To Mention Whether They Have Received Any In-Service Training.

It Is Interesting To Note That Most Of The Respondents Have Mentioned 'Yes', That Is, They Have Received In-Service Training. The Percentage Of Such Respondents Is 87.9. It Appears To Be Good Trend. It Shows That Most Of Respondents Are Conversant With The New Methods Of Teaching And How To Enhance The Teaching Competencies.

**Table 1: Background Information Of The Respondents**

(N = 357)

S.No	Background Information	Number	Percentage	Private School	Government School
1	Gender	47	13.2		

3515

	Male Female	310 172	86.8 138	28 172	19 138
<b>2</b>	<b>Marital Status</b> Married Unmarried	87 270	24.4 75.6	53 147	34 123
<b>3</b>	<b>Educational Qualification</b> B.A. M.A.& Above	113 244	31.7 68.3	60 140	53 104
<b>4</b>	<b>Professional Qualification</b> B. Ed M. Ed & Others	260 97	72.8 27.2	136 64	124 33
<b>5</b>	<b>Residence Distance From School</b> 0-2 Kms 2-3 Kms 3+ Kms	103 116 138	28.9 32.5 38.7	35 68 97	68 48 41
<b>6</b>	<b>Mode Of Commuting To School</b> By Foot Two Wheeler By Bus Others	49 84 113 111	13.7 23.5 31.7 31.1	10 64 87 39	39 20 26 72
<b>7</b>	<b>In Service Training Received</b> Yes No	314 43	87.9 12.1	178 22	136 21

### Self Concept Measuring Scale

The Scale Is A Standardized One And It Was Prepared By R.K Sarswat. Self-Concept Has Been Referred By Lowe (1961) As One's Attitude Towards Self, And By Paderson (1965) As An Organized Configuration, Of Perceptions, Beliefs, Feelings, Attitudes And Values Which The Individual Views As A Part Of Characteristics Of Oneself. Rogers Et Al (1978) Defined Self-Concept As "An Organized Configuration Of Perceptions Of The Self Which Are Admissible To Awareness. It Is Compared Of Such Elements As The Perceptions Of One's Characteristics And Abilities, The Percepts And Concepts Of The Self In Relation To Others And To The

Environment, The Value Qualities Which Are Perceived As Associated With Experiences And Objects, And The Goals And Ideals Which Are Perceived As Having Positive Or Negative Valence." Saraswat And Gaur (1981) Described Self-Concept As "The Self-Concept Is The Individual's Way Of Looking At Himself. It Also Signifies His Way Of Thinking, Feeling And Behaving".

The Author Of The Self Concept Scale Determined The Reliability And Validity Of The Scale Which Are Mentioned In The Next Section.

### Describe Of Self-Concept Inventory

The Self Idea Inventory Provides Six Different Dimensions Of Self-Concept, Viz., Physical, Social,



Intellectual, Moral, Educational And Temperamental Self Concept. It Also Gives A Total Self-Concept Score.

#### Reliability-

Reliability Of The Inventory Was Found By Test-Retest Method And Found To Be .91 For The Total Self-

Concept Measure. Reliability Coefficients Of Its Many Dimensions Vary From .67 To .88. The Table Below Indicate The Test-Retest Reliability For Each Dimension.

**Table 2:- Test - Retest Reliability Of The Self-Concept Inventory**

Code No.	Self Concept Dimensions	Number of Items	Reliability coefficient
A	Physical	8	0.77
B	Social	8	0.83
C	Temperamental	8	0.79
D	Education	8	0.88
E	Moral	8	0.67
F	Intellectual	8	0.79
	Total Concept	48	0.91

#### Validity

Expert's opinion Was Obtained To Ascertain The Validity Of The Inventory. One Hundred Items Were Given To 25 Psychologists To Classify The Items To The Category To Which It Belongs. Items Of Highest Agreement And Not Less Than 80% Of Agreement Were Chosen. Thus, The Content And Put Up Validity Were Established.

#### Calculating The Dimensions Of The Self Idea Measuring Scale From The Data Collected

Following The Guidelines Of The Manual Of The Self Concept Measuring Scale, The Following Dimensions Were Computed With The Help Of Spss:

- **Physical Dimension:** There Are 8 Statements Of This Dimension. These Eight Were Added And The Total Score Was Divided By Number Of Statements (8 Statements).
- **Social Dimension:** There Are 8 Statements Of This Dimension. These Eight Were Added And The Total Score Was Divided By Number Of Statements (8 Statements).
- **Temperamental Dimension:** There Are 8 Statements Of This Dimension. These Eight Were Added And The Total Score Was Divided By Number Of Statements (8 Statements).
- **Education Dimension:** There Are 8 Statements Of This Dimension. These Eight Were Added And The

Total Score Was Divided By Number Of Statements (8 Statements).

- **Moral Dimension:** There Are 8 Statements Of This Dimension. These Eight Were Added And The Total Score Was Divided By Number Of Statements (8 Statements).
- **Intellectual Dimension:** There Are 8 Statements Of This Dimension. These Eight Were Added And The Total Score Was Divided By Number Of Statements (8 Statements).
- **Total Self Concept:** There Are 48 Statements Of This Dimension. These 48 Were Added And The Total Score Was Divided By Number Of Statements (48 Statements).

#### Description Of Each Dimension Of Self-Concept Measuring Scale

The Self Idea Inventory Provides Six Different Scope Of Introspection, Viz., Physical, Social, Logical, Values, Educational And Temperamental Self-Idea. It Also Gives A Total Self-Concept Gain. The Operational Definitions Of Introspection Dimensions Measured By This Inventory Are:-

- **Physical-** Especial View Of The Their Body, Fitness, Physical Appearance & Strength
- **Social-** Especial Sense Of Worth In Social Interactions.

- **Temperamental**-Especial View Of Their Prevailing Emotional State Or
- Predominance Of A Special Kind Of Emotional Reaction.
- **Educational**-Individual's View Of Themselves In Relation To School
- Teachers And Extra Classroom Activities.
- **Moral**-Individual's Estimation Of Their Moral Worth; Right & Wrong
- Activities.
- **Intellectual** - Individuals' Awareness Of Their Intelligence & Capacity Of
- Problem Solving & Judgments.

**Reliability Of The Present Data:** The Chronbach Alpha Reliability Process Was Applied To Assess The Honesty Of The Self Concept Scale Of 357 Samples. Chronbach Alpha Value Comes To .910. It Means That The Data Collected With This Scale Is Quite Reliable. As The Data Collected Of The Self Concept Of The Teacher Respondents Is Reliable, The Statistical Tools Have Been Applied With The Help Of Spss To Do The Requisite Analysis. The Results Of Analysis Are Deliberated Below.

#### **Comparison Of Dimensions Of Self-Concept Scale Between Government And Private Primary Schools Teacher Respondents**

The T-Test Of Two Individual Samples Statistical Tool Has Been Applied To Assess The Separation Of Each Of The Six Dimensions Of Self Concept Scale And Overall Concept Between Government And Private Primary School Teacher Respondents. The Interpretation Of The Results Of Each Is As Follows:

**Physical Dimension**—The T-Values In The Table 4 Indicates That No Significant Difference Is Seen Between Respondents Of Two Categories ( $T = 1.784$ , Not Significant). It Simply Shows That The Opinion Of All The Respondents, On An Average, Is The Same. It Is Further Noticed That Mean Value Of This Dimension In The Case Of Private School Respondents ( $M = 3.78$ ) Is Little More As Compared To Government School Respondents (Mean = 3.68). It Is Also Found That These Mean Values Are Approaching Option 4 (Agree), Which

Clearly Shows That On An Average All The Respondents Agree That They View Of Their Body, Health, Physical Appearance And Strengths Quite High.

**Social** - This Variable Differs Significantly In The Opinion Of Government And Private School Teacher Respondents ( $T = 2.436$ , Significant At .01 Level). The Mean Value Is 3.89 In The Case Of Private School Teachers Which Is More In Comparison Of To Government School Teachers (Mean = 3.76). It Indicates That The Teachers Of Private Schools Are More Social As Compared To Government Schools. On The Other Hand It Is Also Observed That Both These Mean Values Are Approaching Option 4 (Agree). Therefore It May Be Concluded That All The Respondents Are In Agreement That They Are Worth In Social Interaction.

**Temperamental** -The Mean Values Of This Variable Are 3.79 And 3.83 In The Case Of Government And Private School Respondents Respectively. Though There Is A Difference In The Mean Values, But This Difference Is Not Statistically Significant As Is Evident From The T-Value In The Table ( $T = 0.726$ , Not Significant). Of Course, From The Mean Values, It Is Inferred That The Respondents Of Private Schools Are Little More Temperament Or In Other Words They Are More Emotional As Compared To The Respondents Of Government Schools.

**Educational** —The T-Value In The Table Indicates The Respondents Of Government And Private Schools Do Not Differ Significantly In Their Opinion About 'Educational' Variable ( $T = 0.419$ , Not Significant). It Simply Means That, On An Average, All The Respondents Have The Same View About Their Self Esteem About Education And Extra-Curricular Activities. It Is Also Observed That Mean Values Of This Variable In Respect Of Respondents Of Government And Private Schools Are 3.96 And 3.94 Respectively; And Both These Mean Values Are Just Near Option 4 (Agree). Therefore, It May Be Inferred That, On An Average, All The Respondents Agree In Their Opinion About The 'Education' Self-Concept.

**Moral** – The Mean Values Of This Variable Pertaining To Respondents Of Government And Private Schools Are Just 4. It Is A Little More In The Case Government Category (Mean = 4.02) As Compared To Private

Category (Mean = 4.00), But There Are No Difference In That Significant As Is Evident From The T-Value ( $T = 0.293$ , Not Significant). Hence, It May Be Concluded That On Average All The Respondents Agree In Their Views Of Having Their Moral Worth About Right And Wrong Activities.

**Intellectual** – The T-Value In The Table Is Not Significant, Which Indicates That Respondents Of Government And Private Schools Do Not Differ In Their Opinion About ‘Intellectual’ Variable ( $T = 1.278$ , Not Significant). The Mean Value Of This Variable In The Case Of Government School Respondents Is 3.39 Which Is Less As Compared To Private Schools (Mean = 3.46). This Difference In Means Values Is Not Significant As Is Evident From The T-Value. It Is Also Found From The Table That Both The Mean Values Are Approaching Option 4 (Agree), Therefore, It May Be Inferred From This That All The Respondents, On An Average, Agree That They Are Aware Of Their Intelligence And Capacity Of Problem Solving And Judgment.

**Overall Self-Concept** – It Is Observed From The Table That There Is No Significant Difference In The Mean

Score Of Overall Self-Concept Between The Respondents Of Government And Private Schools ( $T = 1.174$ , Not Significant), Which Simply Indicates That The Opinion Of All The Respondents On An Average Is Almost The Same About Their Overall Self-Concept. The Mean Values Of This Variable Are 3.77 And 3.82 Of Respondents Of Government And Private Schools Respectively. Both These Mean Values Are Approaching Option 4 (Agree), Which Reveals That On An Average, All The Respondents Agree That They Are Aware About Their Self-Esteem And They Are Of The Opinion That Their Self-Concept Is Quite High.

It May Be Concluded From The Above Interpretation That Mean Values Of All The Dimensions Of Self Concept And Overall Self Concept Are Little More In The Case Of Respondents Of Private Schools, Except In Two Dimensions, That Is, Educational And Moral. It May Be Concluded That The Teacher Respondents Of Private Schools Are Little Better In Their Self-Concept As Compared To Government Schools.

**Table 3: Comparison Of Dimensions Of Self Concept Scale For Primary School Teachers Between Respondents Of Government And Private School**

Dimensions	Government Schools (N=157)		Private Schools (N=200)		T-Value
	Mean	Sd	Mean	Sd	
Physical(A)	3.68	.586	3.78	.502	1.794 Ns
Social(B)	3.76	.502	3.89	.468	2.436 **
Temperamental(C)	3.79	.570	3.83	.479	0.726 Ns
Educational(D)	3.96	.593	3.94	.490	0.419 Ns
Moral(E)	4.02	.467	4.00	.455	0.293 Ns
Intellectual(F)	3.39	.514	3.46	.419	1.278 Ns
Overall(G)	3.77	.441	3.82	.348	1.174 Ns

**\*\* Significant At 0.01 Level**

**Ns Not Significant**



**Hypothesis: There Is No Significant Difference Of Self-Concept In The Opinion Of Respondents Of Government And Private Primary Schools.**

The T-Test Of Two Independent Samples Has Been Applied In Testing The Above Hypothesis. The Results Of T-Test Of Self-Concept Are Presented In Table 4. The T-Value Of Overall Self Concept Indicates That There Is No Significant Difference In The Opinion Of Respondents Of Government And Private Schools ( $T = 1.174$ , Not Significant). It Implies That On An Average The Opinion Of The Respondents Of Government And Private Schools Are Almost The Same. However, The Mean Value Of This Variable Is More In The Case Of Respondents Of Private Schools (Mean = 3.82) In Comparison To Respondents Of Private Schools (Mean = 3.77). The Difference In The Mean Values Is Not Significant As Has Been Observed In T-Value. **Therefore The Stated Hypothesis Is Accepted.**

**Comparison Of Dimensions Of Self-Concept Scale And Overall Self Concept Between Government And Private Schoolgraduate/Post-Graduate Respondents.**

- An Attempt Has Been Made To Assess The Difference Of Dimensions Of Self-Concept And Overall Self-Concept Of Graduate/Post-Graduate respondents Of Government And Private Schools. The T-Test Of Two Independent Samples Has Been Applied To Assess The Difference. First Of All The Sample Of Graduate Respondents Has Been Taken And The Required Table Has Been Generated. This Is Followed By The Analysis Of Post-Graduate Respondents.

**Comparison Of Dimensions Of Self Concept Scale And Overall Self-Concept For Primary School Graduate Teacher Respondents Of Government And Private Schools**

The T-Test Values Of Six Dimensions Of Self-Concept And Overall Self-Concept Are Not Significant. It Indicates That The Mean Values Of These Variables Of Government Schools And Private Schools Are Almost The Same. However, The Mean Values Of The Following Variables Are Little More In The Case Of Respondents Of Government Schools As Compared To Private Schools:

- Physical
- Temperamental
- Educational
- Moral
- Overall Self Concept

In The Case Of Private Schools, The Mean Values Are Little More Of The Following Variables As Compared To Government Schools:

- Social
- Intellectual

It Is Also Observed From The Table That All The Mean Values Are Approaching Option 4 (Agree), Which Indicates That All The Respondents, On An Average, Have Good Self Concept In All The Seven Areas And Overall Self Concept.

**Table 4: Comparison Of Dimensions Of Self Concept Scale And Overall Self-Concept For Primary School Graduate Teacher Respondents Of Government And Private Schools**

Dimensions	Government Schools (N=53)		Private Schools (N=60)		T-Value
	Mean	Sd	Mean	Sd	
Physical(A)	3.75	.609	3.65	.508	.886 Ns
Social(B)	3.80	.517	3.86	.463	.680 Ns
Temperamental(C)	3.87	.562	3.69	.480	1.837 Ns
Educational(D)	4.04	.587	3.91	.461	1.334 Ns
Moral(E)	4.05	.536	3.95	.404	1.123 Ns
Intellectual(F)	3.39	.484	3.41	.388	.176 Ns
Overall(G)	3.82	.443	3.74	.317	.992 Ns

Ns = Not Significant

### Comparison Of Dimensions Of Self Concept Scale And Overall Self-Concept Of Primaryschool Post-Graduate Teacher Respondents Of Government And Private Schools

The Findings Of Each Dimension/Variable Of Self-Concept Scale And Overall Self Concept Of The T-Test Statistical Analysis Pertaining To Post-Graduate Respondents Of Government And Private Schools Are Presented In The Table. The Interpretation Of Each Variable Is As Follows:

**Physical** –In Table 6 It Is Observed That There Is A Significant Difference Of This Variable Between The Opinion Of Respondents Of Government And Private Schools ( $T = 2.830$ , Significant At .01 Level). The Mean Value In The Case Of Respondents Of Private Schools Are More (Mean = 3.83) In Comparison To Respondents Of Government Schools (Mean = 3.64). This Indicates That Respondents Of Private Schools Are More Conscious Of Their Physical Activities As Compared To Government Schools. However, Both The Mean Values Are Approaching Option 4 (Agree). So It May Be Concluded That All The Respondents, On An Average, Are In Agreement To Be Conscious About Their Physical Health.

**Social** - The Mean Value (Mean = 3.89) Of Social Variable Is More In The Case Of Respondents Of Private Schools As Compared To Government Schools (Mean = 3.74). The Differences In Mean Values Are Significant As They Evident From The T-Value In The Table ( $T = 2.499$ , Significant At .01 Level). It May Mean That The Respondents Of Private Schools Feel More Social As Compared To Their Counter Part Of Government Schools. However, Both The Mean Values Are Nearing Option 4 (Agree), Which Indicates That, On Mode All The Respondents Concur In Their Views That They Are Social.

**Temperamental** – It Is Observed From The Table That There Is A Significant Difference In The Opinion Of Respondents Of Both The Categories About This Variable As Is Evident From The T-Value ( $T = 2.114$ , Significant At .05 Level). The Mean Value Of This

Variable Is More In The Case Of Respondents Of Private Schools (Mean = 3.90) As Compared To The Respondents Of Government Schools (Mean = 3.75). This Simply Means That Respondents Of Second Categories Are More Emotional (Temperamental) In Comparison To First Category.

**Educational** - No Significant Difference Is Found Of Educational Variable In The Opinion Of Respondents Of Both The Categories. However, The Mean Value In The Case Of Respondents Of Private Schools Is Little More As Compared To The Respondents Of Government Schools, But This Difference Is Not Significant As Is Evident From The T-Value In The Table ( $T = 0.403$ , Not Significant). Therefore, It May Be Inferred From The Statistical Analysis Of This Variable That All The Respondents, On An Average, Have The Same Opinion About Educational Aspect Of Self Concept.

**Moral** – The T-Value In The Table Indicates The Respondents Of Both The Categories Do Not Differ Significantly In Their Opinion About Moral Variable ( $T = 0.418$ , Not Significant). Therefore It May Be Concluded That, On An Concur, All The Respondents, Agree In Their Thoughts Of Having The Same Moral Values.

**Intellectual** –The T-Value In The Table Reveals That The Respondents Of Both The Categories Do Not Differ In Their Opinion Of This Variable ( $T = 1.363$ , Not Significant). Hence, It May Be Inferred From This That, On An Average, All The Respondents Feel Equally Intellectual. However, The Mean Value Of This Variable Is Little More In The Case Of Respondents Of Private Schools In Comparison To Respondents Of Private Schools.

**Overall Self Concept** – There Is A Significant Difference Of Overall Self Concept Between The Respondents Of Both The Categories ( $T = 2.047$ , Significant At .05 Level). It Is Further Observed From The Table That The Level Of Overall Self Concept Is More In The Case Of Respondents Of Private Schools (Mean = 3.85) As Compared To The Mean Value Of Government Schools (Mean = 3.74).

**Table 5: Comparison Of Dimensions Of Self Concept Scale For Primary School Post Graduate Teachers Between Respondents Of Government And Private Schools**

Dimensions	Government Schools	Private Schools	T-Value
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	(N=104)		(N=140)		
	Mean	Sd	Mean	Sd	
<b>Physical(A)</b>	3.64	.574	3.83	.491	2.830 **
<b>Social(B)</b>	3.74	.495	3.89	.471	2.499 **
<b>Temperamental(C)</b>	3.75	.574	3.90	.465	2.114 *
<b>Educational(D)</b>	3.92	.595	3.95	.503	.403 Ns
<b>Moral(E)</b>	4.00	.429	4.03	.475	.418 Ns
<b>Intellectual(F)</b>	3.39	.531	3.48	.431	1.363 Ns
<b>Overall(G)</b>	3.74	.440	3.85	.357	2.047 *

\*Significant At 0.05 Level \*\*Significant At 0.01 Level Ns= Not Significant

It May Be Concluded From The Above Interpretation Of The Statistical Results Presented In Table 6 that Overall Self Concept Differs Significantly Between The Post-Graduate Respondents Of Government And Private Schools. It Is More In The Case Of Private Schools As Is Evident From The Mean Value (Mean = 3.85) As Compared To Government Schools (Mean = 3.74). But The Mean Values Of Overall Self Concept In The Case Of Graduate Respondents Of Government And Private (Table 5) Do Not Differ Significantly. Therefore, It Be Inferred That The Post-Graduate Teacher Respondents Of Private Schools Have More Of Self-Concepts Compared To Government Schools.

It Is Also Observed From The Table 6 That Mean Values Of All The Dimensions Of Self Concept Including The Overall Self Concept Are More In The Case Of Respondents Of Private Schools As Compared To Government Schools. The Specific Reason (S) Supporting This Finding Are Not Available, But It May Be Mentioned Here That There Is A Competition Amongst Private Schools To Give Better Results, Acquire Better Rankings Than Their Counterparts And Provide Top Class Education To Students. Therefore, The Recruitment Process Is More Stringent In Private Schools Than Government Schools, Thus, Attracting Better Talent.

### Discussion

The Research Paper Focuses On The Comparison Of Overall Self Concept And Its Six Dimensions Between The Primary School Teacher Respondents Of Government And Private Schools. This Is An Empirical Study And Data Were Collected From Teachers Numbering 157 And 200 Selected From Government And Private Primary School In Haryana. The Mean Values Of

Self Concept Of Overall Self Concept And Its Dimensions Are Quite, Rather These Are Approaching Option 4 (Agree), Therefore The More Values Of Self Concept Of Teachers Affect The Performance Of The Students. This Has Been Highlighted By Some Studies Done Earlier. One Of Such Studies Is Of Bernard (1972). This Study Stated That Self-Concept Is A Predictor Of An Individual's Behaviour And Performance. So For Teachers, Their Self Concept Will Affect Their Behaviour In Classroom And Their Understanding Of Teaching Practises. Thus, It Is Very Essential That An Educational Institute Helps Teachers To Develop Positive Self Concept Which Will Lead To Better Outcomes In Teaching Learning Process.

### Summary And Conclusions

The Lone Objective Of The Study Is To Compare The Self Concept Of Teachers Of Government And Private Primary Schools In Haryana. These seven Government And 10 Private Primary Schools Were Selected Randomly, And From These Selected Schools, 157 And 200 Teachers From Government And Private Schools Respectively Were Selected Randomly. The Requisite Data On Self Concept Were Collected From The Selected Teachers With The Help Of A Standardized Scale Of Self-Concept By Sarswat. The Spss Was Applied To Do The Required Analysis. In Order To Compare The self-Concept Data, T-Test Of Two Independent Samples Was Applied. The Main Findings Of The Data Analysis Are Presented Below:

- The Scale Consists Of 48 Items And The Author Of The Scale Calculated Reliability And Coefficient Of Reliability Was 0.91.
- The Validity Of The Scale Was Also Ascertained.

- The Principal Component With Varimax Rotation Method Of Factor Analysis Was Applied To Extract The Factors. The Following Six Factors Were Extracted:

- **Physical**
- **Social.**
- **Temperamental**
- **Educational.**
- **Moral.**
- **Intellectual**

- Each Factor is Having 8 Statements. And Each Factor Was Computed By Adding The Number Of Statements Under The Factor And Dividing The Total By Eight (8 Statements). Overall Self Concept Was Calculated By Adding All The 48 Statements And The Total Score Was Divided By 48. This Is Done To Reduce The Total Of Each Factor To Five Point Scale.

- It Is Found From The T-Value Of Each Factor That There Is No Significant Difference In The Opinion Of Respondents Of Government And Private Schools, Excepting 'Social' Factor. In This Factor The Mean Score Of The Respondents Of Private Schools Is More In Comparison To Respondents Of Government Schools.

- No Significant Difference Is Found In Two Categories So Far As The Overall Self Concept Is Concerned.

- On Comparing The Graduate Respondents Of Two Types Of Schools, The T-Values Indicate That There Is No Significant Difference Of All Six Factors Of Self Concept And Overall Self Concept Between The Respondents Of Government And Private Schools.

- Comparison Of Six Factors And Overall Self Concept Of Post-Graduate Teachers Of Government And Private Schools Show That There Is A Significant Difference Of The Following Factors:

1. Physical
2. Social
3. Temperamental

#### 4. Overall Self Concept

The Mean Values Of These Factors Indicate That Post-Graduate Respondents Of Private Schools Are Having Better Self Concept In Comparison To Government Schools. It Is Also Observed That All The Mean Values Are Approaching Option 4 (Agree). It Simply Means That All The Respondents, On An Average Are Quite Good In Their Self Concept.

#### Implications

The Findings Of The Study Indicate That The Primary School Teachers Of Government And Private Schools In Haryana Are Quite Good So Far As Their Self-Concept Is Concerned. Such Level Of Self Concept Should Be Maintained Or Enhanced. This Is The Responsibility Of The Managements Of Government And Private Schools. Nevertheless, Such Studies Should Be Carried Out Regularly In Order To Assess The Self Concept Level Of The Teachers. If Need Arises, The Proper Interventions Should Be Introduced To Enhance The Level Of Self Concept Of The Teachers, Because The High Level Of Self Concept Of The Teachers Would Have Positive Impact On The Performance Of The Students.

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