

Teacher Effectiveness in Relation to Self Concept of Secondary School Teachers

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ABSTRACT

The study aimed to examine the Teacher Effectiveness in relation to self concept of Secondary school Teachers. Descriptive exploratory method of research was employed for this study. There were two variables namely Teacher Effectiveness and Self-Concept. Data was collected by randomization technique of sampling from a sample of 150 Secondary School Teachers out of which 75 teachers were from Government School and 75 Teachers were from Private Schools. Tools used in this study were Teacher Effectiveness Scale by Pramod Kumar and D.N. Mutha (1999) and Mohsin Self Concept Inventory by S.M. Mohsin (1979). The data was analyzed by employing descriptive statistics like Mean, Median, Mode, SD, Skewness, Kurtosis, t-ratio and Karl Pearson's coefficient of correlation. On the basis of the study, Significant difference was found in the teacher effectiveness of Govt. and private secondary school teachers. Teacher effectiveness of Govt. Secondary School Teacher was higher than the teacher effectiveness of private secondary school teachers. The study revealed significant difference in self concept of Govt. and private secondary school teachers, where self concept of Govt. Secondary school teachers was significantly higher than the Self Concept of private secondary school teachers. No Significant difference was found in teacher effectiveness of male and female secondary school teachers. Study revealed significant difference in Self-Concept of male and female secondary school teachers, where self concept of male secondary school teachers was significantly higher than the self concept of female secondary school teachers. The study also revealed a significant relationship between teacher effectiveness and self concept of Private Secondary school teachers.

Introduction

The role of teacher is very significant in achieving the objectives of education. As per Indian traditional values, Guru is considered “Gururbrahmah, Gururivishnu, Gururdevo, Maheswarah, Gurur Saakshaat parbrahmah, Tasmeh Shri Guruve Numaha”. Whatever may be the religion and race, the essence is that Guru is everything and supreme. So the teaching profession is regarded as the most important profession as its social value lies in its significant contribution to improvement in the quality of life and betterment of society at large.

With the advancement of civilization, the concept of teacher as a ‘Guru’ might have faded

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away with time still the responsibilities of this 'Guru' have increased manifolds. There is no profession so noble, so demanding and so rich in potentialities as the profession of teaching. Teaching is a profession of commitment to path, to make the future of man, country and the world. The success of any system of education depends on the quality of its teachers. It is no exaggeration to say that any system of education cannot ever rise above the level of the quality of its teachers. If education is at the root of the progress of any country, the teacher is at the root of education.

In the field of education, he is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, plays the role of subject specialist, evaluates learning outcomes and helps the students to overcome their difficulties. It is he who sets the standards. Thus the success of educational process depends on quality, competence and character of teacher. It should be remembered that influence of a teacher might work wonders if the teacher is an effective teacher. Such a teacher is the greatest asset to the educational system. Teaching requires a richer, happier, fuller and planned life. If teaching is an art then teacher is an artist. It is he/she who moulds the nation's character. The reputation of a school and its influence on the life of community invariably depends on the kind of teachers working in it. So only teacher can develop overall personality of children through his effective teaching. It is he who sets the standards, builds up desirable attitudes and approves or disapproves student's behaviour.

According to Humayun Kabir, "Without good teachers, even the best of the system is bound to fail; with the good teachers even the defects of system can largely be overcome".

If we turn back the pages of history, we find that education has always been a symbol of civilization and has been instrumental in the evaluation of mankind from stone-age to this computer age. The "torch bearer" of this process of civilization from the time immemorial has been no one else than "teacher" who by the light of his knowledge has always removed the darkness of ignorance.

The Secondary Education Commission (1952-1953) accepted the key role of teachers and reported that we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the institution as well as in the society.

Teacher Effectiveness

Effective teaching can be considered as a teacher's ability to stimulate student intellectually and develop suitable skills and attitudes. Teacher effectiveness means perfection or optimum level of efficiency and productivity on the part of teacher. Teacher effectiveness, as given in Dictionary of Education, is the ability of a teacher to create an interaction between the physical, intellectual and psychological interests of the students.

The teacher effectiveness has been evaluated in terms of student achievement and attitude as the product criterion. Thus what is crucial is not the teacher's act or behaviour but the pupils act or behaviour. Various descriptions of effective teachers have evolved during the past few decades.

According to Monroe (1952) "The ideal teacher of 1920's was a person possessing the

traits, knowledge and skills considered necessary for performing various duties involved in the position. The ideal teacher of 1940's was a constructing and adaptable member of the school staff, competent to participate in determining school policies and programmes and interested in doing so, as well as .an efficient instructor in the classroom, In 1950's the emphasis was given on the relationship between teacher and taught.”

Marsh and Wilder (1954) have classified teacher effectiveness on the basis of methodology used in obtaining the criterion measurement that is student's rating or observation of teacher's behaviour.

Trotter (1985) revealed teachers' concern with subject matter, helpful information and skills, helping children to learn; find success, influencing their life, and character development; drawing personal satisfaction when students grow and achieve through interaction; the challenge of job; working hours and financial success are some of the main things which determine teachers effectiveness. Thus, attempting to answer the issue as to who is an effective teacher, some consensus does emerge with regard to pattern of his qualities but the inadequacy of measuring teacher effectiveness through the rating by pupils, supervision by principals and experts is being increasingly realized because of the discrepancies and the subjectivities involved in these ratings.

As a result, many researchers and workers in the field have started basing their work on pupils' outcome so as to prove new directions and adapt fresh and more sophisticated approaches. The contributing factors in teacher effectiveness are emotional stability, a good disposition, democratic and cooperative attitude, kindness, empathy, patience, humor and fairness. In addition, there is need for professional competence for ability to make effective use of sound personality pattern and professional insight in relating to children and in promoting their all round growth.

To be effective means producing the result that is intended or wanted.

“The effectiveness is producing a desired or decisive effect.” —Webster's Dictionary (2001)

Self Concept

Self Concept is the keystone of individual's personality. It is his way of thinking, feeling and behaving in a good manner. It is the person's idea regarding the whole of his self. There are several terms that are used synonymous with self-concept most of them are 'self image', 'ego', 'self understanding', 'self perception' etc.

Self concept is one of the most dominating factor in human life as everyone is continuously striving for self actualization, realization and self enhancement and is constantly wishing to avoid self condemnations and self lowering experience. In general self refers to the conscious, reflective personality of an individual as an object separate from other and amid the environment. Self concept is the concept of 'self which personifies in individual as a whole. It means how the individual perceives himself and how he perceives his environment in relation to himself. The individual's self-concept is his picture or image of himself, his views of himself different from other persons and things. This self image incorporates his perception of what he is really like (Self identity) and of his worth as a person (self evaluation) as well as his aspiration for growth and accomplishment (self ideal). Once the self concept develops, the individual comes to perceive himself as an active agent in determining his own behaviour. An individual is said to have a good

self concept if he is popular and influential.

Self concept as defined by different experts is as following;

Ccittell (1957) referred to Self Concept as the “Key stone of Personality.”

According to Allport (1961) “The self concept is something about which we are immediately aware. We think of it as the warm central private region of our life.”

According to Mehta (1968), “Self-concept is organized configuration of perception of self which are admissible to awareness. It is composed of such elements as the perceptions of one’s characteristics and abilities, the percepts and concept of the self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects; the goals and ideas which are perceived as associated with experiences and objects; the goals and ideas which are perceived having positive or negative values.”

According to Deo (1985),” Self concept is best conceived as a system of attitudes towards oneself. Just as a person, as a result of experiences, forms an attitude which he organizes into a self-consistent system and defends against threats and attacks, so the person also forms attitudes towards himself Self concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning own self”

Bal (1986) defines “Self-concept as an individual’s estimation about himself.”

According to Taneja (1989) “Self concept refers to picture or image a person has of himself.”

Rattans and Nevis (2003) define “Self-concept is your happiness or concept of yourself It includes your listing of personal traits that you deem important and your evolution of how you rate according to these traits. It has to do much with whether you like yourself and how much.”

Pahiya (2004) “The totality of attitude, judgment and value of an individual, relating to his behaviour, abilities and qualities may be referred to his own self-concept,”

Self-Concept is the factor, which acts as a base to understand how individual acts in a given set of conditions. It personifies the individual as a whole. It is the way how the individual perceives himself and how he perceives the environment it governs, the individual’s reactions to people and situations and determines the qualities of his behaviour to be personally and socially well adjusted. A self-concept is a global evaluation made about one’s own personality. It is derived from the subjective evaluation one tends to make of his own behaviour traits.

Statement of the Problem

Teacher Effectiveness in Relation to Self Concept of Secondary School Teachers

Operational Definitions

Teacher Effectiveness: An effective teacher may be understood as one who helps the development of basic skills, understanding, proper work habits, desirable attitudes and adequate personal adjustment of the students.

Self Concept: Self concept is the concept of ‘self’ which personifies in individual as a whole. It means how the individual perceives himself and how he perceives his environment in relation to himself.

Objectives of the Study

The present study was conducted with the following objectives in mind-

1. To study the teacher effectiveness of government and private secondary school teachers.
2. To study the self concept of government and private secondary school teachers.
3. To study the teacher effectiveness of male and female secondary school teachers.
4. To study the self concept of male and female secondary school teachers.
5. To study the relationship of teacher effectiveness with the self-concept of secondary school teachers.

Hypotheses of the Study

The researcher framed the following hypotheses for the present study

1. There exists no significant difference in teacher effectiveness of government and private secondary school teachers.
2. There exists no significant difference in self concept of government and private secondary school teachers.
3. There exists no significant difference in teacher effectiveness of male and female secondary school teachers
4. There exists significant difference in self concept of male and female secondary school teachers.
5. There exists significant relationship between self-concept and teacher effectiveness of secondary school teachers.

Significance of the Study

An effective teacher is the greatest asset of an educational system and a good education system is the only hope of all developing nations like ours.

Ryan (1960) has said that if effective teachers are made available, then likelihood of attaining desired social and educational goals with a larger of creating enlightened and productive society is enhanced.

The concept of the self is of paramount importance in life. One's actions and achievements in life are bound to be largely determined by what one feels and thinks of himself or herself. Proper appraisal of one's own capabilities is essential to lead a happy and useful life. Satisfaction starts from self concept and it goes up to society's development at large. There is a need up to understand the ways in which the youth can make choices from amongst the multiplicity of factors, which influence their self-concept.

The present study is an attempt to investigate the effect of self-concept on the teacher effectiveness working in them. Further the study will help to work out the relationship between two variables. On the basis of the complete study, an attempt is made for suggesting ways and means to have better thinking and good perception of the self. It will also help the teachers to realize their potentialities, hence making them effective.

Design of the Study

The aim of the present investigation is to investigate the relationship between self concept and teacher effectiveness. Investigator has employed descriptive survey method. The technique of t-ratio was worked out to find out the difference in teacher effectiveness and self concept of male and female secondary school teachers further in order to find the nature and extent of relationship of teacher effectiveness and self concept, product moment correlation was worked out.

Tools Used

For collecting data for any problem under study, the use of appropriate and standardized tool is of vital importance. The tools used in present study are as under:

1. Teacher Effectiveness Scale by Pramod Kumar and D,N. Mutha (1999)
2. Mohsin Self Concept Inventory by S.M. Mohsin (1979)

Description of Sample

The process of sampling makes Research possible to draw valid inferences or generalizations on the basis 'of careful observation of variable within a relatively small proportion of population. A measured value based on sample data is statistics. A population value inferred from statistics is a parameter. A population is any group of individuals who has one or more characteristics in common that are of interest to the researcher.

A sample is the small proportion selected for observation & analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. A good sample not only needs to be representative, it needs also to be adequate or of sufficient size to allow confidence in the stability of its characteristics, An adequate sample is one that contains enough cases to insure reliable results. Hence planning in advance for size of sample is very important for the researcher.

In order to collect the relevant data, a sample of 150 teachers of Secondary schools was involved. Incidental method of sampling was used for the selection of schools and then teachers were selected at random from schools. .

Procedure of Data Collection

For the fulfillment of the requirement of the study investigator personally visited Diff. Schools of Ludhiana District. The authenticity and reliability of any research is based on the collection of relevant data. For this, different tools i.e. Teacher Effectiveness Scale and Self Concept Inventory were administered to Government and Private Secondary School teachers, selected randomly from the sample schools. The limit of the data was set at 75 males and 75 females. Permission and co-operation was sought from the head of the institutions for securing data. Efforts were made to establish rapport with the subjects, before administering the tools. The subjects were told that the results of the test would be kept strictly confidential so that they could mark their views freely and frankly. After distributing the tools, the subjects were asked to fill in the preliminaries given at the top of the scale namely, name, age, sex, name of the school etc. The

subjects were motivated to answer the questions carefully and truthfully and were asked not to leave any question unanswered. Both the tools were completed in one sitting with interval in between. After administering the tools, the response sheets were scored, according to the directions given in the manuals.

Statistical Techniques Used

Statistical techniques are extensively used in educational research. To have a clear and meaningful picture for the interpretation of the data and testing of hypotheses, the data was subjected to the following statistical techniques:

1. In order to visualize the nature of score distributions of the data collected, numerical determinants of normality like mean, median, mode, skewness, kurtosis and standard deviation were worked out.
2. Data was graphically represented in the form of bar graphs wherever and whenever necessary.
3. Critical ratio (t) was used for determining the significance of difference in the various areas of teacher effectiveness and self concept of male and female government and private secondary school teachers.
4. Product moment correlation (r) was worked out to find out the nature and extent of relationship between various areas of teacher effectiveness and Self concept of male and female government and private secondary School teachers.

Delimitations of the Study

The delimitations of the present study are stated as below-

- The study is limited to government and Private Secondary School teachers only.
- The study is limited to 150 teachers only.
- The study is limited to 75 government secondary school teachers and 75 private secondary school teachers only.
- Study is limited to the teachers of Ludhiana district only

Analysis and Interpretation

Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down existing complex factors into simple parts together in new arrangements for the purpose of interpretation. After the data has been collected, it must be processed and analyzed to draw proper conclusions.

Interpretation is, by no means, a mechanical process. It calls for a critical examination of the results of one's analysis in the light of all the limitations of his data gathering. It not only point out the important facts and relationship to give meaning to the data but also make certain generalizations about the data. .

So, interpretation is one of the important step in total procedure of research and needs a careful, logical and critical examination of the results obtained after analysis. In order to visualize the nature of score distribution of the data collected, numerical determinants of normality like

Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis are worked out. Bar graphs are plotted to have pictorial view of the data. To find out the difference in teacher effectiveness and self-concept of male and female Secondary School teachers, the technique of t-ratio is employed. Karl Pearson's leiroduct moment correlation is used for finding the nature and extent of relationship between teacher effectiveness and self concept of secondary school teachers,

Distribution of Scores

Before persisting the actual analysis of data and discussion of results pertaining to the hypothesis it was deemed desirable to describe the nature of distribution of scores for the various groups of teacher effectiveness and self concept of secondary school teachers. The descriptions of Score are presented in measure of mean, median, mode. SD. Skewness and kurtosis in the table 4.1.

Table 4.1: Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of Teacher Effectiveness and Self Concept of Secondary School Teachers

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Teacher Effectiveness	150	300.89	296	296	35.54	0.17	2.12
Self-concept	150	39.82	40	36	5.868	-0.69	0.99

Table 4.1 reveals that minor difference was observed between the values of mean (=300.89) and median (=296) for the teacher effectiveness of total secondary school teachers. The skewness was 0.17 showing the distribution as positively skewed and the kurtosis was 2.12 showing the distribution as Plutykurtic.

Minor difference was observed between the values of mean (=39.82) and median (=40) for the Self-concept of total secondary school teachers. The Skewness was -0.69 showing the distribution as negatively skewed and the kurtosis was 0.99 showing the distribution as Platykurtic.

Whatever deviations from normality are observed, are because of sampling fluctuations and sampling errors.

The tabulated data was analysed as given under the following categories:

Table 4.2: Significance of Difference of Teacher Effectiveness of Government and Private Secondary School Teachers

Group	N	Mean	S.D.	t-ratio
Government	75	294.64	35.15	2.18*
Private	75	307.15	35.05	

*Significant at 0.05 level

Table 4.2 shows the mean scores of teacher-effectiveness of Govt. and Private Secondary school teachers as 294.64 and 307.15_ respectively and their standard deviation as 35.15 and 35.05 respectively. The t-ratio was calculated as 2.18 which is higher than the table value of 1.96 at 0.05 level of confidence.

Hence the Govt. and Private Secondary school teachers differ significantly from each other in their teacher effectiveness.

Further the mean value of teacher effectiveness of government secondary school teachers is 294.64 and the mean value of teacher effectiveness of private secondary school teachers is 307.15, which reveals that the teacher effectiveness of government secondary school teachers is than the teacher effectiveness of private Secondary school teachers.

Hence the hypothesis 1 which states that “There exist no significant difference in teacher effectiveness of government and private secondary school teachers’ is rejected.

The results have been supported by the study conducted by Rai (1992) which revealed significant difference in teacher effectiveness of Govt. and Private school teachers.

Table 4.3: Significance of Difference of Self-Concept of Government and Private

Group	N	Mean	S.D.	t-ratio
Government	75	42.20	5.36	5.42*
Private	75	37.44	5.39	

*Significant at 0.05 level

Table 4.3 shows the mean scores of self concept of Government & Private secondary School teachers as 42.20 and 37.44 respectively and their standard deviation as 5.36 and 5.39 respectively. The t-ratio was calculated as 5.42 which is higher than the table value of 1 Q6 at 0.05 level of confidence,

Hence the government and private secondary school teachers differ significantly in their self-concept.

Further the mean value of self-concept of government secondary school teacher is 42.20 and means value of self concept of private secondary school teachers is 37.44 which reveal that the self-concept of govt. secondary school teacher is significantly higher than the self-concept of private secondary school teachers.

Hence the hypothesis 2 which states that “There exists no significant difference in Self-Concept of government and private secondary school teachers” is rejected.

The results have been supported by the study conducted by Rai (1983) which revealed significant difference in Self Concept of male and female teachers. However Chadha (1985) found significant difference in self concept of teachers.

Table 4.4: Significance of Difference of Teacher Effectiveness of Male and Female

Group	N	Mean	S.D.	t-ratio
Male	75	303.92	38.16	1.04*
Female	75	397.87	32.70	

Table 4.4 shows the mean scores of teacher effectiveness of male and female secondary school teachers as 303.92 and 297.87 respectively, their standard deviation as 38.16 and 32.70

respectively. The t-ratio was calculated as 1.04 which is less than the table value of 1.96 at .05 level of confidence.

Hence the male and female secondary school teachers do not differ significantly on their teacher effectiveness.

Hence the hypothesis 3 which states that “There exist no significant difference in teacher effectiveness of male and female secondary school teachers” is accepted.

The results have been supported by the study conducted by Grewal (1996) which revealed no significant difference in teacher effectiveness of male and female school teachers.

Table 4.5: Significance of Difference of Self-Concept of Male and Female Secondary School Teachers

Group	N	Mean	S.D.	t-ratio
Male	75	41.35	5.61	3.29*
Female	75	38.29	5.76	

* Significant at 0.05 level V Y

Table 4.5 shows the mean scores of self concept of Male & Female secondary School teachers as 41.35 and 38.29 respectively and their standard deviation as 5.61 and 5.76 respectively. The t-ratio was calculated as 3.29 which is higher than the table value of 1.96 at 0.05 level of confidence.

Hence the male and female secondary school teachers differ significantly in their self-concept.

Further the mean values of self-concept of male secondary school teachers is 41.35 and mean value of self concept of female secondary school teachers is 38.29 which reveals that the self-concept of male secondary school teacher is significantly higher than the self-concept of female secondary school teachers.

Hence the hypothesis 4 which states that “There exist no significant difference in Self-Concept of male and female secondary school teachers” is rejected,

The results have been supported by the study conducted by Sharma (1979) which revealed significant difference in Self Concept.

Table 4.6(a): Coefficient of Correlation between Teacher Effectiveness and Self Concept of Private Secondary School Teachers

Variable	N	df	r
Teacher effectiveness	75	73	0.251*
Self-concept	75	73	

* Significant at 0.05 level

Table 4.6 (a) shows the coefficient of correlation between teacher effectiveness and self-concept of private Secondary school teachers. The value of coefficient of correlation is 0.251 which is significantly higher than the table value of .233 at 0.05 level of confidence. Hence, there exists a significant relationship between teacher-effectiveness and self-concept of private

Table 4.6(b): Coefficient of Correlation between Teacher Effectiveness and Self Concept of Government Secondary School Teachers

Variable	N	df	r
Teacher effectiveness	75	73	0.247*
Self-concept	75	73	

* Significant at 0.05 level

Table 4.6(b):- Shows the coefficient of correlation between teacher effectiveness and self-concept of govt. school teachers. The value of coefficient of correlation is 0.247 which is significantly higher than the table value of 0.233 at 0.05 level of confidence.

Hence, there exists a significant relationship between teacher-effectiveness and self-concept of govt, Secondary school teachers,

Table 4.6(c): Coefficient of Correlation between Teacher Effectiveness and Self Concept of Male Secondary School Teachers

Variable	N	df	r
Teacher effectiveness	75	73	0.247*
Self-concept	75	73	

* Significant at 0.05 level

Table 4.6(c) shows the coefficient of correlation between teacher effectiveness and self-concept of Male school teachers. The value of coefficient of correlation is 0.274 which is significantly higher than the table value of 0.233 at 0.05 level of confidence.

Hence, there exists a significant relationship between teacher-effectiveness and self-concept of Male Secondary school teachers.

Table 4.6(d): Coefficient of correlation between Teacher Effectiveness and Self Concept of Female Secondary School Teachers

Variable	N	df	r
Teacher effectiveness	75	74	0.298*
Self-concept	75	74	

*Significant at 0.05 level

Table 4.6(d) shows the coefficient of correlation between teacher effectiveness and self-concept of Female school teachers. The value of coefficient of correlation is 0.298 which is significantly higher than the table value of 0.233 at 0.05 level of confidence.

Hence, there exists a significant relationship between teacher-effectiveness and self-concept of Female Secondary school teachers.

Table 4.6(e): Coefficient of Correlation between Teacher Effectiveness and Self Concept of Secondary School Teachers

Variable	N	df	r
Teacher effectiveness	75	73	0.274*
Self-concept	75	73	

* Significant at 0.05 level

Table 4.6 (e) shows the coefficient of correlation between teacher effectiveness and self-concept of total secondary school teachers. The value of coefficient of correlation is 0.296 which is significantly higher than the table value of .159 at 0.05 level of confidence.

Fig 4.6 Bar Graph Showing Coefficient of Correlation between Teacher Effectiveness and Self Concept of Secondary School Teachers

Hence, the hypothesis 5 which states that “there exists a significant relationship between self concept and teacher effectiveness of Secondary School teachers” is accepted.

The results have been supported by the studies conducted by Patel (1980) and Sharma (1988). However Sharma (1981) reported significant negative correlation between the Self Concept and Teacher Effectiveness of Hindi teachers.

Conclusion

On the basis of the study the following results have been drawn:

- Significant difference has been found in the teacher effectiveness of Govt. and private secondary school teachers. Whose Teacher effectiveness of Govt. Secondary School Teacher is higher than the teacher effectiveness of private secondary school teachers.
- The study revealed significant difference in self concept of Govt. and private secondary school teachers, where self concept of Govt. Secondary school teachers is significantly higher than the Self Concept of private secondary school teachers.
- No Significant difference has been found in teacher effectiveness of male and female secondary school teachers Study revealed significant difference in Self-Concept of male and female secondary school teachers, where self concept of male secondary school teachers is significantly higher than the self concept of female secondary school teachers.
- The study also revealed a significant relationship between teacher effectiveness and self concept of Private Secondary school teachers.
- Significant relationship has been found between teacher effectiveness and self concept of Govt. Secondary school teachers.
- Significant relationship has been found between teacher effectiveness and self-concept of female secondary school teachers.
- So the study reported a significant relationship between teacher effectiveness and self-concept of secondary school teacher.

Educational Implications

The most outstanding characteristics of any research is that it must contribute something

new to the development of the area concerned. The Present study has its implications for the Govt. and Private Secondary School teachers.

As the result of present study reveals that there exists a significant difference in Teacher effectiveness of Government and Private Secondary School teachers and there exists a significant difference in self concept of Government and Private Secondary School teachers. The study also reveals that there exists significant relationship between teacher effectiveness and self concept of Secondary School teachers.

Teachers self concept affects their own and the pupil's behaviour, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as teacher and of children as learners. The central place of the teacher as an agent influencing the development of self concept of the student is emphasized with teachers own self concept, which is strongly associated with the type of expectations about pupils. He emits. with his teaching style, with his class room ethos and with his acceptance of others. Teacher's favourable self-concept plays a vital role in teaching learning process. Different areas of Self concept such as behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction etc. can help the teachers in making their teaching more effective,

The study also found no significant difference in teacher effectiveness of male and female Secondary School teachers. This implies that gender does not affect the effectiveness of a teacher.

A significant difference has found between the self concept of male and female Secondary School teachers which suggests modifications in organizational climate for enhancing the self concept of female teachers as self-concept greatly affects the progress and success of individual in each and every field of life and therefore, due attention is to be given towards the development of high self-concept among the pupil teachers right from the beginning. Teachers are affected directly by their self concept. The findings of the present study may form a part of refresher courses, seminars, Workshops for in service teachers and efforts should be made to develop their positive Self concept. So present study helps the teacher to know about their abilities, potentialities and help them to develop these potentialities, abilities so they can perform their roles effectively.

Suggestions For Further Research

Research is a continuous process. When one problem is solved, other crops up and when new problem is solved, it in turn tends to indicate still more problems needing scientific explorations. After completing his own piece of research, every investigator feels tempted to himself to suggest new problem of search, particularly relating to the own piece of work.

Therefore the present study opens up certain avenues for further research which are briefly listed below:

1. The present study was conducted on a sample of 150 Secondary School Teachers. A similar study may be conducted on a large sample for broader generalization.
2. The research on the variables of teacher effectiveness and self-concept may be

- conducted on teachers teaching at elementary level and college level as well.
3. Teacher effectiveness can also be studied in relation to some other variables such as teaching aptitude, personality traits etc.
 4. A comparative study may be conducted on the variable of teacher effectiveness and self-concept of pre-service and in service teachers.
 5. The present study was conducted on the sample of Government and private Secondary School teachers. The similar study may be conducted on the other institutions or colleges like Medical colleges, engineering colleges etc.
 6. The present study was confined to Ludhiana district only. A similar study may be conducted in other cities and districts of the state.

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