TEACHER EFFECTIVENESS IN RELATION TO SELF ESTEEM, JOB SATISFACTION AND DIGITAL COMPETENCE

SUMMARY

Teachers are the vital components of any educational reform and their effectiveness is crucial to success of education system as a whole. The present study was undertaken to examine the teacher effectiveness of secondary school teachers in relation to their self esteem, job satisfaction and digital competence. The aim of present study was to identify teacher effectiveness of school teachers in terms of gender and locale. Further attempt was also made to study teacher effectiveness of school teachers having low and high self esteem, job satisfaction and digital competence to ascertain the relationship among teacher effectiveness, self esteem, job satisfaction and digital competence. A sample of 520 secondary school teachers from Bhojpur, Saran and Sitamarahi districts of Bihar state was selected randomly. Four tools have been selected by researcher for the collection of data- Teacher Effectiveness Scale by Umme Kulsum, Coopersmith’s Self Esteem Inventory (CSEI-Adult Form), Meera Dixit’s Job Satisfaction Scale and Digital Competence Scale constructed by the researcher. The collected data was analyzed by applying mean, S.D., t-test and correlation. The findings of the study revealed that majority of the teachers were highly effective, nearly half of the teachers in the sample had high self esteem, majority of the teachers had high job satisfaction whereas majority of the teachers had less digital competence and the findings also indicated that teacher effectiveness of female school teachers was significantly more as compared to male teachers and teacher effectiveness of urban school teachers was significantly more as compared to rural school teachers. Teacher effectiveness of teachers having high self esteem was found more as compared to teachers having low self esteem. It was also found that teacher effectiveness of teachers having high job satisfaction was more as compared to teachers having low job satisfaction. The findings also revealed that teacher effectiveness of teachers having high digital competence was significantly higher as compared to teachers having low digital competence. Results further revealed that teacher effectiveness, self esteem, job satisfaction and digital competence were positively correlated. Results also showed that self esteem, job satisfaction and digital competence were positively correlated. On the basis of the findings, recommendations were given to empower teachers through various inputs and training for making them more effective and thus to transform the education system as a whole.

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ABSTRACT

Teachers are the vital components of any educational reform and their effectiveness is crucial to success of education system as a whole. The present study was undertaken to examine the teacher effectiveness of secondary school teachers in relation to their self esteem, job satisfaction and digital competence. The collected data was analyzed by applying mean, S.D., t-test and correlation. The findings indicated that teacher effectiveness of female school teachers was significantly more as compared to male teachers and teacher effectiveness of urban school teachers was significantly more as compared to rural school teachers. Teacher effectiveness of teachers having high self esteem was more as compared to teachers having low self esteem. It was also found that teacher effectiveness of teachers having high job satisfaction was more as compared to teachers having low job satisfaction. The findings also revealed that teacher effectiveness of teachers having high digital competence was more as compared to teachers having low digital competence. Results further revealed that teacher effectiveness, self esteem, job satisfaction and digital competence were positively correlated. Results also showed that self esteem and job satisfaction and job satisfaction and digital competence were positively correlated. On the basis of the findings, recommendations were give to empower the teachers to improve the quality of secondary education. The findings are useful in bringing measurable qualitative reforms in education.

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