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**An International Interdisciplinary Journal**



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## **SELF CONFIDANCE & SOCIAL VALUES OF HIGH SCHOOL TEACHER IN TERMS OF SEX**

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### **ABSTRACT:**

This paper is based on research activities for my master of education dissertation. The variables undertaken for the study with respect to economic conditions and time bound confined for as self confidence & social values of High School Teacher In Terms Of Sex in the year 2009-10 under Barkatullaha University, Bhopal. The survey type of research study delimited for sample size, schools, area and time. The findings are as 1. Male high school and female high school teachers significantly differ in their mean self confidence scores. 2. Male private high school and female private high school teachers significantly differ in their mean self confidence scores. 3. Male government high school and female government high school teachers differ significantly in their mean self confidence scores. 4. Male high school and female high school teachers significantly differ in their mean social values scores. 5. Male private high school and female private high school teachers significantly differ in their mean social values scores. 6. Male Govt. high school and female private high school teachers not significantly differ in their mean social values scores.

### **1.0.0 INTRODUCTION :**

Education is the unique invention of mankind. Man without education still is living just like an animal. Education is a power, which makes a man "a man". Every man possesses some inner potentialities to draw out of their potentiality teacher play an apex role. Teacher is the backbone of entire educational system as well as in Nation.

In our teaching process teacher is the nuclear part of the total system. The role of the teacher will have to shape in the light of changing demands in school. "School without a teacher is just like body without soul, skeleton without flesh and blood shadow substance". The teacher is the yardstick that measures the achievement and aspiration of nation. The worth and potentiality of a country get evaluated. The teacher is an important constituent in the instructional process. The way he teaches and handles the students has an effect on the future personality of children. Ryan & Wundt (1955) conducted a study in the independent dimensions of teacher's behaviors, which are as follows:

- A. Fair and Democratic Methods
- B. Business like Organized responsible
- C. Encourages Students Participation, Challenging and interesting
- D. Enthusiastic and
- E. Open-minded.

The teachers are well educated and trained if their intellectually active and keen interest in their job than only the success is ensured. They must poses self-confidence in their mind and satisfaction should posses in their jobs otherwise the whole destiny will be distracted. The teacher must give the heart to their job according to National Policy Education (NPE). The teachers must enjoy: An honored place in society. B: Academic freedom to pursue study and research and to speak or write on matters educational and C: Facilities for in-service education.

The teacher is an agent of society in order to bringing up a good society as well as a good nation. The teacher's role also is bound to be of an advanced an elaborate in nature. He has to socialize the children. To establish peace and harmony in the society value orientation education should be given to the children. To enable the younger generation how nest from nation and shape according to requirement that which is needed by humanity for its survival and comfort. In the terms of first task, education, whether formal or informal has taught the younger generation to become use-full, productive member of society.

Therefore, for the formation a good society as well as a good nation a teacher must poses confidence in his mind, satisfaction should possess in his job and value should be uncalculated by them for a well-established society.

#### **SELF CONFIDENCE:**

Self confidence is a personality trait and it helps the individual to behave in the social environment with ease and success with the help of social confidence. One can promote his ability and subliminate all the shyness. In teaching learning process or any other work, it develops one's innate ability. A Self confident person perceives himself to be social competent, emotionally mature, intellectually adequate, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive, and having leadership qualities. Self confidence developed a man to adjust in every situation such as in classroom, office, environment and any other organization. Self-confidence overcomes all the barriers of the society and makes a person adjustable in society. It refers to a person's perceived ability to tackle the situation successfully without learning from others and to have a positive self-evaluation. As a teacher is a well-establisher of the society. He/she must possess self confidence. With the help of self confidence the teacher can develop their teaching learning process in the classroom. A better performing teacher may give good teaching with the help of self confidence. It differs from person to person. A teacher having low IQ may show astonishing results if they have self confidence.

#### **SOCIAL VALUES:**

We may label values using words like love, service, obedience, duty, friendship, freedom, punctuality, patriotism, and so on. Once Swami Vivekananda said "Doing to others is virtue (Dharma): Inflicting on others is sine, strength and manliness are virtue; weakness and cowardice is sine. Independence is virtue; dependence is sine. Loving others is virtue; hating others is sin, faith in God and one's own self is virtue; seeing adversity is sin. The main function of education is to balanced development of moral, social & spiritual values of educates in order to make a good citizen in a nation.

#### **RATIONALE:**

The future of any country is interchangeably linked with its educational system. The aim of our education is all round development of the human personality. It is necessary to develop individual interest, attitude, aptitude and personality towards education. If personalities develop education must be developed. Self-confidence is a personality trait through which one can show his/her good performance any spare.

#### **STATEMENT OF THE PROBLEM:**

The statement of the problem as follows:

**Self Confidence & Social Values of High School Teacher in Terms of Sex.**

## OBJECTIVES:

The following objectives are taken for the study:

To compare the mean self confidence & social values scores of male and female high school teachers with respect to type of school.

## HYPOTHESIS:

There will be no significant difference among mean self confidence & social values scores of male and female high school teachers with respect to type of school.

## METHODOLOGY:

It is related to Sample, Design, Tools, procedure of data collection statistizal analysis.

## SAMPLE:

Sample for the study was selected through incidental sampling. Sample was comprised of 100 high school teachers. They were taken from three Govt. and Private high schools of Bhopal City. Distribution of sample from Private and Government as per sex are presented in table 3.1.

## DESIGN (TYPE OF RESEARCH):

Present study was survey study. Although the nature of the study was descriptive, the obtained data were calculated with the statistical technique. Survey was conducted to collect the data on four variables. These are self-confidence, Job Satisfaction, Social and Aesthetic Values. Survey was conducted on 100 teachers from High Schools of Bhopal City, including males and females.

**Table 1.1: Distribution of male and female teachers from Government and Private Higher Secondary school of Bhopal City**

S. No.	Name of School	Male	Female	Type of School	Total No. of Students
1	Kendriya Vidyalaya I	10	4	Govt.	14
2	Kendriya Vidyalaya II	10	3	Govt.	13
3	Kamla Neheru Govt.	0	10	Govt.	10

4	Neheru Govt. HSC	2	6	Govt.	08
5	Digambar Jain	12	2	Private	14
6	Maharshi Convent	8	5	Private	13
7	M.B. H.S.C.	4	12	Private	16
8	Vijay Kanvent	4	8	Private	12

**Tools :**

Three tools were used to collect data related to four variables. These variables were Social and aesthetic values. The brief description of tools is given here.

**SELF CONFIDENCE & SOCIAL VALUES:**

The Self confidence & Social values were measured by using the value measurement scale developed by Dr. Rekha Agnihotri in the year 1987. The test consisted 56 items. Each item has correct and incorrect response. All items are right or wrong according to individual choice. A score of one is answered for a responses indicating lack of self confidence. i.e. for making cross (X) to incorrect to item numbers 2,7,23,31, 40,41, 43,44,45,53,54,55 and for making cross (X) to correct response to the rest of the items. Lower the score, higher would be the level of self concept and vice versa. Its reliability is ranged from 78 to 91 and validity is 82 self confidence inventory is given in Appendix I.

The social values were measured by using the value measurement scale developed by Dr. R.K. Ojha in 1971. The test contains 55 items. The test measures six values such as A (Theoretical Values) B. (economical values) C. (esthetical values) X. (Social Values) Y. (Political Values) Z. (Religious Values). The reliability of the test is 89 and aesthetical value 69.

**PROCEDURE OF DATA COLLECTION:**

In the present study the data were collected as related to the variable objective self-confidence, job satisfaction, social and aesthetic value. The researcher took permission from the head of the department. As per the objectives the selected tools were distributed among the male and female high school teachers. Researcher gave proper instructions to the teachers. Irrespective of government and private high schools were selected for collecting the data.

**STATISTICAL TECHNIQUES:**

In order to achieve the objectives of the study, analysis of data is an essential task for the investigator. Statistical technique served the purposes in a proper manner. Keeping in view the function of statistical techniques and the nature of data for an easy understanding and findings.

The investigator used the following Statistical Techniques:

Mean, Standard Deviation and 't'- test.

## ANALYSIS AND INTERPRETATION OF DATA WITH FINDINGS

Objective wise data analysis, its interpretations and findings are given here.

### 1.8.1 Comparison of Mean Self Confidence Scores of Male and Female High School Teachers with Respect to Private and Government School.

Using the tool developed by Dr. Pramad Kumar and D.N. Mutha, in the year of 1975. FOR collecting the data related to objective 6,7,8,9 and 10. Collected data were analyzed by using mean, standard deviation and the t-test. Results are given in the table.

Table 1.2: Summary of t-test for self confidence scores of male and female high school teachers with respect to Private and Government schools.

S. No.	Group/Social Values	N	Mean	S.D.	t-value
1	Male	50	1.54	5.82	6.21 **
2	Female	50	4.16	6.04	
3	Male/Private	28	1.75	6.16	3.76**
4	Female/Private	27	5.37	6.18	
5	Male/Govt.	22	1.18	5.62	5.34 **
6	Female/Govt.	23	1.91	5.75	

\*\* Significant at 0.01 level

Table 1.2 indicates that t value for df = 98 is equal to 6.21 which is significant at 0.01 level. It means male and female high schools teachers significantly differ in their mean job satisfaction scores. Thus, the null hypothesis namely, there will be no

significant difference between mean job satisfaction scores of male and female high school teachers, is rejected.

**Finding:** Male high school and female high school teachers significantly differ in their mean self confidence scores.

Table 1.2 also indicates that t value for df = 53 is equal to 3.76 which is significant at 0.01 level. It means male and female private high schools teachers significantly differ in their mean job satisfaction score. Thus the null hypothesis namely, there will be no significant difference between mean job satisfaction scores of male and female private high school teachers, is rejected.

**Finding:** Male private high school and female private high school teachers significantly differ in their mean self confidence scores.

Table 1.2 also indicates that t value for df=43 is equal to 5.34 which is significant at 0.01 level. It means male and female govt. high schools teachers significantly differ in their mean job satisfaction score. Thus the null hypothesis namely, there will be no significant difference between mean job satisfaction scores of male and female government high school teachers, is accepted.

**Finding:** Male Govt. high school and female govt. high school teachers not significantly differ in their mean job satisfaction scores.

### 1.8.2 Comparison of Mean Aesthetic Values Scores of Male and Female High School Teachers with Respect to Private and Government School.

Collected data for objective 16 were analyzed by using mean, standard deviation and the t-test. Results are given in table.

**Table 1.3: Summary of t-test for aesthetic value scores of male and female high school teachers with respect to Private and Government schools.**

S. No.	Group/Social Values	N	Mean	S.D.	t-value
1	Male	50	2.28	1.85	12.61 **
2	Female	50	7.22	2.19	
3	Male/Private	28	2.15	1.67	9.94**
4	Female/Private	27	7.36	2.12	

5	Male/Govt.	22	2.35	1.73	7.61 **
6	Female/Govt.	23	7.04	2.26	

\*\* Significant at 0.01 level

Table 1.3 indicates that t value for df = 98 is equal to 12.16 which is significant at 0.01 level. It means male and female high schools teachers significantly differ in their mean aesthetic social value scores. Thus, the null hypothesis namely, there will be no significant difference between mean aesthetic value scores of male and female high school teachers, is rejected.

**Finding:** Male high school and female high school teachers significantly differ in their mean aesthetic value scores.

Table 1.3 also indicates that t value for df = 53 is equal to 9.94 which is significant at 0.01 level. It means male and female private high schools teachers significantly differ in their mean aesthetic value score. Thus the null hypothesis namely, there will be no significant difference between mean aesthetic value scores of male and female private high school teachers, is rejected.

**Finding:** Male private high school and female private high school teachers significantly differ in their mean aesthetic value scores.

Table 1.3 also indicates that t value for df=43 is equal to 7.61 which is significant at 0.01 level. It means male and female govt. high schools teachers significantly differ in their mean aesthetic value score. Thus the null hypothesis namely, there will be no significant difference between mean aesthetic value scores of male and female government high school teachers, is accepted.

**Finding:** Male Govt. high school and female govt. high school teachers not significantly differ in their mean social value scores.

#### SUGGESTIONS:

1. This type of study can be conducted in different age levels and also in different classes of teachers.
2. This type of study can be conducted by taking different types of values and trades related to teaching learning process of the teachers, students and parents also.
3. Larger sample size can be taken for this type of study.
4. This type of study can be conducted in different occupational groups.



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