



ORIGINAL RESEARCH PAPER

EDUCATION

TEACHER EFFICACY AND SELF-ESTEEM OF HIGHER SECONDARY TEACHERS – GENDER WISE ANALYSIS

KEY WORDS: Teacher Efficacy, Self esteem, Higher Secondary Teachers.

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ABSTRACT

The present study examined the teacher efficacy and self-esteem of higher secondary teachers with respect to gender. The main objectives of the study were to find out the level of teacher efficacy and self-esteem of higher secondary teachers and to find out the relationship between teacher efficacy and self esteem of higher secondary teachers. Survey method was used in the study. The result revealed that there is a significant relationship between teacher efficacy and self esteem of higher secondary teachers.

INTRODUCTION

Education has an immense impact on the human society. One can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think and take the right decision. In other words man becomes a rational animal when he is educated. It is through education that knowledge and information is received and spread throughout the world. An uneducated person cannot read and write and hence he is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside world. In contrast, an educated man lives in a room with all its windows open towards outside world.

TEACHER EFFICACY

Teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. It is in making explicit the judgment of personal competency in light of an analysis of the task and situation. Both the self-perception of teaching competence (including an assessment of internal resources and constraints) and beliefs about the task requirements in a particular teaching situation (including an assessment of resources and constraints external to the teacher) contribute to teacher efficacy and to the consequences that stem from efficacy beliefs.

SELF-ESTEEM

The word esteem means to have a high regard for, value something or someone, thinking and believing that something or someone is of great value. Self-esteem is the way you look at, feel, regard and value yourself. Self-esteem is a positive or negative orientation towards oneself; and overall evaluation of one's worth or value. One of the most important aspects of self concept is our self-esteem. Rosenberg (1965) defined self-esteem as, "the evaluation which the individual makes and customarily maintains with regard to himself, expressed as an attitude of approval." According to Coopersmith (1967) "Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds himself". Nathaniel Branden (1969) stated that "Self-esteem is the integrated sum of total confidants and self-respect". Hemachek (1971) explained self-esteem as the affective portion of the self. It is the fertilizer which nourishes one's talents, resources and abilities. This makes one to have a perception of reality based on clarity, intelligence, understanding and so on which in turn leads to a life with direction and purpose.

SIGNIFICANCE OF THE STUDY

Teachers' self-efficacy is associated with positive teaching behaviours and it is indispensable to successful students' outcome. The ultimate result of the student is dependent on the individual teachers. Successful education can only be assured through teachers who have acquired necessary knowledge and skills. Teachers' self-efficacy or belief in their capacity to work effectively is a significant factor in determining successful education. It is evidently true that teacher efficacy plays a vital role in bringing out

the innate capacities of an individual and thus to bring desirable behavioral changes in an individual at a given time.

Researchers have found out that self-efficacy is the key element of self-esteem. Self-esteem is nothing but one's own personal judgment of worthiness. Therefore self-esteem is an important psychological factor which accelerates an individual to believe in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. So the researcher assumed that the self-efficacy of the teachers is related to their self-esteem in one way or the other.

OBJECTIVES

1. To find out the level of teacher efficacy of Higher Secondary Teachers.
2. To find out the level of self-esteem of Higher Secondary Teachers.
3. To find out whether there is any significant relationship between teacher efficacy and self-esteem of higher secondary teachers.

NULL HYPOTHESES

1. There is no significant relationship between teacher efficacy and self-esteem of higher secondary teachers.

METHOD

The investigator used the survey method in this present study.

POPULATION

The population for the present study is the higher secondary teachers handling XI and XII standard in Tenkasi educational District.

SAMPLE

The investigator used simple random sampling technique to select the sample from the population. The sample consists of 250 higher secondary teachers.

TOOLS USED IN THE STUDY

1. Teacher's sense of efficacy scale is a standardized tool prepared by Megan Tschannen – Moran and Anita Woolfolk Hoy.
2. The Rosenberg's Self-esteem Scale (RSE)

STATISTICAL TECHNIQUES USED

Percentage analysis and Correlation analysis

TABLE - 1 LEVEL OF TEACHER EFFICACY OF HIGHER SECONDARY TEACHERS

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Teacher Efficacy	45	18.0	172	68.8	33	13.2

It is inferred from the above table shows that, the higher secondary teachers have moderate level on their teacher efficacy.

TABLE - 2
LEVEL OF SELF ESTEEM OF HIGHER SECONDARY TEACHERS

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Self-esteem	46	18.4	161	64.4	43	17.2

It is inferred from the above table shows that, the higher secondary teachers have moderate level on their self esteem.

Null Hypothesis: 1

There is no significant relationship between teacher efficacy and self-esteem of Higher Secondary Teachers.

TABLE - 3
RELATIONSHIP BETWEEN TEACHER EFFICACY AND SELF-ESTEEM OF HIGHER SECONDARY TEACHERS

N	ΣX	ΣY	Σx ²	Σy ²	ΣXY	Calculated 'r' value	Table value	Remark at 5% level
250	25336	5452	2588902	121912	555033	0.313	0.113	S

It is inferred from the above table that there is a significant relationship between teacher efficacy and self-esteem of Higher Secondary Teachers.

FINDINGS

1. The higher secondary teachers have moderate level of teacher efficacy.
2. The higher secondary teachers have moderate level of self esteem.
3. There is significant relationship between teacher efficacy and self-esteem of Higher Secondary Teachers.

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