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Research Paper

A Study of Self-Affection of Upper Primary School Teachers in Mehsana District

* Dr. Tejasvini R. Patel

Asst. Professor

Kriteeti B.Ed. College, Ahmedabad

Email-tejal250patel@gmail.com, Mo.- 9429440058

Key Words - *Self-Affection, primary teachers, upper primary etc.*

Abstract

The present study was to know the difference between self-affection of upper primary school teachers in Mehsana district. Objective of the study was to study the significant difference between male and female upper primary school teachers with respect to self-affection. The hypothesis of the study was there will be no significant difference between Male and Female upper primary school teachers with respect to self-affection. In this present study 100 teachers from Gujarati medium Upper Primary School teachers from Mehsana District had been selected through random sampling. Survey method was used in this study. Self made "self-affection Inventory" tool was used. According to the data analysis and interpretation the major finding was that there is a significant difference between Male and Female Upper Primary School Teachers with regard to their self-affection.

Introduction

Self-affection is a commonly used phenomenological term that is problematic, not only because the word affection might be taken in its common colloquial meaning of 'having a liking for or a fond attachment to someone Rather than in its phenomenological given sense, but because the word self is akin to an ontological mine field, a subterranean expanse that one would like mapped in precise detail. The clearest and most extended phenomenological exposition and justification of the term is given by Dan Zahavi, who considers a number of perspectives on the topic in his broadly referenced and exegetically detailed book *Self-Awareness and Alterative*.

A person accept himself, the better his self and social adjustment. The person who makes good personal adjustments will be happy and successful. A well adjusted adolescent makes

good social adjustments in society. They will have harmonious relationship with the society. They have not jealous other persons. Some of the main factors are responsible for self-affection and they are self understanding, realistic expectations, absence of environmental obstacles, factorable social attitudes, absence of severe emotional stress, and preponderance of success identification with all adjusted society members. The development of self-affection is determined not only by heredity and environment but also by the image of self one about him. Our education system now a day is based on performance oriented. The success of result denotes only the success of school and college not individual persons. A person can shine in academic carrier when he was positive self-affection. The study may help to diagnose the psychological needs faced by the school teacher. Our present society shows positive signs of self-empowerment which in turn motivated the adolescent population to empower themselves to meet the exclusive challenges society. The present study related to self-affection upper primary school teachers in Mehsana district.

Objective of the study

Objectives of the study was as follow -

- (1) To study the significant difference between male and female upper primary school teachers with respect to self-affection.

Hypothesis of the study

Ho.1 There will be no significant difference between Male and Female upper primary school teachers with respect to self-affection.

Population and Sample

The present study 100 teachers from Gujarati medium Upper Primary School teachers form Mehsana District have been selected through random sampling. In which, 50 Male and 50 Female upper primary school teachers were selected in this study.

Limitation of the study

The present study had been restricted to the following limitation;

- (1) This research was done in the Mehsana district.
- (2) Upper Primary School teachers were taken for the study.
- (3) This study was done only Gujarati medium Government schools only.

Methodology

Survey method was used in this study.

Tool

Researcher developed self- affection Inventory tool was used in this study.

Statistical Techniques:

In the present study, Mean, SD and t-value were used.

Data Analysis and Interpretation of the study:

There will be no significant difference between Male and Female upper primary school teachers with respect to self-affection.

Table No-1

The mean score of Male and Female upper primary school teachers with respect to self-affection

Gender	N	Mean	SD	t-value	Significant / Not Significant
Male Teachers	50	20.72	8.816	4.323	Significant at 0.01 level
Female Teachers	50	17.41	7.367		

According to the above table, it is clear that the mean scores of self-affection of Male and Female upper primary school teachers are 20.72 and 17.41 respectively. SD is 8.816 and 7.367 respectively. The calculated t-value 4.323 is greater than the table value at 0.01 levels. Hence, there was a significant difference between Male and Female Upper Primary School Teachers with regard to their self-affection. Therefore, the above hypothesis is rejected.

Findings of the study:

On the basis of the result and interpretation, following conclusion may be drawn.

- (1) It was found that there was a significant difference between Male and Female Upper Primary School Teachers with regard to their self-affection.

Conclusion

Study showed that there was significant difference between male and female teachers in primary schools in mehsana district. Male teachers' self- affection was higher than the female teachers. So, researcher can say that male primary teachers in Mehsana district were more acceptances towards their thoughts, beliefs, work, health, appearance than female primary teachers. Male teachers were more confidents regarding self-affection than woman teachers. Female teachers need to develop their self love.

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*** Corresponding Author:**
Dr. Tejasvini R. Patel
Asst. Professor
Kriteeti B.Ed. College, Ahmedabad
Email-tejal250patel@gmail.com, Mo.- 9429440058