



THE RELATIONSHIP BETWEEN SELF-ESTEEM AND TEACHER EFFECTIVENESS OF PRE-SERVICE TEACHERS

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ABSTRACT

This study examines the relationship between self-esteem and teacher effectiveness of Pre-service teachers who are studying second year D.El.Ed., The relationships among three components of Self-esteem (Control and Personal Responsibility, Belonging and Acceptance, Competence) and five factors of teacher effectiveness (Preparation of Teaching and Planning, Classroom Management, Knowledge of Subject Matter, Teacher Characteristics, Interpersonal Relations) were investigated. In the current study the investigator followed normative survey method. The present study consists of 342 Pre-service teachers is selected from one government, two government aided and 13 self-financing institutes in the Cuddalore District of Tamil Nadu by adopting Purposive sampling technique. The instruments for data collection were Self-Esteem Assessment Scale (SEAS) (constructed by the investigator and research supervisor) and Teacher Effectiveness Scale (TES) 2017 (constructed by the investigator and research supervisor). The findings indicated that there is a close relationship between self-esteem and teacher effectiveness. The low level of Self-esteem Pre-service teachers' possess low level of teacher effectiveness and high level of Self-esteem Pre-service teachers' possess high level of teacher effectiveness. The findings also showed that there is a positive correlation between all the factors of Self-Esteem and Teacher Effectiveness of Pre-service teachers.

KEYWORDS : Self-Esteem, Teacher Effectiveness, Pre-Service Teachers

INTRODUCTION

The wide range of experiences a student has while going through school - scholastic, athletic, social, and emotional - all constitutes input to his or her self-esteem development. Every success and failure, together with the reactions of peers, parents and teachers to these experiences, will contribute significantly to the students' self-esteem. Teachers can be instrumental in creating a classroom environment which nurtures and supports students developing self-esteem. This can be achieved by modeling to students that mistakes are part of the learning process for both children and adults. It is important to empower and skill students to assess their achievements in a positive productive manner. This creates autonomous learners. Students need to be encouraged to develop support systems both within and outside of the classroom so that they feel confident to take risks in their learning.

The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Hence, it is essential to develop the self-esteem and teacher effectiveness of student teachers during pre-service.

Self-Esteem

Kant and others have argued conventionally from a philosophical and ethical standpoint that self-esteem is "the awareness of the absolute value of one's own personality or dignity." In 1980, James stated that self-esteem is "the satisfaction or dissatisfaction with oneself." In reality, humans select a certain pretension and think of failure in that pretension as a true defeat and of success as a true victory. Feelings such as shame or joy occur as a result, respectively. As such, James saw self-esteem as a ratio found by dividing one's successes in areas of life of importance to a given individual by the failures in them. Self-esteem is very dependent on factors within our environment. Self-esteem allows creativity at the workplace, and is a special critical condition for teaching professions.

Teacher Effectiveness

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school / college administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved.

A teacher's primary responsibility is to facilitate learning. The research literature on teacher effectiveness gives excellent guidance for doing the job of teaching well. The Four Aces of Effective Teaching (outcomes, clarity, engagement, and enthusiasm) assist in bringing order out of potential chaos. The aces represent principles that, when systematically implemented, can enhance student learning and be used as a vehicle for continual self-examination to improve the instructional effectiveness.

Review of Related Literature

Vishalakshi, K.K. (2013) analyzed the "Teacher Effectiveness, Emotional Intelligence and Self-esteem of secondary school teachers". The findings revealed that (i) Male and Female Secondary School Teachers of different Age groups, Qualifications and Teaching Experience do not differ in their level of Teacher Effectiveness. (ii) There is significant difference between Male and Female Secondary School Teachers in Emotional Intelligence and Self Esteem. (iii) Teachers of different age group and teaching experience differed in Emotional Intelligence, not in Self-Esteem whereas Teachers of different qualifications did not differ both in Emotional Intelligence and Self-Esteem.

Chau-Kiu Cheung et.al (2015) explored on "Emotional Intelligence as a Basis for Self-Esteem in Young Adults". This study consists of 405 undergraduates in Hong Kong, China. Results demonstrated the pivotal role of emotional intelligence. Essentially, emotional intelligence appeared to be a strong determinant of self-esteem and explain away the positive effect of social competence on self-esteem. The results imply the value of raising emotional intelligence in order to consolidate the basis for the young adult's self-esteem.

Ravidranath K. Murthy (2016) made a study on Self-Efficacy and Teacher Effectiveness. The present study adopted a survey research design methodology using descriptive research perspective. The sample comprised of 250 secondary school teachers selected from different government schools. Data analysis revealed that there is a significant positive relationship between self-efficacy and teacher effectiveness.

Thiruppathi.V and Anitha.S (2017) examined the self-esteem and professional adjustment of student teachers. Stratified random sample of 300 student teachers in different college of education in Kanyakumari District. This investigation reveals that there is a

significant relationship between the self-esteem and personal adjustment. The major findings of the study are there is a significant correlation between self-esteem and personal adjustment of student teachers, gender, locality, religion and income status does not create any difference in self-esteem among student teachers but type of management plays a significant role in self-esteem of student teachers.

METHODOLOGY

Sample

The pre-service teachers studying at various teacher training institutions were selected as the sample of the study. The present study consists of 342 pre-service teachers selected from one government, two government aided and thirteen self-financing institutes in the Cuddalore District of Tamil Nadu by adopting Purposive sampling technique.

Tools

The following tools were used in this study:

1. Self-Esteem Assessment Scale (SEAS) – Constructed and Standardized by the investigator (2017).
2. Teacher Effectiveness Scale (TES) – Constructed and Standardized by the investigator (2017).

Self-Esteem Assessment Scale (SEAS) and Teacher Effectiveness Scale (TES)

The Rosenberg Self-Esteem Questionnaire developed by Rosenberg (1965), Self-Esteem Scale made by A. M. Egly (1973), Sorensen Self-Esteem Test (2006) have been considered for the development of Self-Esteem Scale of the present study. The investigator developed a new tool for measuring the self-esteem of pre-service teachers. Due consultation with experts from sociology and psychology has helped the investigator to make the items more relevant to the problem of students. This scale was 4 point scale. In this scale total 25 statements were present.

Later the same model was refined and the five domains were reduced into four as self-awareness, self-management, social awareness and relationship management. It was designed as a Likert type five point rating scale. Each statement is to be rated by the respondent as Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree.

The Teacher effectiveness scale by Pramodkumar and Mutha (1974), Sujata Mishra (1991) and UmmeKulsum (2000) have been

considered for the development of Teacher Effectiveness Scale of the present study. The scale has 60 items covering all the five areas namely- preparation and planning, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relationship. Effectiveness is perceived in terms of rungs of ladder i.e. most effective teachers can be placed at the tenth rung while the least effective can be placed at zero level. Each teacher has to read a particular question and mark the number 0-10 according to the level which he thinks he has attained till today and he aspires to attain in the next three years. Thus, each item elicits two responses: (i) step number on now (ii) step number aspiring to attain in the next three years.

Data collection

The research instruments to measure emotional intelligence and teacher effectiveness of pre-service teachers were administered to a sample of 342 Pre-service teachers in Cuddalore district of Tamil Nadu by Purposive sampling technique, after getting prior permission from the respective Principals of the teacher training institutions. The instruction regarding the methods of answering was clearly given in the tools. The investigator met the subjects in person. The subjects were requested and persuaded to go through the instruction and statements carefully and indicate their responses in the tools.

Table -1: Mean and SD of Pre-service Teachers' Self-Esteem, Teacher Effectiveness and their Factors

Self-Esteem and Teacher Effectiveness	Mean	SD
Control and Personal Responsibility	17.55	4.36
Belonging and Acceptance	17.02	4.72
Competence	12.84	3.09
Overall Self Esteem	47.42	10.75
Preparation of Teaching and Planning	75.12	12.75
Classroom Management	94.99	16.00
Knowledge of Subject Matter	46.03	8.36
Teacher Characteristics	115.01	19.12
Interpersonal Relations	75.33	12.87
Overall Teacher Effectiveness	406.48	63.69

The Table 2 reveals that the self-esteem of pre-service teachers with respect to Control and Personal Responsibility (M=17.55) Belonging and Acceptance (M=17.02) and Competence (M=12.84). Further in Teacher Effectiveness Scale, Teacher Characteristics (M=115.01) is more followed by Classroom Management (M=94.99), Interpersonal Relations (M=75.33), Preparation of Teaching and Planning (M=75.12) and Knowledge of Subject Matter (M=46.03).

Table – 2: t test for significant difference between Factors of Self-Esteem and Teacher Effectiveness of Pre-service Teachers

Variables		Self-Esteem				Teacher Effectiveness			
		Mean	SD	t value	P value	Mean	SD	t value	P value
Gender	Male	41.26	11.22	3.642	<0.001**	375.77	67.97	3.047	0.002**
	Female	48.12	10.49			409.98	62.35		
Age Group in years	Below 20	48.48	9.50	2.127	0.034*	412.40	57.67	2.000	0.046*
	Above 20	45.99	12.11			398.53	70.40		
Marital Status	Married	42.38	10.75	3.919	<0.001**	389.89	71.45	2.142	0.033*
	Unmarried	48.41	10.49			409.73	61.68		
Qualification	HSC	46.93	10.38	3.238	0.001**	404.16	63.21	2.591	0.010**
	UG Degree	54.50	13.59			440.23	62.58		
Group Studied	Arts	45.47	10.72	2.227	0.027*	395.63	67.28	2.092	0.037*
	Science	48.27	10.68			411.22	61.61		
Place	Rural	46.82	10.75	2.540	0.012*	404.42	64.92	1.467	0.143
	Urban	51.00	10.11			418.82	54.75		
Languages known	Tamil	46.53	10.61	2.533	0.012*	401.04	64.05	2.628	0.009**
	Tamil&English	49.83	10.82			421.27	60.63		

Note : 1. ** denotes significant at 1% level
2. * denotes significant at 5% level

Table – 3: Chi-square test for association between Level of Self-Esteem and Teacher Effectiveness of Pre-service teachers

Level of Self-Esteem	Level of Teacher Effectiveness			Total	Chi-square value	P value
	Low	Moderate	High			
Low	41 (45.6%) [45.6%]	27 (30.0%) [17.6%]	22 (24.4%) [22.2%]	90 (100.0%) [26.3%]	39.732	<0.001**
Moderate	39 (23.6%) [43.3%]	89 (53.9%) [58.2%]	37 (22.4%) [37.4%]	165 (100.0%) [48.2%]		
High	10 (11.5%) [11.1%]	37 (42.5%) [24.2%]	40 (46.0%) [40.4%]	87 (100.0%) [25.4%]		
Total	90 (26.3%) [100.0%]	153 (44.7%) [100.0%]	99 (28.9%) [100.0%]	342 (100.0%) [100.0%]		

Note: 1. The value within () refers to Row Percentage
 2. The value within [] refers to Column Percentage
 3. ** Denotes significant at 1% level

Table – 4: Pearson Correlation Coefficient between Factors of Self-Esteem and Teacher Effectiveness of Pre-service Teachers

Factors of Self-Esteem	Factors of Teacher Effectiveness					
	Preparation of Teaching and Planning	Classroom Management	Knowledge of Subject Matter	Teacher Characteristics	Interpersonal Relations	Overall Teacher Effectiveness
Control and Personal Responsibility	0.539**	0.552**	0.496**	0.586**	0.563**	0.601**
Belonging and Acceptance	0.556**	0.567**	0.519**	0.608**	0.565**	0.619**
Competence	0.498**	0.455**	0.406**	0.537**	0.496**	0.529**
Overall Self-Esteem	0.606**	0.604**	0.546**	0.659**	0.619**	0.667**

Note: ** Denotes significant at 1% level

Self-Esteem on Control and Personal Responsibility and Preparation of Teaching and Planning is 0.539, which indicate 53.9 percentage positive relationships between Self-Esteem on Control and Personal Responsibility and Preparation of Teaching and Planning and is significant at 1% level. The correlation coefficient between Belonging and Acceptance and Classroom Management is 0.552, which indicate 55.2 percentage positive relationships between Belonging and Acceptance and Classroom Management and is significant at 1% level. The correlation coefficient between Self-Esteem on Competence and Knowledge of Subject Matter is 0.496, which indicate 49.6 percentage positive relationships between Self-Esteem on Competence and Knowledge of Subject Matter is significant at 1% level and similarly the other factors are positively correlated with each other.

Major Findings of the study

The findings of the present study revealed that the overall teacher effectiveness of pre-service teachers in teacher training institutions is high and overall self-esteem is average. The finding of the study also reported that there is significant difference in the level of self-esteem and level of teacher effectiveness between the genders of pre-service teachers. The analysis of the study revealed that a positive correlation exists between Self-esteem and teacher effectiveness. Further it is inferred from the study that there is association between level of self-esteem and teacher effectiveness of pre-service teachers.

CONCLUSION

Self-esteem is an integral part of the growth of both teachers and students who interact in varied capacities daily. Pre-service teachers' self-esteem would also be linked to self concept because self concept hinges on how we think and how we evaluate ourselves. Unfortunately, if Pre-service teachers have a distorted self image of themselves, it is possible that they become incapacitated in their teaching career. Second, self-esteem, it is linked with teachers' self image as self image is how we truly see ourselves Since self-esteem is how we value our selves, self concept and self image

Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is association between level of self-esteem and teacher effectiveness of pre-service teachers. Based on the row percentage, self-esteem of low level, 45.6% pre-service teachers are low level of teacher effectiveness, 30.0% are moderate level of teacher effectiveness and 24.4% are high level of teacher effectiveness. The self-esteem of high level, 11.5% are low level of teacher effectiveness, 42.5% are moderate level of teacher effectiveness and 40.6% are high level of teacher effectiveness. There is a close relationship between self-esteem and teacher effectiveness. Hence low level of self-esteem of pre-service teachers possess low level of teacher effectiveness and high level of self-esteem of pre-service teachers possess high level of teacher effectiveness.

The relationship between Self-Esteem and Teacher Effectiveness In order to test the relationship between Self-Esteem and Teacher Effectiveness, a Pearson Product-Moment Correlation Coefficient was run using SPSS. The results (Table 2) indicate that there is a positive significant correlation between Self-Esteem and Teacher Effectiveness at the level of 0.01. The correlation coefficient between

add to the equation because they bring the needed fuel into the educational and teaching arena of how we think about ourselves as educators and how we see ourselves respectively.

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