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Teacher Effectiveness in Relation to Self-Concept of Secondary School Teachers

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Abstract:

Today education requires well equipped psychologically, philosophically, technologically, methodologically and also physically fit teachers because such types of teachers play their role more effectively. The student can get a superior education with the help of an effective teacher. Such type of teachers can utilize the instructional devices in a better way and student can get appropriate knowledge from such teachers. So there is need to identify the variable of self-concept of teachers which goes with the teacher effectiveness of secondary school teachers. Thus in the present study the investigator conducted a research to study the relationship between teacher effectiveness and self-concept.

1. Introduction

The Education Commission (1964-66) has emphasized that –“education is the one and only instrument that can be used to bring about a change towards the social and economic betterment of India.” For the success of democracy also it is necessary that people should be literate. But as, the aims, processes and evaluation of education are primarily associated with teaching, therefore, the vital problems in education cannot be solved unless we look into the problems and processes of teaching whether mythological or historical. Both the eastern and the western records strongly suggest that the effective teachers were known to attract a large number of pupils around them and their glory used to be reflected in terms of the achievements of their pupils.

While a planner in the government raises a question about the utility of financial investment and the validity of smallness of investment, an academician questions the link between the professional teacher education and teaching effectiveness for the qualitative improvement of education. In this context, it becomes necessary to devote special attention towards the field of teacher effectiveness and to identify self-concept which go with teacher effectiveness of secondary school teachers.

1.1. Concept of Teacher Effectiveness

It is difficult to arrive at universally acceptable definition of this concept. Hence the debate on question of ‘who is an effective teacher?’ and ‘how is to judge an effective teacher?’ still continues. In fact teaching effectiveness has been viewed more in terms of what happens to a learner than what teacher does. In other words, what is crucial is not the teacher’s act or behaviour but the pupils act or behaviour. Barr(1952) observed “Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the educational undertaking, all effected by limiting and facilitating aspects of the immediate situation. Nair (1973) remarked, “Teacher effectiveness denotes the ability of the teacher to teach a particular lesson to his pupils”. Fulcher (1974) assumes, “The effectiveness of a teacher (source) is indexed by how effectively, he communicates with his student(receiver).”

1.2. Concept of Self-Concept

Self-concept is the image of oneself that a person creates in his/her mind and body. It’s how one perceives one’s strengths, weaknesses and self-worth in relation to the world. Labenne and Green (1969) defined self-concept as the person’s total appraisal of his appearance, background and origins, abilities and sources, attitudes and feelings which culminate as a directing force in behaviour. Self-concept means one’s own image in one’s own eyes (Chadda,1985). In Dictionary of Education by Good(1973), Self-concept is defined as the individual’s perception of himself as a person, which include his abilities, appearance, performances in his job and other phases of daily living.

2. Need and Importance of the Study

After independence India has progressed in all fields especially in the field of education. For the qualitative improvement of education there is need of efficient teachers in schools. The edifice of education depends upon effective teaching by the teachers. A large amount of money has been spent by the government to open new schools and provide them with adequate equipment and other facilities. Lakhs of rupees have been spent on committees and commissions to deliberate and recommend methods of bringing about quantitative improvement of education. Workers in the field of education have devoted so much time in the development of better curriculum, text books and teaching materials like aids. Efforts have been made to devise better means of assessing students’ achievement and techniques of teaching. In this context, it is necessary that our teachers teach in an effective way in order to achieve that target of quantitative and qualitative improvement of education, utilize the resources in better way and prevent wastage and stagnation. Further, today education requires well equipped psychologically, philosophically, technologically, methodologically and also physically fit teachers because such type of teachers play their role more effectively. The student can get a superior education with the help of an effective teacher. Such type of teachers can utilize the instructional

devices in a better way and student can get appropriate knowledge from such teachers. So there is need to identify the variable of self-concept of teachers which goes with the teacher effectiveness of secondary school teachers. Other reasons for undertaking such a study is that information that is gathered with the help of present study is likely to have considerable significance both theoretically and practically. It would enable us to answer what is the basic factor which is responsible for the teacher effectiveness of secondary school teachers. It will also equip the principals, planners and administrators with the valuable findings to understand the teachers better, his abilities and his deficiencies well enough to direct the teaching. Moreover, the present study will be helpful to Principals and headmasters of higher authorities at the time of selection of teachers. Although some work has been done in the field of teacher effectiveness in India; yet no work has been conducted in the field of self-concept and teacher effectiveness of secondary school teachers. Hence the investigator felt the need for such a study.

3. Objective of the Study

To find out the relationship between teacher effectiveness and self-concept of secondary school teachers.

4. Hypothesis

There exists a significant relationship between teacher effectiveness and self-concept of secondary school teachers.

5. Delimitations of the Problem

1. The present study was delimited to secondary school teachers of district Ludhiana only.
2. The study was restricted to 100 teachers teaching 9th / 10th classes.

6. Sample of the Study

Teachers from eight senior secondary schools of Ludhiana district were selected randomly for the present study.

Sr. No.	Name of Schools	No. of Teachers
1.	Govt. Girls Sr. Sec. School, Bharat Nagar, Ludhiana.	15
2.	Govt. Girls Sr. Sec. School, Jawahar Nagar, Ludhiana.	10
3.	Govt. Sr. Sec. School, Chhappar, Ludhiana.	10
4.	Sargodha Khalsa Sr. Sec. School (Girls).	15
5.	Sargodha Khalsa Sr. Sec. School (Boys).	10
6.	Malwa Khalsa Sr. Sec. School.	10
7.	Govt. Sr. Sec. School, Malaud.	15
8.	Govt. Sr. Sec. School, Lakkar Bazaar.	15

Table 1: Showing Description of Sample. (N=100)

7. Tools Used

Following tools were used in the present study:

1. Teacher Effectiveness Scale (Kulsum, 2000)
2. Self-concept Questionnaire (Saraswat, 1992).

8. Collection of Data

The data was collected with the help of teacher effectiveness scale and self-concept questionnaires which were administered on secondary school teachers of Ludhiana district. The researcher herself collected the data from schools from time to time as the occasion demanded.

9. Statistical Techniques Used

Correlational analysis was employed.

10. Result and Interpretation

Sr. No.	Variable code	'r' value
	Self-concept dimension	
1.	A (Physical)	0.044
2.	B (Social)	0.067
3.	C (Temperamental)	0.009
4.	D (Educational)	0.102
5.	E (Moral)	0.142
6.	F (Intellectual)	-0.113

Table 2: Showing values of coefficient of correlation between teacher effectiveness factor A (Preparation and planning for teaching) and self-concept dimensions of secondary school teachers. (N=100)

The values of coefficient of correlation of teacher effectiveness factor A of secondary school teachers with self-concept dimensions A,B,C,D,E and F are 0.044,0.067,0.009, 0.102, 0.142 and -0.113 respectively. In this sample insignificant positive correlation is obtained between teacher effectiveness factor A and self-concept dimensions A, B, C, D and E. Insignificant negative correlation is obtained between teacher effectiveness factor A and self-concept dimension F.

Sr. No.	Variable code	'r' value
	Self-concept dimension	
1.	A (Physical)	0.024
2.	B (Social)	0.045
3.	C (Temperamental)	-0.082
4.	D (Educational)	0.019
5.	E (Moral)	0.003
6.	F (Intellectual)	-0.17

Table 3: Showing values of coefficient of correlation between teacher effectiveness factor B (Classroom Management) and self-concept dimensions of secondary school teachers. (N=100)

The values of coefficient of correlation of teacher effectiveness factor B of secondary school teachers with self-concept dimensions A,B,C,D,E and F are 0.024, 0.045, -0.082, 0.019, 0.003 and 0.17 respectively. In this sample insignificant positive correlation is obtained between teacher effectiveness factor B and self-concept dimensions A, B, D, E and F. Insignificant negative correlation is obtained between teacher effectiveness factor B and self-concept dimension C.

Sr. No.	Variable code	'r' value
	Self-concept dimensions	
1.	A (Physical)	0.162
2.	B (Social)	0.004
3.	C (Temperamental)	0.068
4.	D (Educational)	0.049
5.	E (Moral)	0.015
6.	F (Intellectual)	-0.045

Table 4: Showing values of coefficient of correlation between teacher effectiveness factor C (Knowledge of subject matter) and self-concept dimensions of secondary school teachers.(N=100)

The values of coefficient of correlation of teacher effectiveness factor C of secondary school teachers with self-concept dimensions A,B,C,D,E and F are 0.162, -0.004, 0.068, 0.049, -0.015 and -0.045 respectively. In this sample insignificant positive correlation is obtained between teacher effectiveness factor C and self-concept dimensions A, C and D. Insignificant negative correlation is obtained between teacher effectiveness factor C and self-concept dimension B, E and F.

Sr. No.	Variable code	'r' value
	Self-concept dimension	
1.	A (Physical)	-0.087
2.	B (Social)	0.025
3.	C (Temperamental)	-0.124
4.	D (Educational)	0.2
5.	E (Moral)	0.149
6.	F (Intellectual)	-0.163

Table 5: Showing values of coefficient of correlation between teacher effectiveness factor D (Teacher characteristics) and self-concept dimensions of secondary school teachers. (N=100)

The values of coefficient of correlation of teacher effectiveness factor D of secondary school teachers with self-concept dimensions A,B,C,D,E and F are -0.087, 0.025, -0.124, -0.2,-0.149 and -0.163 respectively. In this sample insignificant positive correlation is obtained between teacher effectiveness factor D and self-concept dimensions A, C, E and F. Insignificant negative correlation is obtained between teacher effectiveness factor D and self-concept dimension D.

Sr. No.	Variable code	'r' value
	Self-concept dimensions	
1.	A (Physical)	0.082
2.	B (Social)	-0.080
3.	C (Temperamental)	-0.048
4.	D (Educational)	-0.049
5.	E (Moral)	0.046
6.	F (Intellectual)	-0.094

Table 6: Showing values of coefficient of correlation between teacher effectiveness factor E (Interpersonal relation) and self-concept dimensions of secondary school teachers.(N=100)

The values of coefficient of correlation of teacher effectiveness factor E of secondary school teachers with self-concept dimensions A,B,C,D,E and F are 0.082, -0.080, -0.048, -0.049, 0.046 and 0.094 respectively. In this sample insignificant positive correlation is obtained

between teacher effectiveness factor E and self-concept dimensions A, E and F. Insignificant negative correlation is obtained between teacher effectiveness factor E and self-concept dimension B, C and D.

Sr. No.	Variable Code	'r' value
1	A(physical)	-0.129
2	B(social)	-0.013
3	C(Temperament)	-0.109
4	D(Educational)	-0.212
5	E(Moral)	-0.072
6	F(Intellectual)	-0.194

Table 7: Showing values of coefficient of correlation between teacher effectiveness total and self-concept dimensions of secondary school teacher. (N=100)

The values of coefficient of correlation of teacher effectiveness in total of secondary school teachers with self-concept dimensions A,B,C,D,E and F are -0.129,-0.013,-0.109,-0.212,-0.072 and -0.194 respectively . In this sample insignificant negative correlation is obtained between teacher effectiveness in total and self-concept dimensions A,B,C,E and F. Significant negative correlation is obtained between teacher effectiveness in total and self-concept dimension D.

Therefore, hypothesis there exists significant relationship between teacher effectiveness and self-concept of secondary school teachers, is rejected.

11. Suggestions for Further Research

1. Similar study can be conducted on a large sample.
2. Similar study can be conducted on college teachers.
3. Teacher effectiveness and self –concept can be conducted on rural and urban areas.
4. Teacher effectiveness in relation to self-concept of public school teachers can be undertaken.

12. References

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