

Self Evaluation Of Secondary School Teachers: With Special Reference To Teaching Work

By

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ABSTRACT

The Process of Fulfillment of community's expectation means Education. There is an accordingly change in Education by delivering "spiritual knowledge" to "Give and take" Principle with time and situation from animal husbandry to technological generation of Indian community, from various areas of Education, teacher's evaluation is always done with reference to their performance and their role. Self Evaluation is more useful rather than evaluated by student's peer, principal or management. According to Epstein, (2004) improvement of communication, positive Motivation, enhancing students learning, increasing volunteerism. supporting decision making and Collaborating with the community should be given preference for self-evaluation of school teachers with Special Reference to Teaching Work... By converting Above Stated Elements in Indian context the researcher had tried to know the self evaluation of secondary school teachers with reference to their teaching work, the objectives of the study were to construct teaching work self evaluation scale and to determine the reliability and validity scores. The self-evaluation of teacher's measured with reference to gender and category of teacher's. The reliability score of scale was 0.81 and the validity score of the scale was found 0.46 by cliffs consistency value. total 2473 Secondary school teachers. Where Selected as sample from many districts of saurashtra like Bhavnagar. Rajkot. Jamnagar, Amreli, Porbandar, Surrindr Nagar and Junagadh the sample was comprised of 1381 male teacher's and 1092 Female teacher's, the necessary rules were followed by the researcher for data collection. The Researcher had analyze the data by preparing null Hypotheses

For the verification of Hypothesis t-ratio were calculated with help of computer program SPSS. The findings of the present study where

1. There was a significant difference between the self-evaluations with reference to teaching work of Secondary school teachers with reference to their gender (male and female). The self evaluation with Reference to teaching work of female teachers was higher than that of male teachers of secondary Schools.
 2. There was a significant difference between the self-evaluations with reference to teaching work of Secondary school teachers with reference to their category (reserved and non-reserved). The self Evaluation with reference to teaching work of reserved teachers was higher than that of non-reserved Teachers of secondary schools.
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INTRODUCTION

The process of fulfillment of community's expectation means education. There is an accordingly change in education by delivering "Spiritual Knowledge" to "give and take" principle with time and situation from animal husbandry to technological generation of Indian community. Education is not a service but it known as a profession. There is a difference in teaching profession as compared to other professions.

From point of view about professional aspect teacher should be a better teacher before becoming a nice teacher. They should be fulfilling their responsibility by collaborating their professional aptitudes and special characteristics about their profession. The teacher is a human resource developer and maker of man, therefore they should plan to make "Self to all" valid. Thus, commitment towards educational work-teaching work is the pillar of a teacher profession.

From various areas of education, teachers' evaluation is always done with reference to their performance and their role. Teacher evaluation is such a process in which the information about teachers work in various aspects can be gathered. Self evaluation is more useful rather than evaluated by students, peer, principals or management. According to Epstein, (2004) improvement of communication, positive motivation, enhancing students learning, and increasing volunteerism, supporting decision making and collaborating with the community should be given preference for self evaluation of school teachers with special reference to teaching work.

Here, the researcher had tried to know the self evaluation of teachers by converting above stated elements in Indian context.

OBJECTIVES OF THE STUDY

The present study has been conducted with the following objectives:

1. To construct scale to measure self evaluation of secondary school teachers. With special reference to teaching work.
2. To determine the reliability of scale to measure self evaluation of secondary school teachers with special reference to teaching work.
3. To determine the validity score of scale to measure self evaluation of secondary school teachers with special reference to teaching work.
4. To know the self evaluation of secondary school teachers with special reference to teaching work with reference to gender and category.

HYPOTHESES OF THE STUDY

Null Hypotheses of the present study were as follow. All hypotheses tested through 't' test.

1. There will be no significant difference between the mean scores obtained on Teaching work self Evaluation scale by the teachers of the secondary schools with reference to their gender.
2. There will be no significant difference between the mean scores obtained on Teaching work self Evaluation Scale by the teachers of the secondary schools with reference to their category (Reserved and non-reserved)

TOOL OF THE STUDY

In the present study, for the construction of the Teaching work self Evaluation Scale few elements given by Epstein, (2004) which includes (1) Improvement of communication, (2) Positive motivation, (3) Enhancing student learning, (4) Increasing volunteerism, (5) Supporting decision making and (6) collaborating with the community. The scale was constructed with the help of the above stated elements by the researcher. The tool was constructed by Liker method. The scale consisted positive Statements having four points scale including 'always', 'often', 'seldom' and 'never'.

RELIABILITY

The Reliability score of Teaching Work Self Evaluation Scale was 0.81

VALIDITY

The validity score of Teaching Work Self Evaluation Scale was 0.46 by cliffs consistency value i.e.

SAMPLE

The sample consisted of 2473 secondary school teachers. The sample was described as follows As per Sex :

Sex	No. of Teacher
Female	1092
Male	1381

As per Category:

Category	No. of Teacher
Reserved	1488
Non Reserved	985

VARIABLES :

The main variables of the research were as follows :

INDEPENDENT VARIABLES

[1] Sex

[2] Category

DEPENDENT VARIABLES

Teaching work self evaluation scores.

RESULT TABLES

TABLE-1

Significant Difference of Scores Obtained on Teaching work Self Evaluation Scale with Reference to Sex of Secondary School Teachers

Sex	No. of Teacher	Mean	Standard Deviation	T-Value
Female	1092	88.34	10.71	4.630
Male	1381	86.24	11.80	

TABLE-2

Significant Difference of Scores Obtained on Teaching work Self Evaluation Scale with Reference to Category of Secondary School Teachers

Category	No. of Teacher	Mean	Standard Deviation	T-Value
Reserved	1488	87.97	11.09	4.285
Non Reserved	985	85.95	11.69	

RESULT AND DISCUSSION.

1. Mean of Male and female teachers on Teaching work self evaluation scale were 88.34 and 86.24 respectively. T-value obtained on Teaching work self evaluation scale with reference to sex (Female and Male) was 4.630. The value was higher than 2.58 so, at 0.01 level there was found significant difference.
2. Mean of Reserved and Non-Reserved teachers on Teaching work self Evaluation scale were 87.97 and 85.95 respectively. T-value obtained on Teaching work self Evaluation scale with reference to category (Reserved and Non Reserved) was 4.285. The value was higher than 2.58 So, at 0.01 levels there was found significant difference.

CONCLUSION

1. The level of self evaluation of secondary school teachers related to teaching work was high.
2. There was a significant difference between the self evaluation with reference to teaching work of secondary school teachers with reference to their gender (male and female). The self evaluation with

reference to teaching work of female teachers was higher than that of male teachers of secondary schools.

3. There was a significant difference between the self evaluation with reference to teaching work of secondary school teachers with reference to their category (reserved and non-reserved). The self evaluation with reference to teaching work of reserved teachers was higher than that of non-reserved teachers of secondary schools.

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