

Impact of Self-Esteem of Secondary School Teachers on Teacher Effectiveness

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ABSTRACT

The present study was aimed to investigate the impact of Self-Esteem of Secondary School Teachers on Teacher Effectiveness. The sample for the study consisted of 200 government secondary school teachers of Muzaffarpur, district of Bihar. 103 teachers were female and 97 were male teachers. Teacher Effectiveness and Self-esteem were measured by self-constructed tools. The data were analyzed by using Pearson Product Moment Correlation and Step wise Multiple Regression Analysis. The study claims that there is a significant positive correlation between Teacher Effectiveness and Self-esteem. Furthermore, the study reveals that the components of Self-esteem have significant impact on Teacher Effectiveness.

Keywords- Self-esteem, Teacher Effectiveness, Secondary School Teachers

INTRODUCTION

Teachers are known as nation builder. Since times immemorial they are rendering their services to the nation through teaching in the classrooms and contributing towards its prosperity and welfare of the nation. The era after globalization is much demanding and the world after that has become much competitive. Due to much parental expectations, today the teachers are required to make their students as role performers in every field and this is creating a lot of pressure on the teachers as well the education system. In order to make role performers, the teachers themselves are required to perform multiple roles in the schools. The teachers can never play these multiples roles until and unless they are effective, competent and well-equipped with different professional abilities which is necessary in this ever changing society.

TEACHER EFFECTIVENESS

Teacher effectiveness is defined by Ryan (1969) as a characteristic which “helps in the development of basic skills, understandings, proper work habits and desirable attitudes, values judgment and adequate personal adjustment of the student.” Flanders and Simon (1969) consider teacher effectiveness as a relationship between characteristics of teacher, teaching acts and their impact on educational outcomes. According to Umme Kulsum (2000) “teacher effectiveness means that teachers have attained the needed competence in their roles and functions, namely management, knowledge of subject matter, teacher characteristics and inter personal skills.” Berk (2005) suggests that evaluating the teacher effectiveness as it simplify to take two types of decision; first one is formative, as it gives evidence to improve and shape the quality of teaching and second one is summative, which provides evidence to administrators about overall performance or status of teachers to decide about annual merit pay, promotion, and tenure. In other words it can be said that evaluation of effectiveness of teaching is to improve teaching and to make ease for personnel decisions as these decisions have an impact on the quality of teachers’ professional life. Lease & Garrison (2008) reported that teacher effectiveness positively affects the students’ academic achievement. Caldwell (1980) documented that enhancing teacher effectiveness is shared responsibilities of both a

teacher preparation programme and the staff development efforts of a public school district. These definitions show that teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. The effectiveness of a teacher is examined with the help of some criteria and dimensions such as inter-personal relationship with students (Gao & Liu, 2012; den Brok et.al, 2010;), teaching-learning process(Gao & Liu, 2012), teacher qualities(Johnson,1957), classroom management (Anderson & International Institute for Educational Planning, 1991), professional responsibilities and attitude (Gao & Liu, 2012), ethical practices (Boon, 2011), abilities(Chiero, 1996), teaching(Johnson, 1957; Gao & Liu, 2012), performance of the students (McBer, 2001) and students' feedback (Phipps & Claxton,1997; Balachandran, 1981; Renoud and Murray, 1996).

There are various studies which have been conducted on teacher effectiveness and they indicate a number of factors which influence teachers' effectiveness and they are students' academic achievement (Lease & Garrison, 2008; Wentzel, 2002; Klassen & Tze, 2014; Duckworth, Quinn & Seligman, 2009; Weisberg & et.al, 2009), job satisfaction (Abdollahpoor, 2017; Gupta & Srivastava, 2016), students' motivation (Wentzel, 2002), burnout (Singh & Babita, 2014), self-efficacy (Klassen & Tze, 2014), occupational/job stress (Borkar, 2013; Jeyaraj, 2013) and self-esteem (Mbuva, 2017).

SELF-ESTEEM

Self-esteem comprises of two words; self and esteem. 'Self' refers to sense of having one's own perspective relating to values, beliefs and demeanors that one holds about oneself and the word 'esteem' is derived from Latin word 'aestimare' which means 'to estimate'. Esteem can also be defined as to value, respect, appreciate, honour, regard and admire. By combining these two words we can say that self-esteem is the word which is used for imagining that a person is significant /worthy. Self Esteem is the belief and overall evaluation about oneself. It is about a person's worth and value which he/she gives himself/herself. It depends upon a person's self-esteem how he learns, works, acts and plays. The most broad and frequently cited definition of self-esteem is of Rosenberg (1965), who defined it as a favourable and unfavourable attitude towards the self. Further he urged that self-esteem is a product of two internal assessments or judgments i.e. the global judgment and one's self worth. Coopersmith (1981) defined self-esteem as a person's evaluation and feelings about his or her own capabilities. According to Branden (2011), "self-esteem has two components: a feeling of personal competence and a feeling of personal worth. In other words, self-esteem is the sum of self-confidence and self-respect. It reflects your implicit judgment of your ability to cope with the challenges of your life (to understand and master your problems) and of your right to be happy (to respect and stand up for your interests and needs)." Baumiester et al. (1993) documented that self-esteem is the affective component of self, a persons' general and specific positive-negative self-evaluations.

Self-esteem influences student's academic performance (Hansford & Hattie, 1982; Davies & Brember, 1999), academic achievement (Hisken, 2011; Kumar & Kumar, 2014) and intelligence (Maruyama et al., 1981; Ortiz & Volloff, 1987) as well as teachers' performance (Judge & Bono, 2001) and teacher's decision making (Ramanigopal, 2008). It also has been related to teacher's efficiency (Khan et al., 2015) job performance (Ferris et al, 2015), stress (Reilly, 2012; Rosenow, 2013), burnout (Butler & Constantine, 2005; Khezerlou, 2017; Rosenow, 2013) and job satisfaction (Reilly, 2012; Şentuna, 2015).

RATIONALE OF THE STUDY

The teachers have a great responsibility in molding the behaviour of their students by giving their full efficiency in the school. Teacher effectiveness is related to the temperament of the

teacher. If teacher is free of stress then definitely he/she can discharge his/her responsibility qualitatively as well as according to the societal demands. Now a days teachers are overburdened with regular teaching work and non-teaching work as election duties, duty in census; preparation of Aadhar card, purchasing food items for mid-day meal and also monitoring in cooking process, etc. The teachers are often heard of complaining about these. No wonder, therefore, he/she becomes frustrated and stressed and this frustration is exhibited through his/her gradually becoming an escapist and not taking any interest in the teaching-learning process. In this way his/her self-esteem, self-efficacy is lowered. Within the limited review of literature the researcher could not find even a single study which studies the impact of self-esteem on teacher effectiveness. That's why in this study an attempt is made to study the impact of self-esteem on teacher effectiveness at secondary school level.

OBJECTIVES OF THE STUDY

The present study was started with the following objectives:

1. To study the correlation between Self-esteem and Teacher Effectiveness for the male teachers, female teachers and total sample.
2. To study the relative contribution of the components of the independent variable (Self-esteem) to the dependent variable (Teacher Effectiveness) for the male teachers, female teachers and total sample.

HYPOTHESES OF THE STUDY

The following null hypotheses were framed for the empirical verification:

1. There would be no significant correlation between self-esteem and teacher effectiveness of the male teachers, female teachers and the total sample.
2. There would be no significant contribution of the components of the independent variable (Self-esteem) to the dependent variable (Teacher Effectiveness) for the male teachers, female teachers and total sample.

METHODOLOGY OF THE RESEARCH

Correlational survey method will be used in this study. In this study, independent variable is Self-Esteem and dependent variable is Teacher Effectiveness.

Sample and Sampling technique

In this study, 200 Secondary School Teachers were selected from government schools of Muzaffarpur district through stratified random sampling technique, out of which 103 teachers were female and 97 teachers were male.

Tools

There were two self-constructed tools used to collect the data namely Teacher Effectiveness Scale and Teachers' Self-Esteem Scale. The description of the tools is given below:

Teacher Effectiveness Scale

A 5 point likert type self-constructed scale in English and Hindi was developed by the researchers for the data collection in the present study. The scale comprises of 6 dimensions namely Inter-Personal Relationship with Students, Preparation for Teaching and Learning, Teacher Capabilities, Classroom Management, Professional Responsibilities and Ethical Practices, incorporating 46 items in all. The reliability of the scale was ascertained by obtaining the value of Cronbach alpha .985 which is highly significant even beyond .01 level that confirms the reliability of Teacher Effectiveness Scale. The items of the scale were framed positively as well as negatively. The respondents were required to put a tick mark against the most suitable answer in the form of 'always', 'most often', 'sometimes', 'rarely'

and ‘never’ category. For positively worded items a score of 5 must be given to response in ‘always’ category, 4 to the response in ‘most often’ category, 3 to ‘sometimes’, 2 to ‘rarely’ and 1 to ‘never’ category whereas in the case of negative items the process will be reversed i.e. 1 to ‘always’, 2 to ‘most often’, 3 to ‘sometimes’, 4 to ‘rarely’ and 5 to ‘never’. High score denotes higher teacher effectiveness whereas low score denotes lower teacher effectiveness.

Teachers’ Self-Esteem Scale

This 5 point Likert type scale in English and Hindi was also developed for using in the present study. The scale comprises of 5 dimensions namely Positivity, Competence, Self-Respect, Self-Acceptance and Learning Orientation incorporating 44 items in all. The reliability of the scale was ascertained by obtaining the value of Cronbach alpha .950, which is highly significant even beyond .01 levels, that confirms the reliability of Self Esteem Scale. In the scale 22 items were positively framed and 22 items were negatively framed. The respondents were required to put a tick mark against the most suitable answer in the form of ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’ and ‘strongly disagree’ category. A score of 5 must be given to response in ‘strongly agree’ category, 4 to the response in ‘agree’ category, 3 to ‘undecided’, 2 to ‘disagree’ and 1 to ‘strongly disagree’ category whereas in the case of negative items the process will be reversed i.e. 1 must be given to response in ‘strongly agree’ category, 2 to the response in ‘agree’ category, 3 to ‘undecided’, 4 to ‘disagree’ and 5 to ‘strongly disagree’ category. High score denotes higher self-esteem whereas low score denotes lower self-esteem.

Statistical Techniques

Pearson Product Moment Coefficient of Correlation and Step wise Multiple Regression Analysis were used to analyze the data.

ANALYSIS AND INTERPRETATION

The First Objective was to study the correlation between Self-esteem and Teacher Effectiveness of the total sample and gender-wise separately. The data were analyzed with the help of Pearson Product Moment Correlation and the results are given in the Table 1.

TABLE-1: CORRELATION BETWEEN TEACHER EFFECTIVENESS AND SELF-ESTEEM FOR THE MALE TEACHERS, FEMALE TEACHERS AND THE TOTAL SAMPLE

Coefficient of Correlation	Total Sample	Male Teachers	Female Teachers
	.836**	.841**	.844**

**Significant at the 0.01 level (2-tailed).

From Table 1, it can be seen that the correlation value is significant at 0.01 level. It indicates that there is a highly significant correlation between Self-esteem and Teacher Effectiveness for the Male Teachers, Female Teachers and the total sample. In other words, an increase in Self-esteem leads to an increase in Teacher Effectiveness of the teachers with the same proportion and vice-versa.

Thus the first null hypothesis that there would be no significant correlation between self-esteem and teacher effectiveness of the male teachers, female teachers and the total sample is rejected and it is concluded that there exists a positive correlation between Self-esteem and Teacher Effectiveness.

The Second Objective was to study the relative contribution of every component of the independent variable (Self-esteem) to the dependent variable (Teacher Effectiveness) for the male teachers, female teachers and total sample. The data were analyzed with the help of

Step-wise Multiple Regression Analysis and the results are given in the Table 2, Table 3 and Table 4.

TABLE-2: STEP-WISE MULTIPLE REGRESSION ANALYSIS FOR THE TOTAL SAMPLE

Predictive Variables	R	R Square	R Square Change	F Change
Self-acceptance	.810	.656	.656	378.387**
Self-acceptance, Positivity	.833	.693	.037	23.479**
Self-acceptance, Positivity, Learning Orientation	.841	.707	.014	9.188**
Self-acceptance, Positivity, Learning Orientation, Self-respect	.845	.714	.007	4.999*

**Significant at the 0.01 level, *Significant at the 0.05 level

It is evident from the table-4, that the most important predictor for the Teacher Effectiveness of the total sample is Self- acceptance causing 65.6% variance followed by Positivity 3.7%, Learning Orientation 1.4% and Self-respect .7% respectively.

TABLE-3: STEP-WISE MULTIPLE REGRESSION ANALYSIS FOR THE MALE TEACHERS

Predictive Variables	R	R ²	R ² Change	F Change
Self-acceptance	.782	.611	.611	149.058**
Self-acceptance, Positivity	.829	.688	.077	23.249**
Self-acceptance, Positivity, Learning Orientation	.842	.710	.022	6.909**
Self-acceptance, Positivity, Learning Orientation, Self-respect	.852	.725	.016	5.214*

**Significant at the 0.01 level, *Significant at the 0.05 level

It is evident from the table-5, that the most important predictor for the Teacher Effectiveness of the Male Teachers is Self- acceptance causing 61.1% variance followed by Positivity 7.7%, Learning Orientation 2.2% and Self-respect 1.6% respectively.

TABLE-4: RESULT OF STEP-WISE MULTIPLE REGRESSION ANALYSIS FOR THE FEMALE TEACHERS

Predictive Variables	R	R ²	R ² Change	F Change
Positivity	.892	.795	.795	391.970**
Positivity, Self-acceptance	.939	.881	.086	72.316**
Positivity, Self-acceptance, Self-respect	.948	.900	.018	18.135**
Positivity, Self-acceptance, Self-respect, Learning Orientation	.955	.911	.012	12.772**
Positivity, Self-acceptance, Self-respect, Learning Orientation, Competence	.958	.918	.007	7.950**

**Significant at the 0.01 level

It is evident from the table-6, that the most important predictor for the Teacher Effectiveness of the Female teachers is Positivity causing 79.5% variance followed by Self-acceptance 8.6%, Self-respect 1.8%, Learning Orientation 1.2% and Competence .7% respectively. Thus,

the second null hypothesis that there is no significant contribution of every component of the independent variable (Self-esteem) to the dependent variable (Teacher Effectiveness) for the male teachers, female teachers and total sample is rejected as there is a significant impact of Self-esteem on Teacher Effectiveness of teachers and it is concluded that components of Self-esteem have significant impact on Teacher Effectiveness of male teachers, female teachers and total sample.

RESULTS AND DISCUSSION

Findings of the study revealed that there is a significant and positive correlation between Self-esteem and Teacher Effectiveness of government secondary school teachers of Muzaffarpur district of Bihar and Self-esteem significantly predicts the Teacher Effectiveness of secondary school teachers for male, female and total sample. This study revealed that the teachers' performance, classroom management, professional responsibilities and attitude, their teaching, abilities and their students' academic achievement and learning outcomes will be better if the teachers possess high self-esteem. If teachers have sense of positivity about themselves, self-acceptance about their strengths and weaknesses, sense of self-respect and orientation for learning then their teaching will be effective and they will be called as effective teacher.

IMPLICATIONS OF THE STUDY

For the department of education- In the entrance test of the teacher training institutions few items related with the self-esteem and teacher effectiveness of the prospective teachers should be included along with the teaching aptitude, reasoning and general intelligence as it will provide a chance to select good candidate for the teachers training courses.

For the teachers- Teachers association can play a decisive role in boosting the morale and esteem of the teachers. It should be ensured that the teachers are provided such opportunities to listen to good speakers and teachers and good training sessions are organized for them frequently. Teachers themselves enjoy good relationship with their colleagues and should offer the helping hand to their brethren in the hour of need.

For the principals/administrators- It is recommended that the administrators should deal with the teachers on humanitarian ground they should avoid scolding and humiliating the teachers in public as this might lower down the self-esteem of the teachers.

For policy makers- Policy makers are one of the most important stakeholders in the system of education and it is their approach which will keep the esteem and morale of the teachers high. It is recommended that all those steps should be taken which can boost the morale of the teachers like due promotion, regular salary increase and opportunities of professional growth etc.

For the members of the society- Teachers are the nation builders and no society can survive without the teachers. Teachers always have enjoyed good status in the society but the shift from spirituality to materialism has changed the psyche of the parents. As a result they quarrel with the teachers in PTI and demand a lot from them. It should be remembered that only the teachers alone are not responsible for the success or failure of students rather a lot of factors are involved in it. To lead towards the success requires a comprehensive approach and the society should come forward in this direction and should not do anything that might lower the self-esteem of the teachers.

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