A Study of Self Evaluation of Teacher Performance of Student-teachers in Relation to their Self-Efficacy on the basis of the Type of Management of the college

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ABSTRACT
Teachers play an important role in their students' life they are the epicenter of any educational system. It is to a great degree, the teachers who decide the profile of student's life. The role teacher has to play today is very varied and she needs to understand her part towards making a good human being of every student.

Each individual teacher is diverse from others and every teacher's performance may also be different from each other. Studies show that the performance of the teachers is also reliant on the preparation received during the grounding phase of student-teachers. This study has concentrated on self-efficacy of student-teachers which is expected to be a vital determinant of teacher performance.

Keywords: Teacher Performance, Student-teachers, Self-Efficacy, Type of Management of the college

Introduction:

Teachers play an important role in their students' life they are the epicenter of any educational system. It is to a great degree, the teachers who decide the profile of student's life. The role teacher has to play today is very varied and she needs to understand her part towards making a good human being of every student.

Throughout history, societies have documented the need for education and that each future generation has to be trained not only the skills necessary to be usefully employed but also how the knowledge will allow them to be functioning member of their society. While this aspect of education has earned agreement throughout the centuries, the function of the teacher in accomplishing this objective has altered considerably and continues to transform.

Thus it is the accountability of a teacher to develop her students into reputable people of the future world. In order to handle this, the teacher herself has to have a good sense of self-efficacy and have good level of performance, so as to put in best possible efforts in the progress of her students.

Each individual teacher is diverse from others and every teacher's performance may also be different from each other, but the query is, what are the factors accountable for the disparity in individual performance? Studies show that the performance of the teachers is also reliant on the preparation received during the grounding phase of student-teachers. This study has concentrated on self-efficacy of student-teachers which is expected to be a vital determinant of teacher performance.

Concept of Teacher Performance: Teacher performance is defined as the extent of teacher's mastery over the subject matter, his/her advantageous personal qualities favorable to the profession (like confidence, regularity, punctuality and emotional resilience), relationship with students and colleagues, communication skills, planning and preparation and task orientation. Teacher performance is the outcome influenced by the teaching activities, the ability and the characteristics of the teacher, the setting in which he or she is operational and the objectives of education. It has been observed that the extent of a teacher's performance is likely to differ with difference in their variety of individual factors such as personality, personal capabilities and skills, teaching-learning methodology, experience, responsibility and regularity, professional ethics, motivational level, self-efficacy and self concept, job security, background factors like age, gender, education, work experience and so on.

Concept of Self-Efficacy: Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that implement influence over events that influence their lives. Self-efficacy beliefs decide how people experience, think, motivate themselves and perform. Such beliefs produce these varied effects through four main processes. They include cognitive, motivational, affective and selection processes.

Affective Processes: Processes regulating emotional states and elicitation of emotional responses.
Cognitive Processes: Thinking processes concerned in the gaining, association and use of information.
Motivation: Activation to act. Level of motivation is reflected in selection of course of action, and in the strength and diligence of effort.

Self-Regulation: Exercise of influence over individual’s own motivation, thinking processes, emotional states and pattern of behavior.

A strong sense of efficacy enhances human achievement and private well-being in numerous ways. People with high assertion in their capabilities approach complex tasks as challenges to be mastered rather than as threats to avoid. They set themselves challenging goals and uphold strong dedication to them. They approach intimidating situations with assertion that they can exercise control over them. Such an efficacious viewpoint produces individual accomplishments, reduces strain and lowers susceptibility to dejection.

Need of the Study: Teachers play a important role in the growth of the child. Student’s performance eventually depends upon the teacher’s performance, which in turn will depend on the fulfillment of the teacher’s needs. Hence it is not only necessary for the teachers to be aware of their performance, but also to make mindful efforts to accomplish their motivational needs. For this reason, it is also essential for the student-teachers to believe in their capabilities to systematize and implement the courses of action necessary to successfully accomplish a particular task. A study on variables like teacher performance and self-efficacy is necessary to give teachers an insight into their characteristics and performance thus making them alert of the existing conditions, their response towards them and probable areas of improvement.

Statement of the Problem
‘A Study of Self Evaluation of Teacher Performance of Student-Teachers in Relation to their Self-Efficacy on the basis of the type of management of college’

Objectives of the Study
1. To ascertain the difference in the following variables on the basis of type of management of college (private-aided and private-unaided)
   a. Teacher performance
   b. Self-efficacy

2. To ascertain the relationship of teacher performance as evaluated by self with self-efficacy on the basis of type of management of college.
   i. Private-aided
   ii. Private-unaided.

Design of the Study: The present study is a descriptive research of correlational and causal-comparative type. The investigation includes the study of self-efficacy and self evaluation of teacher performance of student-teachers of existing student-teachers. Hence the study is of descriptive type. It compares these characteristics on the basis of the type of management of the college of student-teachers. Therefore the study is of causal-comparative type. The study also finds the relationship of self evaluation of teacher performance with self-efficacy. Thus it is termed as a correlational study. The study is a quantitative research as it uses quantitative method to describe, record, analyze and interpret the conditions that exist. It involves comparisons to discover relationships between the existing variables. It is a synchronic study as the data is collected at one point of time.

Sample: Its Size and Nature
Since the researcher sought to study the relationship of self evaluation of teacher performance of student-teachers with self-efficacy on the basis of their college types viz. aided/ unaided and gender, the researcher made use of three-stage sampling technique in order get a high degree of representation and accuracy of results. The final sample size was 520 student-teachers. The response rate was 86.09%. The sample consisted of 225 and 295 student-teachers from private-aided and private-unaided colleges. There were 46 male and 474 female teachers in the sample.

Tools Used in the Present Study: The researcher has made use of the following tools for data collection:
1) Self-Efficacy Scale (Woolfolk & Hoy, 1990)
2) Self Evaluation of Teacher Performance Scale (Pandya, 1996)

Scope and Delimitations of the Study: The present study focuses on assessing the self evaluation of teacher performance and self-efficacy of student-teachers of B.Ed. colleges of Mumbai University in relation
to the type of institution i.e. aided or unaided. The study also seeks to relate the self-evaluation of teacher performance of the student-teachers of B.Ed. colleges of Mumbai University to their self-efficacy. The study was delimited to student-teachers from B.Ed. colleges affiliated just to the University of Mumbai. Self-efficacy is studied only in the case of student-teachers and not in case of teachers, principals, students, etc. Teacher performance was studied as perceived by self and not as evaluated by students, by principal, by peers, by external observer etc. There are many dimensions of teacher performance. However, in the present investigation, teacher performance has been measured in terms of (a) Teacher’s command over the subject matter, (b) Communication skills possessed by the teacher, (c) Task orientation (d) Relationship with the students and (e) Personal qualities (such as confidence, enthusiasm, punctuality and approachability). Other areas likely to be associated like research orientation, publication, awards and achievements, promotional factors, background factors etc. are excluded from the study.

Significance of the Study

Self-efficacy is definitely not an unchangeable characteristic; rather it can be significantly raised even by short term interventions. So, this study will therefore ascertain the level of self-efficacy of the student-teachers because of which they can themselves reflect on their own performance and take suitable measures to elevate their self-efficacy significantly. The management can also organize fitting programs so as to boost the level of self-efficacy of their student-teachers and thus enhance the quality of output.

Findings of the Study:

1. The first null hypothesis states that there is no significant difference on the basis of type of management of college in (1) Self Evaluation of Teacher Performance and (2) Self-Efficacy

This null hypothesis was tested using the t-test. The following table shows the relevant statistics of Self-Efficacy (SE) and Teacher Performance as evaluated by self (SETP) on the basis of type of management of college.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SED</th>
<th>t</th>
<th>L.o.s</th>
<th>100 ω² estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE</td>
<td>Private-Aided</td>
<td>225</td>
<td>62</td>
<td>0.433</td>
<td>3.171</td>
<td>0.01</td>
<td>1.712</td>
</tr>
<tr>
<td></td>
<td>Private-Unaided</td>
<td>295</td>
<td>60.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SETP</td>
<td>Private-Aided</td>
<td>225</td>
<td>17853</td>
<td>1.307</td>
<td>4.025</td>
<td>0.01</td>
<td>2.84</td>
</tr>
<tr>
<td></td>
<td>Private-Unaided</td>
<td>295</td>
<td>17327</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NS means the value of r is not significant

a) The t-ratio for differences on the basis of type of management in self-efficacy of student-teachers is 3.171 which is significant at 0.01 level. Hence the null hypothesis was rejected. The ω² estimate obtained is 0.0171. Thus, the effect size of type of management on self-efficacy is small.

b) It was found that the t-ratio for differences on the basis of type of management in self evaluation of teacher performance of student-teachers is 4.025 which is significant at 0.01 level. Hence the null hypothesis was rejected. The ω² estimate obtained is 0.0284. Thus, the effect size of type of management on self evaluation of teacher performance is small.

2) The second null hypothesis states that there is no significant relationship of teacher performance as evaluated by self with self-efficacy on the basis of type of management of college.

i. Private-aided

ii. Private-unaided

This null hypothesis was tested using the Pearson’s coefficient of correlation. The following table shows the relevant statistics for the coefficient of correlation.
implications of the study:

in order to enhance their own self evaluation of teacher performance and self-efficacy, the student-teachers should actively strive in their own development. some suggestions are made further which will help in the process of development.

1. develop and practice inventive methods of teaching, which improve individual skills. the student-teacher should thus use novel models and methods of instruction to advance teaching learning process. this will lead to high-quality performance and thus boost teacher's self-evaluation of teacher performance.
2. the student-teacher ought to learn diverse methods to gratify special needs of her students. this will perk up self-confidence to deal with daily situations and thus enhance her evaluation of performance.
3. instead of backing out, a student-teacher should take up a variety of professional development courses, prompt herself to train in a range of areas so as to expand individual capabilities and thus get better performance.

references

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research paper