



SELF-ESTEEM AND CLASSROOM PERFORMANCE COMPETENCY OF TEACHERS OF HIGH SCHOOLS WITHIN URBAN AREA OF IMPHAL EAST DISTRICT

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Abstract

The teacher is the central point in the process of education. For a teacher, self-esteem and classroom performance competency may be considered to be important qualities. The loss caused by the deficiencies in the teacher component can't be restored by any amount of inputs. The poor performance of teachers certainly affects the tone of school. If teachers are incompetent, dissatisfied with their job and not guided by proper values, the entire edifice of education system will be in danger. Effective teaching requires good and competent teachers. An effective teacher is one who is able to bring out intended learning outcomes. This ability to bring out intended learning outcomes is concerned with teacher competencies. The successful teacher tends to be warm, understanding, friendly, responsible, systematic, imaginative and enthusiastic. Considering the notion that personality of a teacher has an effect on his/ her competency. Self-esteem is an important personality characteristics of an individual. Therefore this study will analyze the effect of self-esteem of the teacher on his/ her classroom performance competency among teachers working in High Schools of Imphal Area.

Keywords: *Self-esteem of the teacher, Classroom Performance Competency, High School Teachers, and Imphal Area.*

The teacher is the central point in the process of education. For a teacher, self-esteem and classroom performance competency may be considered to be important qualities. The loss caused by the deficiencies in the teacher component can't be restored by any amount of inputs. The poor performance of teachers certainly affects the tone of school. If teachers are incompetent, dissatisfied with their job and not guided by proper values, the entire edifice of education system will be in danger. Effective teaching requires good and competent teachers. An effective teacher is one who is able to bring out intended learning outcomes. This ability to bring out intended learning outcomes is concerned with teacher competencies. As mentioned earlier Ryans (1960) made an extensive investigation into teacher personality and its relationship to teacher effectiveness. He found that the successful teacher tends to be warm, understanding, friendly, responsible, systematic, imaginative and enthusiastic. Again, as mentioned earlier, Cortis (1973) found that those teachers who showed most career satisfaction and seemed to be making the best professional progress appeared able to put school before self and to submerge minor differences with colleagues in the interests of establishing within the school those coherent, consistent policies that enable children to feel secure and confident. By contrast, Cortis found unsuccessful teachers tended to be more self-oriented and to be more dominant, suspicious and aggressive. Considering the notion that personality of a teacher has an effect on his/ her competency, there proposes to study the effect of self-esteem of the teacher on his/ her classroom performance competency, Self-esteem is an important personality characteristics of an individual.

Ganihar, Noorjahan (2000) : The relation between cognitive style and personality variables and preference for teacher behaviour of secondary school students. In his finding it was concluded that cognitive style and personality were associated. Students with cognitive styles and personality styles prefer different types of teacher behaviour in the classroom. Singh (1979) a

Lecturer in the Department of Teacher Education, New Delhi makes a study of Creativity in School Teachers as Measured by Mehdi's Test in Relation to their Self-concept, Attitude towards Teaching and classroom Verbal Interaction. Important findings of the study: (i) There is a positive and significant relationship between verbal creativity in teachers and their self-concept. (ii) There is no significant relationship between verbal creativity in teachers and their attitude towards teaching. (iii) Men and Women teachers do not differ significantly in their verbal creativity. (iv) There is a positive and significant relationship between teachers' self concept and their divergent questions. Malhotra, (1976) makes a study to investigate teacher classroom behaviour in relation to presage variables of teacher attitude and adjustment, and product variables of student's liking and perceived behaviour by peers, principals and self. *Major findings of the study* : (i) Younger teachers are more indirect in their classroom behaviour than older teachers. There is negative relationship between the age of the teachers and indirect/direct behaviour. (ii) The male and female teachers have more or less similar behaviour pertaining to indirectness and directness. (iii) The teachers with bachelor's degree were more indirect in their classroom behaviour than teachers with master's degree. George and Joseph (1978) study the Effect of Microteaching on General Teaching Competence and Teacher Attitude of the B.Ed. Trainees. *Major findings* : (i) There was no significant difference in the teacher attitude scores of the B.Ed, trainees before and after exposure to the technique of microteaching. (ii) The students' reactions to the microteaching approach were positive and favourable generally. Jain (1982) Studied Classroom Behaviour Patterns of Teachers in Relation to their Attitude Towards Profession, Morale and Value. *Major findings* : (i) Male Teachers devoted more time in asking questions than did female teachers. (ii) Pupils interacted differently in the classes of married, unmarried or deserted teachers. Passi and Sharma (1982) made a study of Teaching Competency of Secondary School Teachers, in the Dept. of Edu.



Indore University. Major findings: (i) The male and the female language teachers do not differ in their competency. (ii) There is a significant negative correlation between the self-perception of the language teachers teaching at the secondary level and teaching competency. (iii) There is significant positive relationship between the teacher's teaching competency, the liking of their pupils of their teaching behaviour and the academic achievement of the pupils of Grade IX in Hindi. Verman (1998) studies the development of teaching competency when microteaching is used among student teachers. It is found that student teacher receiving microteaching experience show better competencies in skills like skill of reinforcement, the skill of probing questioning, the skill of stimulus variation, the skill of illustration with examples and the skill of explaining.

After analysing the above-mentioned studies the present investigator can high light some of them directly or indirectly falling in the area of teachers' self-esteem and classroom performance. Teachers' characteristics, especially interest, attitudes and needs along with certain personality variables etc. have been attracting the attention of researchers. Self-esteem is an important personality variable which may affect the Classroom Performance Competence of Teachers, and to the knowledge of the present investigation, no study worth to mention has been done to study the effect of self-esteem upon the classroom competence of teachers So, it is considered to investigate the effect of self-esteem on teacher classroom performance competencies.

Self-Esteem: Self-esteem refers to the self evaluation made be an individual and one's attitudes toward oneself along a positive-negative dimension. It is concerned with self-regard, self-respect, self-concept. **Teacher Classroom Performance:** Ryans defines teacher performance as the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly those who are concerned with the guidance or direction of the learning of others." It also refers to the behavior of a teacher while teaching a class (both inside and outside the classroom.) **Teacher Competency:** A competent teacher is one who: (a) has the skill of accurate perception of the classroom situation and the changes that occur within the classroom. (b) is aware of a teacher's role which is appropriate to the situation.

Objectives of the study: The objectives comprised – to find out the differences between the male and female teachers in their self-esteem level; to find out the difference between the male and female teachers in their classroom performance competency level; to find out the difference between the high and low self-esteem male teachers in the effect of self-esteem on the classroom performance competency level; to find out the difference between the high and low self-esteem female teachers in the effect of self-esteem on the classroom performance competency level; and to find out the overall differences between the teachers of high and low self-esteem teachers of high schools on classroom performance competency level.

Hypotheses: There may not be a difference between the male and the female teachers in their self-esteem; there is no difference between the male and the female teachers in their classroom performance competency; there is no difference between the high and low self-esteem male teachers in the effect of self-esteem on the classroom performance competency; there is no difference between the high and low self-esteem female teachers in the effect of self-esteem on the classroom performance competency and teachers is no difference the overall level of class room performance competency among the teachers of high and low self-esteem of high schools.

Research Design

Survey method was used as the most appropriate one for the present field of study. Therefore, a descriptive survey method of researching was used just to obtain relevant and correct data for the given proposed field of study. For the present study, the investigator selected 160 teachers working in high schools, 80 of them males and the remaining 80 are females from Imphal East District, Manipur. In getting these sample, the randomized method was adopted.

| High Self-Esteem Teachers | | Low Self-Esteem Teachers | |
|---------------------------|-----------------|--------------------------|-----------------|
| Male Teachers | Female Teachers | Male Teachers | Female Teachers |
| 40 | 40 | 40 | 40 |

The following tools were employed to gather new data in connection with self esteemed and Classroom Performance Competency Scale: **The Self-Esteem Scale:** The Self-esteem scale used in the present study to measure self-esteem is the Texas Social Behaviour Inventory : Form A (TSBIA). It is a 16-item short version of the 32-item of the Helmreich, Stapp and Ervin's (1974) Texas Social Behaviour Inventory (TSBI), a validated, objective measure of self-esteem or social competence (Helmreich and Stapp, 1974) and generally described as a measure of social self-esteem (Spence, Helmreich and Stapp, 1975). Each item has five response alternatives ranging from "not at all characteristic of me" to "very characteristic of me". The items are keyed in both the directions. The TSBI has been found orthogonal to social desirability for males and having a modest correlation only for females (Helmreich and Stapp, 1974), and related to intelligence (Stapp, 1974). As the items appear pan-cultural in nature, they are used in their original form. Singh, Sahoo, and Rout (1989) used the TSBIA, earlier, in the Indian situation to measure the self-esteem. **Classroom Teaching Competence Scale:** The rating scale used in the present study for observation and rating the classroom performance competency of teachers is the Classroom Teaching Competence Scale (CTCS) of Mukhopadhyay (2005). The scale has 18 statements. The classroom teaching competence of a teacher is to be rated on a five point scale for each of the 18 items. The rater needs to study the indicators given in the ground rules related to 0,1,2,3 and 4 for each of the items prior to rating a lecture. Please check against any of the numbers against each item in its column. All items must be rated. The scale has ground rules for class room observation. The study has two



distinct phases : testing phase, i.e., selection of participants, (teachers) for the observation, and observational phase, in which selected participants are being observed as to their teaching performance. In the testing phase, the participants are administered the TSBIAs individually, and scores are analysed for male and female teachers separately. Using the 30th percentile and the 70th percentile as cut-off points, they are categorised into two extreme groups for each sex group. The 30th and the 70th percentiles of the scores for male teachers are 36.54 and 43.54 respectively, and that for female teachers are 35.2 and 41.904 respectively. Twenty male teachers and twenty female teachers were selected from each of the respective extreme groups for the observation. In the observation phase, a participant (teacher) is his/her normal duty of teaching his/her class. The classroom performance competency of the teacher was observed and assessed with the help of the Classroom Performance Competency Scale. In this way, for each of the selected teachers, the classroom performance competency was observed and assessed. In the present study 't' test is applied to study the difference between high self-esteem teachers and low self-esteem teachers in their classroom performance competency. The study is to be conducted under some limitations. Because of the limitation of time and resources, the investigator used only one personality variable, namely, self-esteem.

Analysis and Interpretation

There may not be a difference between the male and the female teachers in their self-esteem:

Table 1 - t-ratio for Male and Female Teachers on Self-esteem Scores.

| Teacher | N | M | SD | SE | df | T-Ratio |
|---------|----|------|-------|-------|----|---------|
| Male | 40 | 39.8 | 8.986 | 03.51 | 78 | 00.63 |
| Female | 40 | 37.6 | 7.723 | | | |

As shown in the above table No: 1, the mean values of self-esteem scores of male and female teachers are 39.8 and 37.6 respectively and the values of standard deviation are 8.986 and 7.723, respectively. The value of standard error is 03.51. The 't' ratio is found to be 00.63 which is below the t-ratio value of significant at 0.05 level. It is found that, there is no significant difference between Male and Female teachers of high schools on Self-esteem.

There is no difference between the male and the female teachers in their classroom performance competency.

Table 2 - t-ratio from Male and Female Teachers in their Classroom Performance Competency Scores.

| Teacher | N | M | SD | SE | df | 't' ratio |
|---------|----|-------|-------|------|----|-----------|
| Male | 40 | 41.4 | 8.679 | 1.74 | 78 | 0.2 |
| Female | 40 | 41.05 | 6.735 | | | |

As shown in the Table No: 2, the mean values of male and female teachers in their classroom performance competency are 41.40 and 41.05 respectively and the values of standard deviation are 09.679 and 06.753 respectively. The value of standard error is 1.74. The T-ratio is found to be 0.2 which is not significant at even 0.05 level. It is found that, there is no significant difference between Male and Female teachers in their Classroom Performance Competency level.

There is no difference between the high and low self-esteem male teachers in the effect of self-esteem on the classroom performance competency.

Table 3 - t-ratio from High and Low Self-esteem Male Teachers in their Classroom Performance Competency Scores

| Teacher | N | M | SD | SE | df | 't' ratio |
|-----------------------|----|-------|-------|------|----|-----------|
| High self-esteem male | 40 | 47.45 | 8.885 | 2.39 | 38 | 5.06 |
| Low self-esteem male | 40 | 35.35 | 5.935 | | | |

As shown in the Table-3, the mean values of high and low male self-esteem teachers in their Classroom Performance Competency are 47.45 and 35.35 respectively and the values of standard deviation are 8.85 and 5.935 respectively. The value of standard error is 2.39. The 't' ratio is found to be 5.06 which is well above the value of T-Ratio at 0.05 and 0.01 level. It is found that, there is high significant difference between the teachers of high and low self-esteem of high schools on Classroom Performance Competency.

There is no difference between the high and low self-esteem female teachers in the effect of self-esteem on the classroom performance competency.

Table 4 - t-ratio from High and Low Self-esteem Female Teachers in their Classroom Performance Competency Scores

| Teacher | N | M | SD | SE | df | T-ratio |
|-------------------------|----|-------|--------|-------|----|---------|
| High self-esteem female | 40 | 44.80 | 06.925 | 01.78 | 38 | 04.21 |
| Low self-esteem female | 40 | 37.30 | 03.887 | | | |

As shown in the Table-4, the mean values of high and low self-esteem female teachers in their Classroom Performance Competency are 44.80 and 37.30 respectively and the values of standard deviation are 06.925 and 03.887 respectively. The value of standard error is 01.78. The 't' ratio is found to be 04.21 which is above the value of T-Ratio at 0.05 and 0.01 levels. It is found that, there is highly significant difference between high and low self-esteem male teachers in their means scores on Classroom Performance Competency.

There is no difference between the overall level of classroom performance competency among the teachers of high and low self-esteem teachers of high schools.

Table 5 - t-ratio from overall High and Low Self-esteem Female Teachers in their Classroom Performance Competency Scores

| Teacher | N | M | SD | SE | df | 't' ratio |
|---------------------------|----|-------|------|-------|----|-----------|
| High self-esteem Teachers | 40 | 46.12 | 7.91 | 02.17 | 78 | 04.52 |
| Low self-esteem Teachers | 40 | 36.33 | 4.91 | | | |

As shown in the above table No: 5, the mean values of high and low self-esteem teachers in their Classroom Performance Competency are 46.12 and 36.33 respectively and the values of standard deviation are 07.91 and 04.91 respectively. The value of standard error is 02.17. The 't' ratio is found to be 04.52 which is above the value of T-Ratio at 0.05 and 0.01 levels. It is found that, there is highly significant difference between the overall level of classroom performance competency among the teachers of high and low self-esteem teachers of high as the high Self-esteemed teachers are performing far better than low self-esteem teachers of high schools on Classroom Performance Competency level.



Findings

It is found that, there is no significant difference between Male and Female teachers on Self-esteem. It is found that, there is no significant difference between Male and Female teachers in their Classroom Performance Competency level. It is found that, there is high significant difference between the teachers of high and low self-esteem of high schools on Classroom Performance Competency. It is found that, there is highly significant difference between the high and low self-esteem male teachers in their means scores on Classroom Performance Competency. It is found that, there is highly significant difference between the overall level of classroom performance competency among the teachers of high and low self-esteem teachers of high as the high Self-esteem teachers are performing far better than low self-esteem teachers of high schools on Classroom Performance Competency level.

Discussion

The effect of self-esteem upon the classroom performance competency of the male and the female teachers is studied in a natural classroom situation in which a teacher takes his/her class. The teachers with high self-esteem are expected to have higher Classroom Performance Competency when compared with the teachers with low self-esteem, for both male and female teachers. Persons who perceive themselves as belonging to a high level of self-actualization are directed more by internal than by external reinforcements in comparison with those who perceive themselves as belonging to a low level of self-actualization. It is also reported that persons belonging to a high level of self-actualization are more flexible and less rigid in their behaviour than those belonging to a low level of self-actualization. These findings may be said to be consistent with the finding of the present study that self-esteem of the teachers affects their teaching competency. The findings, reported by Bhagoliwal (1982) in a study on personality characteristics associated with teaching effectiveness as seen through Rorschach technique, may also be cited as having high significance to the findings of the present study. Bhagoliwal has reported that the more effective teachers are characterized by having more of creative potential indicated by imaginable resources reflected in object and person relations whereas the less effective teachers lack productive resources. Further, it is also reported that the more effective

teachers handle their anxiety in a comparatively more introspective manner whereas the less effective ones reveal either excessive control or over-indulgent behaviour. Joshi and Parija (2000) who have made a study of the personality correlates of teaching competency, have found that teachers possessing personality traits, like boldness, confidence, experimentation, imagination, high self-concept and relaxed have higher teaching competency than their counterparts. This is consistent with the finding of the present study that high self-esteem teachers show greater teaching competency than low self-esteem teachers.

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