



Self Evaluation Of Secondary School Teachers : With Special Reference To Teaching Work

* Dr. Pratik R. Maheta

* I/C Principal, SMt. R. D. Gardi College of Education, Rajkot, Morbi

Keywords : Self Evaluation, Teaching, School Teachers

INTRODUCTION :

The process of fulfillment of communities expectation means education. There is an accordingly change in education by delivering "Spiritual Knowledge" to "give and take" principle with time and situation from animal husbandry to technological generation of Indian community. Education is not a service but it known as a profession. There is a difference in teaching profession as compared to other professions.

From point of view about professional aspect teacher should be a better teacher before becoming a nice teacher. They should be fulfilling their responsibility by collaborating their professional aptitudes and special characteristics about their profession. The teacher is a human resource developer and maker of man, therefore they should plan to make "Self to all" valid. Thus, commitment towards educational work-teaching work is the pillar of a teacher profession.

From various areas of education, teachers" evaluation is always done with reference to their performance and their role. Teacher evaluation is such a process in which the information about teachers work in various aspects can be gathered. Self evaluation is more useful rather than evaluated by students, peer, principals or management. According to Epstein, (2004) improvement of communication, positive motivation, enhancing students learning, increasing volunteerism, supporting decision making and collaborating with the community should be given preference far self evaluation of school teachers with special reference to teaching work.

Here, the researcher had tried to known the self evaluation of teachers by converting above stated elements in Indian context.

OBJECTIVES OF THE STUDY

The present study has been conducted with the following objectives :

1. To construct scale to measure self evaluation of school teachers. With special reference to teaching work.
2. To determine the reliability of scale to measure self evaluation of school teachers with special reference to teaching work.
3. To determine the validity score of scale to measure self evaluation of school teachers with special reference to teaching work.

HYPOTHESES OF THE STUDY

Null Hypotheses of the present study were as follow. All hypotheses tested through 't' test.

1. There will be no significant difference between the mean scores obtained on Teaching work self Evaluation scale by the teachers of the schools with reference to their gender (male and female)
2. There will be no significant difference between the mean scores obtained on Teaching work self Evaluation Scale

by the teachers of the schools with reference to their category (Reserved and non-reserved)

TOOL OF THE STUDY

In the present study, for the construction of the Teaching work self Evaluation Scale few elements given by Epstein, (2004) which includes (1) Improvement of communication, (2) Positive motivation, (3) Enhancing student learning, (4) Increasing volunteerism, (5) Supporting decision making and (6) collaborating with the community. The scale was constructed with the help of the above stated elements by the researcher. The tool was constructed by Likert method. The scale consisted positive Statements having four point scale including 'always', 'often', 'seldom' and 'never'.

REALIABILITY

The Reliability score of Teaching Work Self Evaluation Scale was 0.81

The Reliability score of Teaching Work Self Evaluation Scale was 0.81

SAMPLE

The sample consisted of 100 school teachers. The sample was described as follows

As per Sex :

	No. of teachers
Female	50
Male	50

VARIABLES

The main variables of the research were as follows :

INDEPENDENT VARIABLES

(1) Sex

DEPENDENT VARIABLES

Teaching work self evaluation scores.

RESULT TABLES

**TABLE-1
SIGNIFICANT DIFFERENCE OF SCORES
OBTAINED ON TEACHING WORK
SELF EVALUATION SCALE WITH REFERENCE
TO SEX OF SCHOOL TEACHERS**

SEX	NO. OF TEACHERS	MEAN	STANDARD DEVIATION	t-VALUE
FEMALE	50	88.34	10.71	4.630
MALE	50	86.24	11.80	

RESULT AND DISCUSSION.

1. Mean of Male and female teachers on Teaching work self evaluation scale were 88.34 and 86.24 respectively. T-value obtained on Teaching work self evaluation scale with reference to sex (Female and Male) was 4.630. The value was higher than 2.58 so, at 0.01 level there was found significant difference.
2. There was a significant difference between the self evaluation with reference to teaching work of school teachers with reference to their gender (male and female). The self evaluation with reference to teaching work of female teachers was higher than that of male teachers of male teachers of schools.

CONCLUSION

1. The level of self evaluation of school teachers related to teaching work was high.

REFERENCES

Best, J. W. (1970). *Research in Education* (7th Edition). New delhi : Prentice Hall of India Private Limited. | Edwards, a. L. (1957). *Techniques of Attitude Scale Construction*. New York : Appleton Century Crofts. | Filho, Souza, & Edson A. (2005). *The teacher's psychosocial self-evaluation*. Retrieved on 16th August 2010 From http://www.scielo.br/scielo.php?pid=S0104_40362005_000400007&script=sci_abstract. | Mehta, Amisha., & Xavier, Robina., (2008). *Building self-evaluation skill through criterion-referenced assessment in public relations*. Retrieved on 27th July 2010 from http://www.prismjournal.org/fileadmin/Praxis/Files/Journal_Files/Mehta_Xavier.pdf.