TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SELF ESTEEM AND DIGITAL COMPETENCE

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Abstract

Quality of teaching-learning is a direct indicator of the effectiveness of teachers. The present study aimed at finding the relationship of teacher effectiveness with self esteem and digital competence for which 150 a random sample of 150 teachers from 10 schools of Saran district of Bihar were administered the Kulsum Teacher Effectiveness Scale, Coopersmith's Self Esteem Inventory and Digital Competence Scale. The analysis of the data and the result indicated significant positive correlation between teacher effectiveness and self es- teem as well as between teacher effectiveness and digital competence of secondary school teachers. The result can be used to devise various ways and means for enhancing the effec- tiveness of teachers.

Introduction

Effective teachers add confidence and charisma to their students along with imparting essential skills for knowledge acquisition and enhancement of their learning in a more satisfying, joyful and meaningful ways. The role of teachers is quite challenging in the sense that it demands not only a high level ofintelligence owing to tremendous information-explosion, but also a higher self esteem and technological empowerment with emotional stability so as to be able to help their students choose the best pathways of learning such as blended learning, online learning and learning at one's own convenience. As Hay (2015) opines, 'teachers of the twenty first century have to possess technology and research skills, apart from the usual pedagogical skills. They have to become lifelong learners and keep on upgrading their professional skills so that they are able to bridge theory and practice and create a high quality leaning environment in the classroom. Advanced nations have been built with the support of accomplished professional teachers who are knowledgeable, resourceful and technologically-oriented.

These days it is essential for a teacher to use digital technology in order to enhance the effectiveness of his teaching for ensuring optimumlearning for his students. An effective teacher is mission driven, feeling a call to teach and has as a passion to help students learn and grow as articulated beautifully by Fried (1995): "To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world,

drawn to the dilemmas and potentials

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of the young people who come into class each day-or captivated by all of these." Moreover, an effective teacher is more realistic, practical and caring to the students as asserted by Ewan thus, 'The highly effective teacher is positive and real, demonstrating the qualities of caring, empathy, respect, and fairness in relationships with students, parents and colleagues because good teaching cannot be reduced to technique; it comes from the identity and integrity of the teacher.' The three more facets of the classroom, which an effective teacher is supposed to have complete control over, are: management and organization of the classroom, the engagement of students and the management of time. A teacher must create an environment which permits children to make continuous attempts to link the use of language with life's experiences and objects (Kumar, 1994). Thus, by involving students in the production of knowledge they are more likely to be embedded in the teaching and learning process and develop cognitive abilities that deepen their learning, leading to a lifelong interest in learning, which improves motivation and therefore aids retention (Stevenson, 2014).

The world Bank Report (2017) asserts that although the recent expansion in education (nay, schooling) worldwide is quite impressive by historical standards, the learning outcomes are poor, levels of learning are low and there is higher level of inequality in educational achievements of different strata of society. Even this report shows relatively slow progress so far as achievement in learning is concerned, particularly in third world countries. It further shows how schooling is not the same as learning and that children learn very little in many educational systems around the world; even after several years of schooling, millions of students lack basic literacy and numeracy skills. All these aspects of quality learning ultimately converge to the key players in the system of education and point to the urgency of enhancing teacher effectiveness through various strategies like increasing their level of teacher effectiveness, empowering them with higher standards of digital competence and ensuring better standards of job satisfaction leading ultimately to higher self esteem among the teachers so as to make them play prominent roles in changing the learning paradigm for their students.

Rationale of the study

The role of teachers has undergone drastic change over the last decades from that of knowledge providers to facilitators of students' intellectual empowerment. The effectiveness of teachers has been put continuously to test by the changing demands of society in its many phases of transition. In fact, effective teachers have always been in great demand for social development and transformation. But, teacher effectiveness is itself dependent on a number of factors-chief among them being their self confidence in carrying out their work with missionary zeal emanating from their self-esteem. Thus, effectiveness of teachers is very significant as for their role as agents of meaningful knowledge transmission, which in turn

depends on their self esteem as well as digital expertise.

Objectives of the study

> To study the teacher effectiveness, self esteem and digital competence of secondary school teachers.

> To study the correlation between teacher effectiveness and self esteem of secondary school teachers.

> To study the correlation between teacher effectiveness and digital competence of secondary school teachers.

Hypotheses of the study

> There is no significant correlation between teacher effectiveness and self esteem of secondary school teachers.

> There is no significant correlation between teacher effectiveness and digital competence of secondary school teachers.

Design and procedure of the study

The present study was designed to determine the relationship between teacher effectiveness, self esteem and digital competence of secondary school teachers and involved descriptive survey method.

Sample

It was conducted on a sample of 150 teachers of Government high schools from 10 schools of Saran district of Bihar in November 2017.

Tools used in the study

Following tools have been used for data collection in the present study

1.   Kulsum Teacher Effectiveness Scale (Umme Kulsum, 2010).

2.   Coopersmith's Self Esteem Inventory (adapted by Vishalakshi, 2013).

3.   Digital Competence Scale (developed by the investigator).

Statistical techniques used

Following statistical techniques has been used for analyzing and interpreting the data:

1.   Descriptive statistics (such as mean, median, S.D., Skewness and Kurtosis) was computed to study the nature of distribution of scores for all the variables.

2.   The coefficient ofcorrelations were computed in order to estimate the degree of correlation of the variables.

Analysis and interpretation of the results

The data collected was analysed by employing descriptive and inferential statistics and the results were interpreted.

Table-1

Mean, Median and S.D of teacher effectiveness, self esteem and digital competence of secondary school teachers:

VARIABLE	N	MEAN	MEDIAN	S.D.	SKEWNESS	KURTOSIS
TEACHER EFFECTIVENESS	150	375.50	379.54	106.96	0.11	0.25
SELF ESTEEM	150	190.25	189.08	34.25	0.10	0.23
DIGITAL COMPETENCE	150	54.21	57.84	12.39	0.38	-0.31

Table-2

Co-relation of Teacher Effectiveness and self esteem of secondary school teachers of the sample:

VARIABLES	df at (N-2)	r-VALUE	SIGNIFICANT LEVEL
TEACHER EFFECTIVENESS			
SELF ESTEEM	148	.542	**S

**S= Correlation is significant at the 0.01 level

Table 2 above shows the relationship between teacher effectiveness and self esteem of secondary school teachers of the sample. The coefficient of correlation between teacher effectiveness and self esteem of secondary school teachers was found to be 0.542 which is significant at 0.01 level. It shows that there is a significant positive relationship between teacher effectiveness and self esteem.

Table-3

Relationship between Teacher Effectiveness and digital competence of secondary school teachers of the sample:

VARIABLES	df at (N-2)	r-VALUE	SIGNIFICANT LEVEL
TEACHER EFFECTIVENESS			
DIGITAL COMPETENCE	148	.321	*S

*S= Correlation is significant at the 0.05 level

Table 3 shows the relationship between teacher effectiveness and digital competence of secondary school teachers. The coefficient of correlation computed between teacher effectiveness and digital competence of secondary school teachers was found to be 0.321 which is not significant at 0.01 level, but significant at 0.05 level. This means that teacher effectiveness and digital competence are positively correlated for secondary school teachers.

Major findings

  On the basis of analysis of the data and interpretation of the results of the present study, following conclusions were drawn:

> There is a significant positive correlation between teacher effectiveness and self esteem of secondary school teachers.

> There is a significant positive correlation between teacher effectiveness and digital competence of secondary school teachers.

Conclusion

According to the results of the present study, it is recommended that steps should be taken to ensure maximum self esteem and digital competence among teachers in order to enhance their effectiveness. So the Government and institution should try to improve the self esteem and digital competence of the secondary school teachers. This will help this country to emerge as the next economic and knowledge super-power paving the way for re-claiming the position of JAGADGURU (World Teacher) for India.

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PERCEPTION OF SECONDARY SCHOOL STUDENTS REGARDING CURRICULUM TRANSACTION OF PUNJABI POEM

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Abstract

The study was undertaken with objective to examine the student's perception regarding Curriculum Transaction of Punjabi Poem (CTPP) at secondary stage. Total sample of 1200 students from 60 schools was taken through stratified random sampling technique from three regions of Punjab i.e. District Barnala; Malwa region, District Jalandhar; Doaba region, District Amritsar; Majha region. Perception about Curriculum Transaction of Punjabi Poem scale developed by Dr. Tirath Singh (2014) was used. It was found that both Punjabi and English medium, students studying in Govt and aided schools, students studying in Govt and private schools, students studying in aided and private schools, students with parent's qualification, as illiterate and upto 9th class more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem. No interaction effect was found.

Introduction

Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives specified in the curriculum. Curriculum transaction incorporates decisions about the contents and effective planning for providing learning experiences to.

Teaching of poetry embodies the beauty of the language, thought and feelings. It uplifts the human soul and brings music and joy into life. Poetry is the musical and metrical form of language and it brings students in touch with the very best of human nature. It develops the aesthetic pleasure and students enjoy the lyricism which is inherent in poetry. Poetry plays an important role in the several curriculums. It helps in the all around development of the student, particularly the emotional, imaginative, intellectual and aesthetic sides. It enriches the expression of students and introduces a variety of language pattern. Poetry is the blossom and fragrance of all human knowledge, human thoughts, human passion and emotions. Poetry embodies light in expression, stretched, between thought, feeling and form, poet works at the frontier of knowledge. Ted Hughes in his important and international book 'Poetry in Making' describes two aspect of poetry. Hughes claims that poetry is possessed of certain

wisdom, something

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special, something that are curious to learn. His claim is that the latent talent for self expression in any child is immeasurable. There recognitions are at the heart of reading and writing poetry in schools. The activities in the classroom need to reflect a desire to promote both in a collaborative endeavor between the teachers and taught.

Literature reviewed

Literature was reviewed with respect to Curriculum Transaction of poetry, but the researcher could not find any research on curriculum transaction of Punjabi poetry. Even in Hindi language no research was found on the same topic. A single research study was found which addresses the issue related to poetry as the nature of poetry, history of poetry, the language of poetry, poetry teaching: techniques and methods. Some of the studies were found related to curriculum transaction of English grammar and English stories. Bilingual methods were more effective instructional strategies for teaching English language and bilingual students have more positive attitude towards language (Peal et al., 1962; Sabharwal, 1978; Murphy, 1968; Morgan, 1971). Mother language has also been found to helpful in all round development of children (Riestra et al., 1964; Mishra, 1968). Gardner and Smythe (1975) found more positive attitudes towards the speaking language. Kumar (1978) and Oad (1980) found that remedial material was found to be effective in reducing the frequency of errors in language learning. Bhatnagar (2003) examined the curriculum aspects and transactional modes of Hindi language at secondary level and reveled that these should be more stress on practice grammar and using new teaching devices. Jones (2012) studied the relationship between language attitude and the involvement of stakeholders and found that stakeholders also play their important towards the attitude of learning language. Sharma (1968) studied that the mother tongue being the medium of instruction.

Objectives

1 To study the perception of secondary school students regarding Curriculum Transaction of Punjabi Poem (CTPP).

2 To study the influence of medium, type of school, father qualification and their various interactions on perception regarding (CTPP).

METHOD

In order to examine Curriculum Transaction in relation to Punjabi language total 60 schools and 1200 students of ninth class were taken through stratified random sampling technique from three regions of Punjab i.e. district Barnala; (Malwa) region, district Jalandhar; (Doaba) Region, District Amritsar;(Majha) Region.

Tool

Perception about Curriculum Transaction of Punjabi Poem (Poem (Kavita)) scale was developed by Dr. Tirath Singh (2014) was used. The scale contains 25 items with five response categories ie SA, A, UND, D, SD. Scoring was 5 4 3 2 1 for positive items and reverse for negative items. The reliability (cronbach alpha) of the scale was .82 and Content validity was ensured.

Data collection

The scale was distributed to the students of 9th class on a one to one basis and filled in front of the researcher to avoid any confusion and to get honest answers. After collecting data scoring was done according manual. Data was entered into spreadsheet for statistical analysis. Analysis was done on the basis of objectives.

Analysis and Interpretation

Table 1- Variablewise comparison of perception regarding CTPP

Variable	Category	N	Mean	S D	CV	T
Medium	Punjabi	1,064	77.40	14.706	19.0	-2.333
	English	136	80.54	15.122	18.8	
Type of School (TOS)	Govt	480	78.21	14.520	18.6	-.007
	Aided	240	78.22	13.793	17.6	
	Govt	480	78.21	14.520	18.6	1.178
	Private	480	77.07	15.503	20.1	
	Aided	240	78.22	13.793	17.6	.973
	Private	480	77.07	15.503	20.1	
Father Qualification (FQ)	Illiterate	377	78.32	15.684	20.0	.271
	School Education	449	78.04	14.279	18.3	
	Illiterate	377	78.32	15.684	20.0	1.327
	Higher Education	374	76.86	14.430	18.8	
	School Education	449	78.04	14.279	18.3	1.172
	Higher Education	374	76.86	14.430	18.8	

Note=Criterion of neutral perception=81 total number of items (25) is multiplied by number of mid response category (1) i.e. 25X3= 75. Hence mean score less than 81 indicate unfavorable/negative perception and higher mean score indicate favorable/ positive perception.

Table-I shows significant difference (-2.333) between Punjabi and English medium students. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of medium, is rejected. It may be concluded that both Punjabi and English medium students had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows no significant difference (t value .007) between students studying in Govt School and aided school. In the light of this, null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of type of school, is not rejected. It may be concluded that both students studying in Govt and aided schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows no significant difference (t value 1.178) between students studying in Govt school and private school. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of type of school, is not rejected. It may be concluded that both students studying in Govt and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows no significant difference (t value .973) between students studying in aided school and private school. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of type of school, is not rejected. It may be concluded that both students studying in aided and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows significant difference (.271) in the perception of students having parent's (father) qualification illiterate and upto 9th class. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of parent's (father) qualification, is not rejected. It may be concluded that students with illiterate and upto 9th class parent's (father) qualification had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows significant difference (1.327) in the perception of students having parent's (father) qualification illiterate and more than matric. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of parent's (father) Qualification, is not rejected. It may be concluded that students with parent's (father) qualification from illiterate and more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi

Poem.

Table-I shows significant difference (1.172) in the perception of students having parent's (father) qualification upto 9th class and more than matric. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of parent's (father) qualification, is not rejected. It may be concluded that students having parent's (father) qulication upto 9th class and more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Findings

➢ Both Punjabi and English medium students had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

➢ Students studying in Govt and aided schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

➢ Students studying in Govt and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

➢ Students studying in aided and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

➢ Student's with illiterate and upto 9th class parent's (father) qualification had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

➢ Student's with illiterate and more than matric parent's (father) qualification had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

➢ Student's with parent's (father qualification) upto 9th class and more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

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