

## Research Article

## A Study of Self – Concept among Teaching Employees Working in Govt. and Missionary Schools of North Bihar, India

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**Abstract:** Self – concept is evident from self awareness, which refers to the extent to which self- knowledge is defined, consistent, and currently applicable to one’s attitudes and dispositions. Therefore, the present study was aimed at studying the self – concept among teachers working in Government and Missionary Schools with particular reference to North Bihar. To measure the differences between Government and Missionary Schools teachers in terms of their degree of perceived reactions on self – concept, total sample consisted of one hundred fifty (N=150) which were randomly selected from different Government and Missionary Schools located at North Bihar, viz., Begusarai, Darbhanga, Madhubani and Samastipur. These are well – known towns of North Bihar. Total sample comprises Government School teachers (n=75) and Missionary School teachers (n=75). Total respondents’ age were ranged between 31 to 58 years of age. Having collected the information on the problem through questionnaire schedule, the data were tabulated as per norms of the schedule for giving statistical treatment. Obtained results indicated significant differences in terms of teaching employees’ perceived reactions on self - concept between the group of Government School and Missionary school teachers from where the present sample has been drawn. It is important to mention here that the self- concept among Missionary school teachers was found significantly high in comparison to the perceived self – concept of Government school teachers. Moreover, out of six dimensions of self-concept four dimensions, viz., ‘Behavior’, ‘Physical Appearance and Attributes’, ‘Anxiety’, and ‘Happiness and Satisfaction’ have been found significant predictors between the group of Govt. school and Missionary School Teachers. Finally discrepancy of obtained results has been discussed in detail.

**Keywords:** Self – Concept, Government, Missionary, School, Teachers, North Bihar, India.

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### INTRODUCTION

In the present changing scenario of the world of work Self – concept is one of the important dimensions of personality which gives direction to one’s whole life. It is because of the fact that self concept refers to the experience of one’s own being. It includes what people come to know about themselves through experience, reflection, and feedback from others. Basically, self-concept is an organized cognitive structure comprising a set of attitudes and beliefs that cut across all facets of experience and action, organizing and tying together the variety of specific habits, abilities, outlooks, ideas, and feelings that a person displays. In our opinion self- concept is a central theme around which a large number of the major aspects of personality are organized. On the other hand self-esteem is the effective or emotional aspect of self and generally refers to how we feel about or how we value ourselves (one’s self-worth) and self-efficacy is

the individual’s confidence in their ability to control their thoughts, feelings and actions, although, self-concept can refer to the general idea we have of ourselves and self-esteem can refer to particular measures about components of self-concept. Franken (1994) suggested that self-concept is related to self-esteem in that, “People who have good self -esteem have clear differentiated self-concept..... when people know themselves they can maximize outcomes because they know what they can and cannot do”. Krol, *et al.*, (1994) conceded that, as an element of the self-concept, self-esteem - usually described as self-acceptance or overall affective evaluation of one’s worth - has been found to be associated with both physical and psychological health. It is important to be pointed out here that as soon as arrive at a more or less stable framework of beliefs about ourselves and proceed to live in a consistent manner within that framework. This frame is known as the self – concept. In other words, self – concept refers one’s self identity, a schema consisting

of an organized collection of beliefs and feelings about oneself (Baron & Byrne, 1999). Thus, the self – concept is a special framework that influences how we process information about the world around us along with information about ourselves, such as our motives, emotional states, self – evaluation, abilities, etc. (Klein & Loftus, 1993). Each person’s self identity or self concept acquired through interaction with others. Self – concept is not a fixed entity; it changes with age and in response to situational changes (Baron & Byrne, 1994).

It is to be mentioned that many different theories of personality have suggested that in several respects, our self – concept, our beliefs and knowledge about ourselves, plays a crucial role in our total personality (Benesch & Page, 1989). Moreover, it is generally viewed that persons low and high in self – esteem also differ with respect to the clarity of their own self- concepts. Persons low in self – esteem have high self – concepts that are less clear or well developed than those of persons high in self – esteem (Campbell, 1990). Such uncertainty has been found to be negatively related to resistance to stress; people who have less clear – cut self – concepts are more vulnerable to the harmful effects of stress (Brown & Smart, 1989). This interesting finding has direct implications for people’s health.

Having scanned the survey of literature on the phenomenon, the present investigation was aimed at studying the self – concept among the group of teacher working in missionary and government schools located in North Bihar of India.

It is important to point out here that self-concept is rarely seen as a very important factor of teacher s professional activities; although it could be expected it is related to both internal and external factors of effective teaching. Some researchers (Sommer & Baumeister, 2002) viewed that there is an extensive literature concerned with the impact of self-concept on the establishment of goals, expectations and behavior. It could also be observed that it establishes a correspondence of internal and external factors, recognizing and assessing them, and then individual takes further actions on the basis of these findings and assessment. Some researchers (Sommer & Baumeister, 2002) point to the extensive literature concerned with the impact of self- concept on the establishment of goals, expectations and behavior.

Apart from the above context, it is viewed that the structure of the hierarchical model of self- concept (Marsh and Shavelson, 1985) indicates that the domains of self-concept are formed through the integration of specific elements that are lower in the hierarchy, and that different levels of the construct are inter-related. Starting from this theoretical standpoint, this research is aimed at studying the significant difference between the group of missionary school teachers and government

school teachers’ self-assessment: of various dimensions of self-concept and of effectiveness in the performance of particular teachers’ roles in educational institutions.

Hence, in this situation self- concept of missionary school teachers and government school teachers may fluctuate that’s why in the present study we are very much interested to discuss about the self concept of teachers from the psychological point of view on the basis of review of available literature. Moreover, it is to point out here that in the growth of human being, the phase of the person’s feeling is a very critical and debatable. Most of the psychological and social changes occur during this period of life. The period can be seen as the time of struggle to find some identity and meaning in lives. More pressure at this stage leads to poor well-being among people in general and in professional life in particular. In this fast hi-tech scenario, there is a need to enhance the level of comfort, happiness and well-being among teachers whether they are working in private or government organization/school by the means of different skill development programs. There is a long history of interest in how different psychological, physical and social factors affect psychological well-being (Kessler 1982; Lazarus and Folkman, 1984; Thoits 1983; Turner 1999; Fernandez, 2009). In recent years, psychological researchers have shown increasing interests in the psychological well-being of teachers and have carried out many valuable discussions on this issue. The significance of such researches lies in that they are conducive to acquiring a thorough knowledge of patient’s psychological feature, which in turn helps to educate them according to their problems, to prevent them from unhealthy behaviors, and to bring out their physical and intellectual potentials as well as affective performance. It is not only beneficial to missionary school teachers’ development, but also provides to the people who are associated with different organizations, both government and private. Therefore, this problem is undertaken in deliberation to study the self-concept among missionary and government school teachers with special reference to North Bihar region of India.

#### ***Objective of the study***

The main objective of the study was to assess whether missionary school teachers and government school teachers will differ in their perceived reactions of self-concept and if they did who have a higher self-concept. It is because of the fact that in all societies of the world peoples are treated differently. They receive different kind of social feedback thus, there may be different expectations and these expectations are supposed to shape the self-concept among government and missionary school teachers as Cattell (1946) referred to self-concept as the “key stone of personality”. Thus, self-concept appears to be a comprehensive and exhaustive area which can represent the personality as a whole 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. Self-concept importance stems from its influence over the quality of a person's behavior and his method of adjustment to life and situation. If self-concept is the dimension that significantly determines the choice of activities in which a person enters, and the success of their performance, then the consideration of teacher's self-concept is justified. Researchers have shown that teachers with high self-esteem, which is the evaluative dimension of self-concept, are more successful in their profession (Schultz & Hausafus, 1982). However, despite the recognized effects of positive self-concept on behavior, it is surprising that not enough attention is paid to teacher's self-concept and their professional success (Marsh & Roche, 2000) with particular reference to missionary and government school teachers, hence, the present study is of immense value and will fill the void of knowledge in the area concerned.

### Hypotheses

On the basis of the broad aims and objectives of the present study the following hypothesis were formulated:

- There will be no significance of difference between missionary school teachers and government school teachers in terms of their perceived self – concept in North Bihar, India
- None of the dimensions of self - concept will predict between the group of group of missionary school teachers and government school teachers.
- Missionary school teachers will have higher degree of perceived reactions on self – concept than those teachers who are employed in government schools.

## RESEARCH METHODOLOGY

### Sample

1. The present study was conducted on one hundred fifty (N=150) teachers comprising missionary school teachers (n=75) and government school teachers (n=75) which were randomly selected from different missionary schools and government schools located in different places of North Bihar. In the present study cities viz., Begusarai, Darbhanga, Madhubani and Samastipur were given priority for data collection. Respondents' age were ranged between 31 to 58 years.

### Tools Used

2. **Self-Concept Scale:** In order to assess self-concept of the Missionary School Teachers and Government School Teachers, a scale developed by *Ahluwalia (1986)* has been used. This questionnaire consisted of 80 items. In this scale there were 6-dimensions: Behavior, Intellectual and current status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction. Each item was measured on Zero-point scale viz.,

'Yes' ( ) 'No' ( ). In the scale there are 14 lie items to detect whether the patients have filled it accurately or not. The items of the scale are scored in a positive or negative direction to reflect the evaluation dimension. A high score on the scale is presumed to indicate a favorable self-concept. This self-concept scale is quite reliable as the test-retest and split half reliability coefficients are .88 and .79 respectively.

### 3. Biographical Information Blank (BIB):

Biographical blank was also prepared for interpreting the results. It includes: sex, qualification, religion, area of locality, family income, father's qualification, mother's qualification, family structure, etc.

### Procedure

Before giving the above schedules, respondents were deliberated about the importance of feelings of oneself then thereafter measures were given to each teaching employees individually to complete in all respect. They were also assured that the information provided by them will be kept strictly confidential and will be used research purposes only. Having collected the data, the data were tabulated for giving statistical treatment. Finally, the obtained results presented in tables & figure and discussed in detail.

## RESULTS AND DISCUSSION

In quest of obtaining the results, descriptive analysis was done by computing mean, SD, and t-test to see if there was any significant difference in obtained scores between Government school teachers and Missionary school. From the table-1, it is apparently clear that in the present sample there is a highly significant difference in the mean values of total self-concept as Missionary school teachers had shown higher degree of self-concept mean score – 63.84 with an SD – 14.42 than Government school teachers (Mean – 57.07; SD – 13.96). Hence, the difference between Missionary school teachers and Government school teachers has been found significant statistically as t – value i.e. 2.90 is found to be significant at .01 level of confidence. Thus, the hypothesis formulated that there will be no significant difference between Government school teachers and Missionary School teachers in the degree of their self-concept stands rejected. The result seems to be logical that Government and Missionary school teachers do differ in their self-concept so far as their psycho – social make up of their organizational personality is concerned. It is important to point out here that one of the possible reasons for the present study is Missionary schools and its employees are highly committed than those teaching and non – teaching employees who are employed in the Government schools especially from where the present study was carried out.

**Table: 1** Showing Significant Difference between Missionary and Government School Teachers in terms of their Perceived Reactions on Self - Concept

GROUPS	Mean	S.D	t	Significance Level
Missionary School Teachers	63.84	14.42	2.90	0.01
Government School Teachers	57.07	13.69		

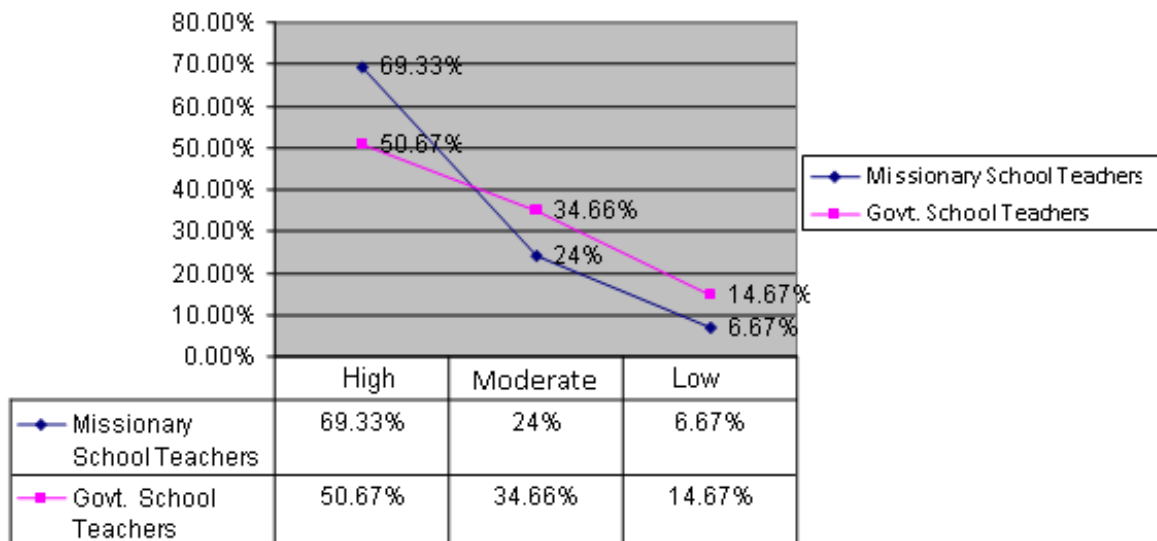
**Table: 2** Showing Comparative Levels of Perceived Reactions on Self - Concept among Teachers Working in Govt. and Missionary Schools of North Bihar, India

Levels	GROUP			
	Missionary Schools Teachers		Government Schools Teachers	
	n=75	Percentage	n=75	Percentage
High	52	69.33 %	38	50.67 %
Moderate	18	24.00 %	26	34.66 %
Low	05	06.67 %	11	14.67 %
	<b>Mean value = 63.84</b>		<b>Mean value = 57.07</b>	

In addition to the above results obtained, table - 2 highlights the comparative levels of perceived reaction of self – concept between the group of Government School teacher and Missionary School teachers from where the present piece of research work has been carried out. It is evident from the table - 2 that 69.33 percent of missionary school teachers have shown higher degree of perceived self – concept in comparison to Government school teachers group who reported only 50.67 percent. While 24 percent of missionary school teachers group have shown moderate level of perceived reactions on self – concept, 34.66 percent of government school teacher group have shown moderate level of perceived self - concept which is comparatively higher when compared to missionary school teacher group. Moreover, 14.67 percent of government school

teachers group have been found to have low level of perceived self - concept in comparison to missionary school teacher group i.e. 6.67 percent which is low comparatively. Table – 1 also indicated that missionary school teacher group in comparison to Government school teacher group have higher degree of self - concept as the Mean value of missionary school teacher group (x=63.84) is found to be higher than that of the government teacher group i.e. x=57.07. Hence, the proposed hypothesis i.e. missionary school teacher group will have higher degree of perceived reactions on self – concept than the teachers who are employed in government schools, stands accepted. The above mentioned results can also be observed by illustrating line chart with data table as given below:

**Line Chart Showing Comparative Levels of Perceived Reactions on Self - Concept between the Groups of Teachers Working in Missionary Schools and Government Schools**



It is undoubtedly fact that in our traditional society especially in Mithila region of North Bihar from where the present study is carried out are still given greater importance towards socio-cultural milieu while working in any organization and/or in any set up especially school education. It is because of the fact that

teachers are always respected by their students and society as well not only in India but throughout the nations of the world. Thus both the group of employees had shown more or less positive inclination towards perceived reactions on self – concept.

**Table: 3** Showing Mean, SD and t on Dimensions of Self-Concept Scores between the Group of Teaching Employees Working in Govt. and Missionary Schools

Dimensions of Self-Concept	Government Schools Teachers (n=75)		Missionary Schools Teachers (n=75)		t	p
	Mean	S.D	Mean	S.D		
Behavior	12.35	2.06	14.03	1.95	5.09	0.01
Intellectual and School Status	13.40	3.59	14.33	3.69	1.58	NS
Physical Appearance and Attributes	8.01	2.62	9.16	2.85	2.6	0.01
Anxiety	8.44	2.31	10.53	2.03	5.80	0.01
Popularity	8.64	2.01	8.26	2.13	1.15	NS
Happiness and satisfaction	6.23	1.37	7.53	1.17	5.14	0.01

In addition to the above results, it is apparently clear from the table – 3 pertaining to the dimensions of self-concept which shows that out of six dimensions of self-concept, only in four dimensions significant difference have been found missionary and government school teachers. The dimensions of self-concept, namely, ‘Behavior’, ‘Physical Appearance and Attributes’, ‘Anxiety’ and ‘Happiness and Satisfaction’ have been emerged as the predictors between the group of missionary and government school teachers which can be observed from the table – 3. Thus, the formulated hypothesis i.e. none of the dimensions of self – concept will predict between the group of missionary school and government school teachers behavior, stands rejected. But it is very interesting to point out that missionary school teachers had shown higher degree of self-concept score in most of the dimensions of self – concept in comparison to government school teachers. Consequently, in these areas of self-concept significant difference have been found as the predictors, although, in all dimensions Government school teachers’ self-concept scores have also been found more or less high, however, in the area of ‘Intellectual and school status’, and ‘Popularity’ no significant difference is found between missionary and government teacher’ perceived reactions on their self-concept. The trend of the results shows greater organizational pressure on missionary school teachers to perform well for their career and to maintain organizational efficiency and to be a provider for the promotion of society in general and nation at large, hence, it seems that both the group of teachers have clear cut perceptions towards their job. In fact, it is the general assumption that government employees earn in a set direction and they don’t want to do any activity without any prior information from the government, hence they are less ambitious in comparison to missionary organizations / schools. Hence it can be said that in spite of expansion of education pertaining to the

nature of self - concept from societal expectations which have changed the life of school teachers much to live better on earth freely and do activity in all spheres of life . The reasons are that socialization and education reinforce each other. The aspirations of teachers are unrelated to their actual intellectual and cognitive abilities as Franken (1994) stated that there is a great deal of research which shows that the self concept is, perhaps, the basis for all motivated behavior, it is the self-concept that gives rise to possible selves that create motivation for behavior. In the dimension of self-concept, ‘physical appearance and attributes’ of missionary school’s self-concept score is higher than the government school teachers. It depicts the clear cut picture that missionary school teachers are more confident regarding their looks and qualities towards their aims and objectives of their job life whereas government school teachers are more conscious and critical in their physical appearance because there is societal pressure to be a victim so far as their job life is concerned.

Hence, it seems that missionary school teachers are more aware about their responsibility of the organizations than their colleagues who are employed in Government schools, although both the group of teachers have also been found significant on the sub-dimension of self-concept i.e. ‘happiness and satisfaction’. It is undoubtedly fact that in this transformational society of the world of work Government school teachers need more positive social feedback in order to enhance their self-concept, and to develop a self-image which is more important for healthy environment in their life endeavor. The present study are also derived from findings that the best practice from the side of teachers either working in Government or missionary schools requires self-concept to be a key component in teaching professions (Marsh & Roche, 2000) and from some previous studies

that have indicated a reciprocal relationship between self-concept and outcomes of their professional activity.

## CONCLUSION AND SUGGESTION

In the light of the results and discussion the following conclusions are summed up:

1. Significance of difference has been found between the group of missionary school teachers and government school teachers in their degree of perceived self-concept from where the present piece of research work has been carried out.
2. Out of six dimensions of self-concept, four dimensions, namely, 'Behavior', Physical Appearance and Attributes', 'Anxiety', and 'Happiness and Satisfaction' have been found as the significant predictors between the group missionary school teachers and government school teachers.
3. Missionary school teachers have shown higher degree of self-concept in comparison to government school teachers, although both the group has shown more or less positive inclination towards Self-concept.
4. On the basis of observation, it is pertinent to mention here that the present era is considered as the era of modernization based on hi-info-tech so that people in general needs positive social feedback in order to enhance their self-concept, and to develop a self-image which is the need of hour for maintaining quality of dignity in their whole life endeavor by providing self-awareness responsibility program which is more important for making healthy environment for nation's building. Finally, it is suggested that a larger and varied cross-cultural sample is needed for further research on the direction opted by the present investigators which will help in making strategies for the promotion of society in general and the whole nation at large.

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