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Pooja Rani
Assistant Professor,
Department of Education,
CPSM College of Education,
Gurugram, Haryana, India

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A study of teacher effectiveness in relation to their self-concept

Pooja Rani

Abstract

Teacher plays a vital role in effectiveness of an educational program. Teacher effectiveness is the impact that classroom factors, such as instructional practices, teacher expectations, classroom organization, and use of classroom resources, have on student achievement. The present study was intended to find out the relation of teacher effectiveness with teacher their self-concept. The study was conducted on a representative sample of 150 teachers taken from various schools of Sirsa District both private and govt. in which 75 male teachers selected from 5 govt. Sr. Sec. Schools and 75 female teachers were selected from private Schools. The statistical techniques used in the study were mean, median, mode, standard deviation, skewness and kurtosis & product moment method of correlation, T-Test to analyze the data. To measure teacher effectiveness, teacher effectiveness scale by Pramod kumar and Mutha was used. And for self-concept, Personality word list by Pratibha Deo was used. The major findings of the study were i) significant relationship was found in teacher effectiveness and self-concept. ii) Significant difference among teacher effectiveness and self-concept according to gender. iii) Significant difference exists between male and female teacher effectiveness. iv) Significant difference between male and female teachers self-concept.

Keywords: Teacher effectiveness, self-concept

Introduction

The destiny of India is now being shaped in her classroom. The real teacher recognizes that onus of nation building is on him and he can realize the goal by facilitating his pupils in learning and promoting their all-round development. Education is backbone of progressive nation and teacher occupies a pivotal position in the system of education. To realize the goal of education, one must know who are effective teachers or identify individual who having the potential and pre-requisites of becoming an effective teachers. Once this is known, the same information may be used carefully in teachers training, teachers promotion.

In all the countries and among all civilized people, the teacher has always been essential for the welfare of the group and improvement of its culture. Effective teaching depends on highly competent teachers, trained in required skill and right type of behavior. The quality of education depends upon quality of teacher so in almost all the countries pre-service teacher training is conducted since 1980's the Indian government has initiated UGC aided in-service teacher training program also orientation courses and refresher courses in various disciplines are regularly being conducted by Academic staff colleges in universities. Government is also spending a lot of money and pooling its resources to produce quality education. The fact that national level in-service teacher training courses are being conducted speaks volume about the government commitment to maximize teacher's effectiveness.

The quality of education depends upon the quality of teachers. Neglect of education is suicidal to any nation. So there is pressing need that more effective teachers should be distinguished from less effective teachers. There is also need that work of teacher should be assessed. Among other programs to shape out the quality of teachers, the first and foremost need is to identify factors that go with teacher effectiveness and thus there was need to conduct research in this field.

Correspondence

Pooja Rani
Assistant Professor,
Department of Education,
CPSM College of Education,
Gurugram, Haryana, India

So this study throws some light on the psychological aspects connected with teachers-effectiveness and self-concept.

Review of Related Literature

Roul (2002) ^[8] conducted a study and reported that the male teachers of autonomous colleges are more effective than the male teachers of non-autonomous college and the female teachers of autonomous colleges are more effective than the female teacher of non-autonomous colleges. There exists a significant difference between autonomous college teachers and non-autonomous college teachers on perception of reality integration of personality, autonomous, group oriented attitude and environmental mastery.

Laura Goe, Courtney Bell (June 2008) research and reported that how effective teacher contribute in student's achievement and school progress and National Comprehensive Centre for Teacher Quality provide some guidance to evaluate teacher effectiveness.

Moyana, Hlengani Jackson (2001) ^[11] conducted a study and reported that intervention programs are helpful to improve the self-concept and attitude of primary school teachers.

Thiagarajan PA and Ramesh, (2005) ^[9] researches and find out that the self-concept of B.Ed. trainees was above the average i.e., high self-concept. And there is no significant difference in self-concept of the respondents in terms of their sex, community and optional studies.

Eugenia (2010) ^[12] conducted a study and reported students, who had strong academic self-concept, did develop positive relationship with their teachers and felt a sense of belonging within their learning environment.

Sawhney and Kaur (2011) ^[13] researches and find out there was no significant difference found in the teacher effectiveness of male and female teachers but there is significant difference between self-concept of male and female elementary school teachers.

Statement of the problem

The problem under investigation reads as: "A study of Teacher effectiveness in relation to their self-concept".

Objectives of the study

1. To study the self-concept of secondary teachers of Sirsa District.
2. To study the teacher effectiveness of secondary teachers of Sirsa District.
3. To study the normality.
4. To find out the relationship of self-concept with teacher effectiveness.
5. To find the difference between teacher effectiveness of male and female teachers.
6. To find the difference between self-concept of male and female teacher.

Hypotheses

1. There is no significant relationship between teacher effectiveness and self-concept.

2. There is no significant difference between teacher effectiveness of male and female teacher.
3. There is no significant difference between self-concept of male and female teacher.

Delimitations of the Study

1. The sample was delimited to the secondary school teachers of Sirsa District only.
2. The sample was delimited to the secondary school teachers of 12th class only.
3. The sample was delimited to 150 teachers of Sen.Sec. Schools only.
4. The study was delimited on two variables i.e. teacher effectiveness and self-concept.

Sample

A sample of 150 teachers was taken randomly. The population for the sample was the trained teachers working on regular basis in different high and higher secondary schools within Sirsa District from both private and government schools.

Tool Used

1. To measure teacher effectiveness, teacher effectiveness scale by Pramod Kumar and Mutha was used.
2. To measure personality, Eysencks Maudsley personality inventory was used.
3. To measure self-concept, personality word list by P Deo (1971) was used.

Scoring Procedure

The self-concept is obtained by subtracting the tabulated negative scores from positive scores. The scores irrespective of positive negative traits range from 4 to 0 from "Very much like this" to "not at all like this". The PWL is a quick measuring and quick scoring device. For Teacher effectiveness Pramod kumar and mutha scale used it consists 69 highly discriminating items. The scale rated on 5 point ranging from strongly agree, agree, undecided, disagree and strongly disagree.

Statistical techniques used

1. Descriptive statistics viz, mean, median, mode, standard deviation, skewness, kurtosis is know the nature of distribution of various variables.
2. Pearson's product moment of correlation was used to find the relationship of teacher effectiveness with self-concept and personality.
3. T-Test was used to find out the difference between Male and Female Teacher effectiveness, self-concept and personality pattern.

Main Findings

Finding based on significant relationship among teacher effectiveness, self-concept & personality pattern. The following conclusions are drawn on the basis of interpretation of data.

Table 1: Mean, Median, Mode, Standard deviation, Skewness and kurtosis for the variables of self-concept and teacher effectiveness

		Mean	Median	Mode	S.D	Skewness	Kurtosis
1	Teacher effectiveness	280.48	279.5	277.5	21.1091	.2638	.8136
2	Self-Concept	122.21	120.0	115.58	29.7891	.3114	.4124

From the Table 1 it is found that the mean for self-concept is 122.21, median is 120.0 and mode is 115.58. The mean of Teacher effectiveness is 280.48, median is 279.5 and mode is 277.5. The value of mean, median, mode for above variable is approximately same. So distribution of all the variables can be considered normal. The skewness value for self-concept is .3114 and the skewness value for teacher effectiveness is .263 which is positively skewed. The kurtosis value for teacher effectiveness is .8136 which is slightly more than .263 so it is platykurtic and self-concept is .4124 it is leptokurtic.

Table 2: Co-efficient of correlation among measures of self-concept and teacher effectiveness

		S.C	E
1	Self-Concept	1.0000	.4172**
2	Teacher Effectiveness	.4712**	1.0000
**Significant at .01 levels			

Table 4: Showing difference between male teacher effectiveness and female teacher effectiveness

Variable	N	Mean	S.D	C.R	Level of significance
Teacher effectiveness of male teachers	75	282.52	21.32	3.59	Significant at both levels
Teacher effectiveness of female teachers	75	266.12	18.22		

In the above table no.4 the mean and S.D of Teacher effectiveness are 282.52, 266.12 & 21.32, 18.22 respectively. The calculated critical ratio value is 3.59, which is more than standard table value at both levels of significance i.e. at 0.05=1.98 & 0.01=2.61. Male and

As shown in table 2 the coefficient correlation between teacher effectiveness and self-concept is .4172 which is significant at 0.01 level. This indicates that there is positive and significant relationship between self-concept and teacher effectiveness

Table 3: Co-efficient of co-relation between teacher effectiveness and self-concept

Variable	N	R	
Teacher effectiveness Self-concept	150	.42	Moderate co-relation

Above table 3, shows the value of correlation i.e. 42 which is significant at .05 and .01 levels of significance. This indicates that there exists positive and significant moderate relationship between teacher effectiveness and self-concept.

Table 5: Showing difference between male teacher self-concept and female teacher self-concept

Variable	N	Mean	S.D	C.R	Level of significance
Self-concept of male teachers	75	124.3	20.12	2.038	Significant at .05 level
Self-concept of female teachers	75	113.68	25.11		

In the above table no 5 the mean and S.D of self-concept is 124.32, 113.68 & 20.12, 25.11 respectively. The calculated critical ratio value is 2.038, which is more than standard table value at both levels of significance i.e. at 0.05=1.98 & .01=2.61. Therefore, the hypothesis is rejected. Male and female self-concept is further analysed that the mean value of Male teacher is more than Female teacher. Therefore, the self-concept of Male teachers is greater than female teachers.

Educational Implications

- Teachers should use of polite language dealing with students, giving no corporal punishment, equal treatment to all the students.
- Teacher should accept new technology and use new techniques in teaching.
- Teacher's positive self-concept helps to develop positive self-concept in students also.
- Teacher should be creative, insightful, adjusted, imaginative and responsible.

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