

Teacher's Effectiveness In Relation To Their Self-Esteem And Organisational Climate

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Abstract

The present investigation is a modest attempt to study the teacher's effectiveness in relation to their self-esteem and organizational climate. Normative survey method was employed for the investigation and a sample of 450 teachers (305 males and 145 females) teaching in government and private high schools of Kulgam district were selected by using the stratified random sampling method. Teacher's Effectiveness Scale (TES) and Self-Esteem Scale-constructed and validated by the investigator (2018); the Organizational Climate Inventory (OCI) – developed by Chattopadhyay and K.G Agarawal (2011) were used to collect the necessary data. The collected data was analyzed by using required statistical techniques. The results of the study revealed that high school teachers have average teacher effectiveness, high self-esteem and above average organizational climate. Moreover, it was found that there exists a positive and a significant relationship between teacher's effectiveness, self-esteem and organizational climate of high school teachers. Present study was significant as it aimed at discovering facts relating to the concept of teacher's effectiveness, self esteem and organizational climate.

Keywords: - Self-esteem; stratified random sampling; high school teachers; effectiveness; kulgam, organizational climate

INTRODUCTION

Education is the development of the 'whole person' of the child/ the learner. It aims at developing a working / efficient hand, a feeling /sensible heart and a knowing /enlightened head. Education is a boon and a blessing to humanity .In other words education aims at developing a good and beautiful hand, heart and head. This world would have been enclosed in an intellectual

darkness if education has not been provided. Education has enlightened the world. It has made man radiant, bright and beautiful. Without education man can attain nothing. Education is man's true beauty and hidden treasure. .

Education is the basic human right that provides the cornerstone of freedom, democracy and sustainable human development achieved by enlarging people's choices and human capacities. Education should not be regarded as a luxury. It is however a necessity. Education does not only make us aware about the past and present, but it is the main key to the future. Education encroaches on the lives of everybody all the time we are all in it educating others and being educated ourselves. It is the process of learning how to live. It has many facets; learning how to gain a livelihood, to enjoy necessary recreation, to become decent private individuals, friendly group members, efficient workers, professionals and responsible citizens. Education truly determines the level of victory, wellbeing and safety of people. Thus, with the help of the education individual become a well balanced personality, physically fit and strong, mentally alert, socially competent, morally upright, emotionally stable, spiritually enlightened, culturally sound, aesthetically rich and vocationally self-reliant, but it is completely impossible without the effective teachers. The quality of a nation relies upon the quality of its citizens, the quality of the citizens rests upon the excellence of their education, and the excellence of their education depends upon the excellence, dedication and effectiveness of teachers.

CONCEPT OF TEACHER EFFECETIVNESS

Teacher's effectiveness refers to the effect that the teachers performance has on pupils. It symbolizes the perfection in teaching and the potential of a teacher to bring out the desirable changes in student's behavior. The origin of the word 'effective' comes from the Latin word *effectivus*, which means creative or effective. It may be labeled as the special quality of a teacher who with his knowledge, experience, potential, tactics and skills leaves a positive impact on student learning, behavior and attitudes." Effective teachers use everything they know about productive—and unproductive— practices to develop strategies that capitalize on their students' diverse backgrounds, using diversity to enrich the learning environment for every student. An effective teacher does not see his teaching job simply in terms of isolated material to be covered instead he views the schools over all function and changes with changing society and works creatively to relate his teaching purposes to the objectives of the school. Effective teachers are

those who accomplish the targets which they fix for themselves and teach according to the requirements and expectation of the child. An effective teacher is one who is sensitive to the implications of individual differences for selecting and using materials, he/she always makes an effort to provide those materials which offer greatest learning potential for all of his/her pupils rather than cater to the needs of slow, to the average or to the bright learners at the expense of the others.

‘Effectiveness’ is the quality of being successful in producing an intended result’ (Collin’s English Dictionary, 2017). Ryan’s (1960) teaching is successful to the extent that the teacher acts in such a manner that is approving to the advancement of basic skills, understanding, work behavior, desirable attitudes, value judgments and adequate personal adjustment of the pupils. Flanders & Simon (1969) have defined that teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching.” It has rightly been said in the report of commonwealth conference (1974) that in order to be competent: “the teacher must have knowledge of child development, of the culture of his pupils and of some interest of his own, his skills must enable him to teach, advise, and guide his pupils, community and culture with which he is concerned, his approach should be positive without being aggressive, so that his example is likely to be followed as he transmits implicitly the national aims, ideas, morals and social values.” Pritam Singh (1998) said that, effective teachers are: teaching instead of tutoring, checking mal-practices in examinations instead of encouraging them: commanding respect rather than demanding it from their students, observing professional ethics instead of violating it. Such half-baked teachers, who might have had good graduation degrees in their respective subjects, lack the needed professional competence to teach and make pupils good learners and good human beings. He found out 7(seven) attributes of effective teachers:

T	→	Temperance
E	→	Empathy
A	→	Academic Aristocracy
C	→	Commitment
H	→	Humor
E	→	Ethics
R	→	Reflection

Anderson (1991) has said that “effective teachers directly or indirectly focuses on the education of the pupils and always achieve their educational goals.” The most important factors which influence the standard of education and its contribution to national advancement are the excellence, proficiency and character of teachers. A good combination of knowledge, skills and personal characteristics are the source of teacher effectiveness. (Katz, 1993), the characteristics which are correlated with effectiveness are: good knowledge of subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations (Gupta & Jain, 2007). According to Sheela Mangla, (2001), “ Effective teachers hold good qualities, always increase their excellence, willingness to teach, they equip the children wisely and effectively in order to achieve their set targets, they are focused towards their work; they are highly productive people with intellectual bent for success; they prepare the pupils, welcome their hard work and encourage them to be industrious; they have a desire for brilliance, for fullness and completeness in their ideas, they are sensitive and responsive, they have an ethics, patience and are diligently curious.”Parihar (2011) “viewed that effective teaching is the outcome of effective teachers who always accomplish their goals that are either directly or indirectly related to student learning and the strategies executed for attaining this purpose needs orientation and reorientation with changing needs and priorities in teacher education.”

CONCEPT OF SELF-ESTEEM

The word “esteem” has come from Latin aestimare, meaning to “evaluate, value, rate, weigh, and estimate”. Our thinking, feeling and acting show how we value ourselves. The personality of a human being is multifaceted, appealing and vivid. Self-esteem forms an integral part of the same. It to a great extent determines the nature and social behavior of an individual. Self-esteem means liking oneself. It is not pride or boastfulness, but belief in oneself and what one does. In other words, it is about being and about doing. Self esteem is the assessment which the individual makes and usually keeps with regard to himself. It shows to what extent an individual feels that he is capable, worthy, intelligent, smart and successful. Self- esteem is indispensable for psychological survival. It is an emotional requirement without some measure

of self-worth, life can be extremely excruciating, with many basic requirements going unfulfilled. One of the key factors differentiating humans from other creatures is the understanding of self: the capability to form an identity and then attach a value to it. When we have succeeded at an important task, when we have done something that we think is valuable or important, or when we feel that we are accepted and respected by others, our self-concept will contain many positive thoughts and we will therefore have high self-esteem. When we have failed, done something damaging, or feel that we have been overlooked or criticized, the negative aspects of the self-concept engulf us and we experience low self-esteem.

The first concrete definition of self-esteem has given by James in 1890. According to him, self-esteem may be defined as to be the ratio of success and pretensions in important life domains. The individual processes has been focused to a stronger degree by James as that forms self-esteem afterwards symbolic interactionism approaches stressed the social influences on self-esteem. It is a psychological feature related to a person's image of self-importance and self-assurance in entire aspect of human activity. It is a potent strength inside each one of us. It is the belief in one's ability to think and to manage the basic challenges of life bravely and smartly. It is the feeling of being valuable, praiseworthy, and free to express his /her needs and wants to enjoy the fruits of his /her hard work. A. K. Korman et al. (1974) explained the role of self esteem in work outcomes. People with high self-esteem are motivated to perform well on a task in order to maintain their self images of competence. On the other hand people with low self-esteem are not motivated well since poor performance is consistent with their self image of relation incompetence. Rosenberg (1965, 1979) defined that self esteem is "a global positive or negative self assessment". Self esteem is now a household concept and high self-esteem is regarded as something that cause a fruitful result in life in general and in specific situation.

Peart, et al. (2005) adds the assessment of self within the framework of the person's experiences and the environment in which he/ she lives. It is also explained as a sense of self-worth. In other words, this is an emotional side of the self-system, which is created by one's self-concept. These two components (self-esteem and self-concept) can be differentiated only theoretically, because emotional experience is always linked with thoughtful content, which is applied by a person to his\herself. (Macek&Lacinová, (2006). Self-esteem is a pointer of one's emotional side and adjustment to life difficulties, has a relation to the subjective well-being and

happiness and is connected to positive independence, leadership, adaptability, and stress resistance; moreover, it is associated to involvement in health care activities. (Branden, 1969). Self-esteem is reliance in one's ability to accomplish values. It is subjective and enduring sense of practical self appreciation. (Bednar & Peterson, 1995). It shows a person's self-evaluation and value at the prime levels of psychological experiencing. Coopersmith (1967,) it may be called as a set of attitudes and beliefs that a person has got with him or herself while facing the world. It includes a person's conviction about winning or losing, to what extent he/she has to work hard, how he reacts to failure, diverse experience of life make him/her more efficient or not. Thus it provides a mental set which prepares to respond according to anticipation of motivated to perform well on success, failure and one's personal strength. Self esteem is an integral part of all kinds of performance whether alone, or a group performance in a competition. One's feeling of consider and self respect is important in any performance.

CONCEPT OF ORGANIZATIONAL CLIMATE

Organizational climate is one of the major determinant factors of the teacher effectiveness. The organizational climate of an institution means the interpersonal relationship within the group and between the groups and its leaders (i.e. staff, personnel and head of the institution) respectively. It is the social milieu, the human behavior or social atmosphere that pervades all activities in the educational institution. The teacher is the main dynamic force in the school; everything else is meaningless in school situations unless associated with the teachers". The effective teaching depends upon the organization climate of the school. Organizational climate is a major factor in the lives of educators who teach, learn and grow professionally in school. A school with positive school climate provides certain amount of autonomy to their teachers to meet the diverse needs of the children as well as of teachers. A school with positive organizational climate makes use of everyone's capabilities to its maximum and ultimately enhances teacher's effectiveness. Litwin and Stringer (1968) organizational climate as an arrangement of the work environment having quantifiable properties that is perceived by the general population who live and work in a specific condition and is expected to impact their behavior and performance. The importance of the concept of organizational climate is not in doubt and is central to most models of organizational behavior. Some of the common features of

the organizational climate definitions are (Woodman & King, 1978; Reichers & Schneider, 1990; James, et al., 1990; Moran & Volkwein, 1992; Patterson et al., 2005):

Teachers tend to function happily and more efficiently in schools where there is an open climate in which everyone can express his/her feelings and ideas freely. All this calls for looking into teacher-school interactions and also how teachers behave in a situation conducive or not conducive to him/her. The dictionary of education (Good, 1959) defines organizational climate as the pattern of social interaction that characterizes an organization. Halpin and Croft (1963) organizational climate is a flow of behavior and feeling in a group. Evans (1976) referred Organizational climate as the collective personality of the organization. It is an accumulation of feelings and views that people have about the work environment at their place of employment. Field & Abelson (1982) defined Organizational characteristics, which is perceived and interpreted by the organization members, who then create the climate.

NEED AND IMPORTANCE

The role of a teacher is vital and without a positively oriented teacher, education system would crumble. The success of any educational institution is basically determined by its effective teachers. To make real education possible, to keep hold of enrolled students in the classroom, to raise the level of achievement, to bring out the hidden potentialities of the students, to shape the students into ideal democratic citizen with competence and skill and to improve educational standards remarkably there is a need to have efficient teachers without them it is not possible. People who have high self-esteem give much to society by getting things done and promoting a happier environment. They are always open to learn. Whereas, low self -esteem people always look depressed, in a state of anxiety, anger, shame or guilt and also have relationship problems. They don't rely upon themselves and are fearful of criticism and new challenges. James (1890) has rightly stated that a direct feeling of regard is fundamental to humankind. Likewise Maslow (1943) viewed that self-esteem to be the second highest category within the hierarchy of human needs. Self-esteem as it affects to a large extent on the performance of a worker. Moreover, several researchers have reported that the lower academic performance experienced by students have reflected in a more negative Self-evaluation of academic abilities of teachers. Organizational climate may be referred as human environment in which employees of the organization do their work. A pleasant organizational climate can support and provide a positive

influence on the performance of employees working in the organization. Organization Climate is one of the key variables that play a crucial role in improving teacher's performance. A teacher will display creative, inspirational, and innovative work patterns if the organizational climate in the school is growing in a positive direction. Therefore, it can be said that any organization where there is a congenial environment and which is free from stress and other hierarchical problems produces healthy competition among teachers, which ultimately increases teacher effectiveness. The high degrees of association between the self-esteem, organizational climate and teacher effectiveness and their increased importance in the current global scenario have attracted the attention of the present researcher to conduct this study.

STATEMENT OF THE PROBLEM

The problem chosen for the current investigation is "Teacher's Effectiveness In Relation To Their Self-Esteem and Organizational Climate."

OBJECTIVES OF THE STUDY

1. To find out the level of teacher's effectiveness, self-esteem and organizational climate.
2. To find out whether there is any significant relationship between teacher's effectiveness and self-esteem of high school teachers.
3. To find out whether there is any significant relationship between teacher's effectiveness and organizational climate of high school teachers.

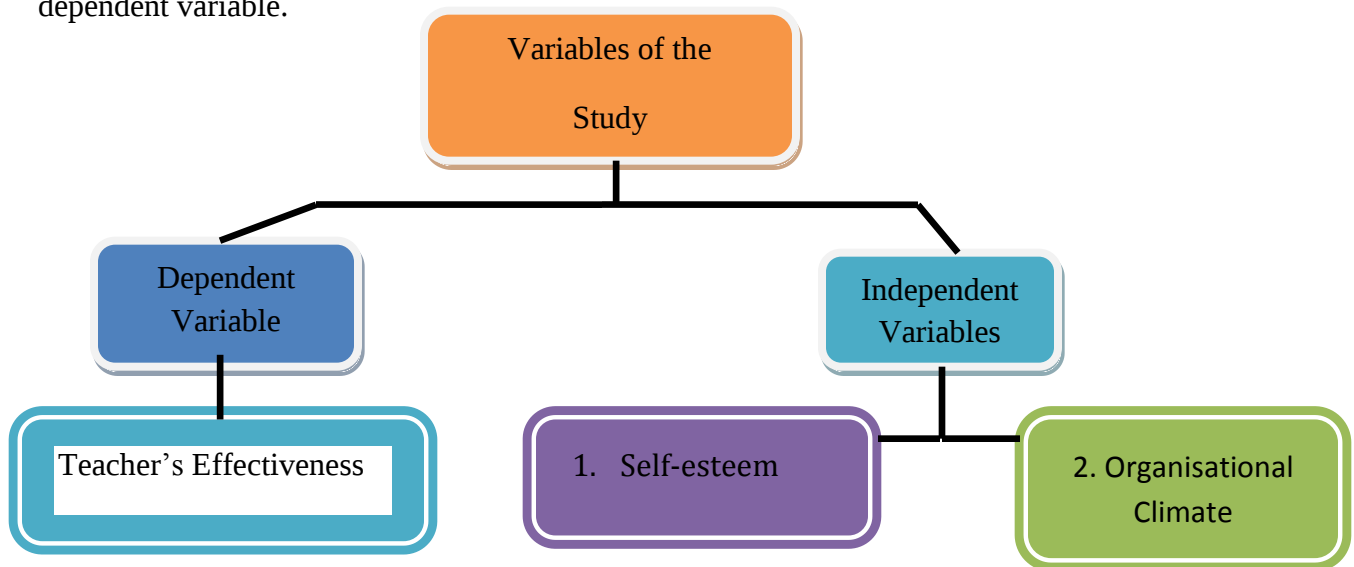
HYPOTHESIS OF THE STUDY

1. Teacher's effectiveness of high school teachers is low.
2. Self-esteem of high school teachers is low.
3. Organizational climate of high school teacher is low.
4. There is no significant association between teacher's effectiveness and self-esteem of high school teachers.
5. There is no significant association between teacher's effectiveness and organizational climate of high school teachers

VARIABLES OF THE PRESENT STUDY

The dependent variable of the study is Teacher's Effectiveness. The independent variable of the study is self-esteem and organizational climate. The dependent variable is the variable that is

being measured in the study and independent variable is that causes changes or affects the dependent variable.



METHOD OF THE STUDY

The investigator has adopted normative survey method in the present study.

SAMPLE OF THE STUDY

The current study has been restricted to a representative sample of 450 high school teachers. The sample has been selected from 44 high schools located in kulgam district of Jammu and Kashmir state. Stratified random sampling method has been employed for the selection of the sample with randomness and representativeness.

TOOLS USED IN THE PRESENT STUDY

The below given tools have been administered in the current study for the collection of the data.

1. Teacher's Effectiveness Scale (TES) – Constructed and standardized by the Investigator (2018).
2. Self-Esteem Scale (SES) – Constructed and standardized by the Investigator (2018).
3. Organizational Climate Scale (OCI) – developed by Chattopadhyay and K.G Agarawal (2011)

DELIMITATION OF THE STUDY

The investigator made every attempt to make the present study as precise and objective as possible, but due to practical considerations certain delimitations had crept into the study. Considering the limitation on resources the study has been delimited in terms of content and sample as given below:

1. The present investigation has been confined to District kulgam of Jammu & Kashmir State, India.
2. The present investigation has been delimited to government and private high schools only.
3. Restricted to Forty-four high schools.
4. The sample is restricted to 450 high school teachers.

DATA COLLECTION PROCEDURE

The data were gathered after getting the authorization of the chosen schools. The research instruments used viz. Teacher's Effectiveness Scale (TES) and Self –Esteem Scale (SES)- Constructed and standardized by the Investigator (2018); Organizational Climate Scale (OCI) – developed by Chattopadhyay and K.G Agarawal (2011) were given to them after proper instruction in order to get the accurate and reliable data.

STATISTICAL ANALYSIS OF THE DATA AND INTERPRETATION**H₀₁**

Teacher's effectiveness of high school teachers is low.

Table-1

Mean and Standard Deviation Scores of Teacher's Effectiveness of High School Teachers

S. No.	Variables	Number	Mean	Standard Deviation
1.	Teacher's Effectiveness	450	222.60	14.55

From table -1 it is observed the calculated mean and standard deviation scores for the teacher's effectiveness were found to be 222.60 and 14.55, respectively. One can get a

maximum score of 270 on teacher's effectiveness scale. The mean score falls between the average value range (185-244) thus, the given hypothesis (1) is discarded and it got verified that the teacher's effectiveness of high school teachers is average.

Ho₂

Self-esteem of high school teachers is low.

Table-2**Mean and Standard Deviation Scores of Self-Esteem of High School Teachers**

S. No.	Variables	Number	Mean	Standard Deviation
1.	Self –Esteem	450	140.65	9.37

From table -.2 it is observed the calculated mean and standard deviation scores for the teacher's effectiveness were found to be 140.65 and 9.37, respectively. One can get a maximum score of 160 on self-esteem scale. The mean score falls between the high value score (134-160). Thus, the framed hypothesis (2) is discarded and it was revealed that the self-esteem of high school teachers is high.

Ho₃

Organizational climate of high school teacher is low.

Table-3**Mean and Standard Deviation Scores of organizational climate of High School Teachers**

S. No.	Variables	Number	Mean	Standard Deviation
1.	Organizational climate	450	248.72	27.30

From table -3 it is observed the calculated mean and standard deviation scores for Organizational climate were found to be 248.72 and 27.30, respectively. One can get a maximum score of 350 on Organizational climate scale. The mean score falls between the average value range (231-256) thus, the given hypothesis (3) is discarded and it got verified that the Organizational climate of high school teachers is above average.

Ho₄

There is no significant relationship between teacher's effectiveness and self-esteem of high school teachers

Table-4

Showing the relationship of Teacher's effectiveness and self-esteem of High School Teachers based on Entire Sample

Variables	N	'r' value	LS
Teacher's Effectiveness and Self-esteem	450	0.371**	Significant

Table-4 shows that, the 'r' values between teacher's effectiveness and self-esteem is established to be [N=450, r=0.371 at the 0.01 level which points out that a positive association exists between teacher's effectiveness and self-esteem. Consequently, hypothesis (4) is rejected due to the positive and significant relationship between the two variables.

Ho₅

There is no significant relationship between teacher's effectiveness and organizational climate of high school teachers

Table-5.

Showing the relationship of Teacher's effectiveness and organizational climate of High School Teachers based on Entire Sample

Variables	N	'r' value	LS
Teacher's Effectiveness and Organisational climate	450	0.283**	Significant

Table-5 shows that, the co-efficient of correlation between teacher's effectiveness and organizational climate of high school teachers is found to be [N=450, r=0.283 at 0.01 level which indicates that there is a positive association between

teacher's effectiveness and organizational climate scores. Therefore, hypothesis (5) is rejected and it is concluded that there exists a positive and significant relationship between the two variables.

MAJOR FINDINGS OF THE STUDY

1. Teacher's effectiveness of high school teachers is average.
2. Self-esteem of high school teacher's is high.
3. Organizational climate of high school teachers is above average.
4. There is a positive and significant relationship between teacher's effectiveness and self-esteem of high school teachers.
5. There is a positive and significant relationship between teacher's effectiveness and organizational climate of high school teachers.

CONCLUSION

Teacher's effectiveness in relation to their self esteem and organizational climate plays a key role in achieving the desired objective of the teaching and learning process. Indeed teachers are the God's chosen ones. God creates and a teacher recreates. An effective teacher not only teaches the subject, but he focuses on taking education beyond the academics and believes that class room is not only the "Temple of Learning" but most importantly the "Temple of Transformation". An effective teacher knows that one appreciation, one simile, one rectification, one advice, one kind word, one warning, one helping hand, one reassurance, one suggestion, one opportunity and one pat can change the life of a student. Every fraction of our life is affected by self-esteem. People with high caliber will not always succeed in their life, but people with high self-esteem will as they have got resistance, power, and a capacity for renewal. Organization Climate is one of the key variables that play a crucial role in improving teacher's performance. Excellent Organizational climate encourages employees to work hard, develop supportive attitudes, cooperate with each other and work together effectively. The study found that teacher's effectiveness of high school teachers is average, self-esteem is high and organizational climate is above average. Moreover, the study revealed that there exists a positive and significant association between the teacher's effectiveness, self-esteem and organizational climate which

indicates that teacher's effectiveness, self-esteem and organizational climate play a vital role in enhancing the teacher's effectiveness.

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