

A STUDY OF SELF CONCEPT AMONG SECONDARY SCHOOL TEACHERS OF DISTRICT SAMBA.

Pradman Krishan Dhar

Research Scholar

Department of Education (VBSPU)

Jaunpur (UP)

Abstract: Teachers' psychological well-being plays a decisive role in shaping the quality of education. Among various psychological variables self-concept is considered one of the central to teachers' professional efficiency and personal adjustment. The present investigation explored self-concept among secondary school teachers in relation to locus of control and sex. A total sample of 200 secondary school teachers (100 males and 100 females) from private schools of District Samba (J&K) was selected using stratified random sampling. Standardized instruments, namely, Rotter's Internal-External Locus of Control Scale, and Shah's Self-Concept Inventory, were used for data collection. The data were analyzed through a 2×2 factorial design using descriptive statistics and two-way Analysis of Variance (ANOVA). Results indicated no significant main effects of locus of control or sex on self-concept. Furthermore, the interaction effect between locus of control and sex was not significant. Effect size estimates (η^2) indicated negligible practical impact. The findings suggest that self-concept among secondary school teachers appears relatively stable and independent of these demographic and personality variables. Implications for teacher development and institutional policy are discussed.

Keywords: Self-concept, locus of control, secondary school teachers, sex differences, two-way ANOVA.

I. INTRODUCTION:

Self-concept refers to an individual's organized perception of self, including beliefs, evaluations, and emotional associations regarding personal identity. In educational psychology, teachers' self-concept is closely linked with instructional competence, classroom management, and professional satisfaction. Self-concept is the vehicle of our symbolic behaviour. What we think, understand, reason and Judge is, to a great extent, controlled by our self-concept. It is therefore, regarded as the most important tool of our thought and expression. Our language which works, as an important tool in individual as well social progress is much indebted to our concept. Child mental development as well as social development is very much influenced and controlled by the adequacy or non-adequacy of his concepts about things, persons, events and phenomenon. His concepts bring economy to his thinking, reasoning and problem solving behaviour and help him much in acquiring the knowledge and skill with ease. Self-concept as defined in contemporary psychology refers to the individual's perception of himself. The concept of locus of control or internal versus external control of reinforcement which is an expectancy variable was introduced by Retter, Seeman and Liverant in their social learning theory in 1960's. Locus of control refers to the perception of situation controlled by chance, luck, fate or "powerful others" versus one's own behaviour (Rotter, 1960). It refers to the degree of control of the person Judges that he has over the environment in extreme position and the internal perceives of his own actions and believes that these are due to fate, luck; powerful others are unpredictable because of the treat. Complexity of the forces surrounding him is beyond the personal control. Locus of control is a personality construct referring to an individual's perception of the locus of events are determined internally by his/her own behaviour Vs fate, luck or external circumstances. Understanding how these psychological variables relate to teachers' self-concept is essential for enhancing teacher well-being and educational effectiveness.

(1.1) Statement of the Problem:

In light of the above introduction, this paper addresses the problem i.e.; "A STUDY OF SELF CONCEPT AMONG SECONDARY SCHOOL TEACHERS OF DISTRICT SAMBA."

II. Review of Related Literature

Self-concept is a central construct in psychology, denoting an individual's organized set of beliefs, perceptions, and evaluations about the self (Rosenberg, 1979). It reflects self-awareness, identity, self-esteem, and perceived competencies, and serves as a cognitive and affective framework guiding behavior across contexts (Shavelson, Hubner, & Stanton, 1976). Self-concept is multidimensional, encompassing academic, social, emotional, and professional domains (Marsh & Shavelson, 1985). In the context of teaching, self-concept has been conceptualized as *teachers' perception of their professional capabilities, classroom management skills, and efficacy beliefs*, linking directly to instructional effectiveness and psychological well-being (Tschannen-Moran & Hoy, 2001).

Rotter's (1966) locus of control construct, embedded within Social Learning Theory, reflects individual differences in perceived control over life events. Internals attribute outcomes to personal effort, while externals attribute them to chance, fate, or influential others. Research shows that self-concept and locus of control are theoretically interrelated; individuals with an internal orientation often report more positive self-views, greater self-efficacy, and adaptive coping strategies (Findley & Cooper, 1983).

Multiple studies have demonstrated the positive association between self-concept and psychological outcomes among teachers. In a sample of Indian teachers, Singh and Singh (2017) reported that higher self-concept correlated with greater job satisfaction and lower occupational stress.

Several investigations have examined the interplay between locus of control and self-concept. Ahmad and Rao (2015) found that teachers with an internal locus of control reported significantly higher self-concept scores than those with an external orientation. Similarly, Thakur and Sharma (2019) reported that English language teachers with internal control tendencies exhibited more positive self-perceptions and adaptive professional behaviors.

Previous research suggests:

- Teachers experience significant occupational stress and psychological strain.
- Mental health is associated with job satisfaction and teaching effectiveness.
- Some studies indicate sex-based differences in psychological traits, though findings remain inconsistent.
- Locus of control has been linked to coping behavior and stress management.

However, limited empirical work has examined the combined effect of locus of control and sex on teachers' self-concept using factorial designs.

III. OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To find significant differences in self-concept among secondary school teachers based on Locus of control.
2. To find significant sex differences in self-concept among secondary school teachers.
3. To find whether significant interaction exists between locus of control and sex with self-concept as the dependent variable among secondary school teachers.

IV. HYPOTHESES OF THE STUDY

The following hypotheses have been formulated by the investigator

1. There will be no significant main effect of locus of control on self-concept.
2. There will be no significant sex differences in self concept among secondary school teachers.
3. There will be no significant interaction between locus of control and sex with self concept as the dependant variable.

V. Methodology

5.1. Research Design

A 2×2 factorial design was employed:

Independent Variable	Levels
Locus of Control	Internal / External
Sex	Male / Female

Dependent Variable: Self-concept score

5.2 Sample

The sample comprised 200 secondary school teachers from District Samba:

Group	N
Internal-Male	50
Internal-Female	50
External-Male	50
External-Female	50

Sampling Technique: Stratified random sampling.

5.3. TOOLS USED

In the present study, the tools used for the collection of data are:

- a) Self-concept Inventory by Dr.Bina Shah.
- b) Rotter's Internal-External scale (samajik pratikriya suchi).

Both instruments demonstrated acceptable reliability coefficients in previous studies ($\alpha > .70$)

5.4. Statistical Techniques

- A 2×2 factorial research design was employed Mean and Standard Deviation
- Two-Way ANOVA
- Effect Size (Eta Squared, η^2)
- Assumption testing (normality, homogeneity of variance)

VI. RESULT AND ANALYSIS

6.1 Descriptive Statistics

Mean and Standard Deviation of Self-Concept Scores

Table 1

Locus of Control	Sex	N	Mean	SD
Internal	Male	50	134.20	11.45
Internal	Female	50	136.10	10.98
External	Male	50	133.50	11.72
External	Female	50	135.40	11.10
Total		200	134.98	11.31

The means indicate minimal variation across groups.

6.2 Inferential Statistics

In order to accomplish the objectives of the study Two-way ANOVA (2×2 Factorial experiment) has been used.

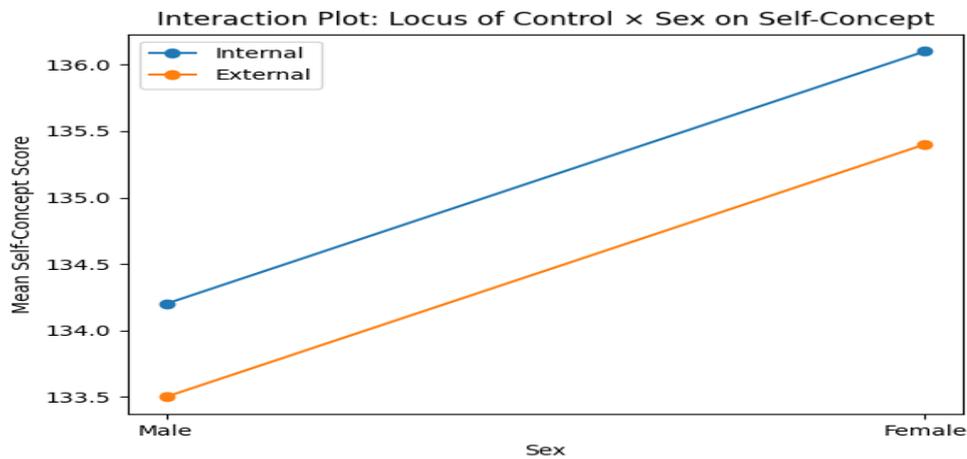
Table 2. Summary of Two-way ANOVA (2x2 factorial experiment) for Self-Concept.

Source of Variation	SS	df	MS	F	p	η^2
Locus of Control	2.03	1	2.03	0.03	.86	.000
Sex	18.23	1	18.23	0.26	.61	.001
LoC × Sex	87.02	1	87.02	1.23	.27	.006
Error	2539.70	196	12.96			
Total	2646.98	199				

Interpretation

- Main effect of Locus of Control: $F(1,196) = 0.03, p > .05$
- Main effect of Sex: $F(1,196) = 0.26, p > .05$
- Interaction effect: $F(1,196) = 1.23, p > .05$

Effect sizes ($\eta^2 < .01$) indicate negligible practical significance. Figure 1



Interaction Plot of Locus of Control and Sex on Self-Concept

VII. Discussion

The present study was undertaken to examine the influence of locus of control and sex on self-concept among secondary school teachers. The results related to self-concept revealed no significant differences based on locus of control or sex. This finding implies that teachers tend to develop a relatively stable perception of themselves shaped by professional training, role expectations, and shared institutional culture. The non-significant interaction effects further indicate that the combined influence of locus of control and sex does not play a decisive role in shaping teachers' self-concept.

These findings are consistent with earlier studies which reported that psychological attributes such as self-concept among teachers is more strongly influenced by occupational context and work environment than by personal variables. The uniformity in professional experiences, workload, and organizational expectations may minimize individual differences, leading to comparable psychological outcomes among teachers.

These findings align with research indicating that institutional climate and professional environment may exert stronger influence on teachers' psychological functioning than demographic factors.

VIII. CONCLUSIONS OF THE STUDY

The results of the present study are concluded as under:

1. There are no significant differences in self concept among teachers working in secondary schools.
2. There are no significant sex differences in self concept among secondary school teachers.
3. The variables of locus of control and sex are independent of each other with self concept as the dependent variable among secondary school teachers.

IX. LIMITATIONS OF THE STUDY

The present study has been restricted to the following aspects keeping in view the shortage of time and the work load of the curriculum:

1. The study has been restricted to only one district (Samba J&K)
2. The study was limited to 200 teachers i.e., (100 males and 100 female teachers)
3. A study was limited to two independent variables – 'Sex' and 'locus of control' and one dependent variable i.e., self-concept only.
4. The present study was confined to teachers working in secondary schools only.

X. SUGGESTIONS FOR FURTHER RESEARCH WORK

Following are the few suggestions for further researches:

1. Similar study may be carried out in other districts also, since it is confined to Samba district only.
2. Similar study can be conducted on the teachers with different religious faiths.
3. Additional psychological variables (self-efficacy, burnout, job satisfaction) may be included.
4. Self-concept can be studied and compared at different levels of education also i.e., college and university.
5. Factorization of different dimensions of self-Concept of teachers can be undertaken.

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