

A Study of Relationship between Teacher Effectiveness and Psychological Capital among Secondary School Teachers



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Abstract

The teacher effectiveness is the essential issue for education improvement at any level. Teacher's performance in classroom depends upon his effectiveness and psychologically sound construct with in him. Being hopeful, resilient, optimistic and feeling of self efficacy enhances the performance of teacher as well as students in an effective educational process. That is why it was thought worthwhile to undertake study of teacher effectiveness and psychological capital among secondary school teachers. This research purports to analyse effectiveness and psychological capital levels among private and government school teachers and correlation between considered variables. A sample of 50 teachers was taken up using cluster sampling technique employing Teacher Effectiveness Scale and Psychological Capital Questionnaire. A significant correlation between both variables and a significant difference in psychological capital with respect to type of school has been reported.

Keywords: Psychological Capital, Teacher Effectiveness, School Teachers.

Introduction

Teaching is a very noble profession that shapes the character, calibre, and future of an individual. A classroom teacher is considered as a key to determinant that what students will learn. While majority of researchers agree about the primary role that teachers play in facilitating student achievements and behaviour modification. It is also well supported fact that efficient teachers are born, not made. In words of Colleen Wilcox, "Teaching is the greatest act of optimism."

Teacher effectiveness can be put in words as the amount of progress that learners make in direction of well determined goals of educational process. The effectiveness of teacher incorporate aspects such as effective planning, subject matter expertise, teaching methods and strategies, use of motivation techniques and feedback to foster learning, objective evaluation, versatile learning experiences and cordial interpersonal relationships. Attitude of teacher towards teaching profession and work satisfaction are also considered as huge contributors to teaching effectiveness. Teaching profession is a composite of a wide range of qualities, initiatives, motivation, dedication, professional values, novelty of ideas and enthusiasm in day to day teaching learning actions. Apart from this, an effective teacher is expected to possess deep knowledge of methodology, moral prestige, a sound personality, self confidence and congenial relationships (Krishnan and Nightingale, 2009). It demands very effective management of time, resources, and relationship with students, work fellows and guardians of learners.

The positive psychological construct which includes hope, resilience, optimism and self efficiency are coalesced to express what has been named psychological capital (Luthan's & Youssef, 2004). This combined construct can be explained as an individual's positive psychological state that is characterised by confidence and self efficacy in difficult task, an acknowledgement of optimism in direction of success, ability to bounce back in showing resilience to get succeeded in adverse circumstances and maintaining hope towards goal of action (Luthan's et al.2007). The term human capital represents the origin of human resources

and unfolds the motivational abilities which grow in terms of self efficacy, hope, optimism and resilience in individuals. In other words psychological capital is the resultant of -patterns of psychic resources which results an attainment of experiential motivation at the point of time. Actually, it is the state of mind or inner life.

Review of Literature

Wang et al. (2014) in their investigation revealed a good level of teacher effectiveness and an average level of psychological capital among elementary school teachers. A significant positive relationship was reported to exist between psychological capital and teacher effectiveness. No significant differences in both the variables were found on the basis of gender, age, academic background and the location of school.

Yadav (2016) concluded a strong mutual relationship between teacher effectiveness and emotional intelligence among secondary school teachers. It was stated that teachers possessing high emotional intelligence demonstrated higher level of self motivation, self awareness, job commitment and emotional stability.

Reddy et al. (2017) while exploring the teacher effectiveness of mathematics teachers working in secondary schools reported no significant difference in teacher effectiveness of male and female teachers. Urban and rural teachers showed equal levels of effectiveness in teaching of mathematics in class. Qualification and experience reported to show significant influence on teaching effectiveness. Teachers having post graduate degree were found to be more effective than graduate mathematics teachers.

Nafei (2015) presented that dimensions of psychological capital namely self efficiency, hope, resilience and optimism were found to be positively associated with employee attitude, job satisfaction and organisational commitment. Moreover, psychological capital as a whole construct is was significantly associated with job satisfaction, organisational commitment and employment pressure.

Alessandri (2018) explored the impact of psychological capital on job performance and work engagement among employees of a communication service company. Study revealed a positive and significant relationship of psychological capital with employee's job performance and work engagement. It was also concluded in the study that work engagement mediates the role of psychological capital in relation to job performance.

Above stated studies indicates a significant association of teaching effectiveness and psychological capital. Psychological capital is quite effective in ensuring the job satisfaction, organisational commitment and employee performance and all in all teacher effectiveness of employees involved in teaching profession.

Significance of the Study

The edifice of education depends upon effective education by educators. Effective teachers can convey knowledge and train the students in better way ultimately resulting effective education outcomes. Positive psychological capital is an emerging concept in modern set up of human resource management. Psychological capital is considered as leading indicator of wellness of population in this modern era of stress and burden. Education system at every level demands teachers who are physically, mentally and psychologically robust. Psychological capital assessment among school teachers will guide the way towards exploration of hope, resilience, optimism and self efficacy and its relationship with teacher effectiveness among them. These are the qualities essential for every teacher to be efficient. By estimating the degree of psychological capital among education stakeholders can provide psychological capital training to them and can add better to the effectiveness of teachers. In short, results of this investigation can be useful for prediction of Psychological capital among secondary school teachers in relation to teacher effectiveness.

Objectives of the Study

1. To study psychological capital of secondary school teachers with respect to type of school.
2. To study teaching effectiveness of secondary school teachers with respect to type of school.
3. To study the relationship between psychological capital and teacher effectiveness among secondary school teachers.

Hypothesis

1. There is no significant difference in psychological capital of govt and private secondary school teachers.
2. There is no significant difference in teaching effectiveness of govt and private secondary school teachers.
3. There is a significant relationship between psychological capital and teacher effectiveness of secondary school teachers.

Sample

A sample of 50 teachers was selected from randomly selected secondary schools with bifurcation of 25 teachers from government and 25 teachers from private schools.

Limitations of The Study

This study is limited to teachers working in government and private secondary schools located in Ludhiana district of Punjab state only.

Research Tools

Research tools for this study include:

1. Teacher Effectiveness Scale by Shalu Puri and S.C. Gakhar.
2. Psychological Capital Questionnaire (PCQ-24) by Luthans et al.

Statistical Procedure

Analysis of data was carried out using statistical procedures like mean, standard deviation and t-test to calculate mean differences and relationship between variables was calculated using Pearson's product moment correlation.

Findings and Discussion

Table-1: Showing T-Values for Government and Private School Teachers

Sr.no.	Variable		Government Schools	Private Schools	t-value
1.	Teacher Effectiveness	M	313.2	305.8	1.49
		SD	14.55	19.79	
2.	Psychological Capital	M	113.24	106.68	2.09
		SD	11.68	10.51	

It is vivid from the table 1 that private and government school teachers do not differ significantly in teacher effectiveness as t-value comes out to be 1.49 which is less than table value. Hence no significant difference is found to in effectiveness of teachers working in private and government secondary schools at 0.05 level of significance thus Hypotheses 1 is accepted.

Furthermore, table 1 also indicates that psychological capital differs significantly between government and private school teachers as the value of t comes out 2.09 which is more than table value at 0.05 level of significance. Hence it was found that there is a significant difference in psychological capital of teachers of private and government secondary schools thus Hypotheses is rejected.

Table-2: Showing Value Of Correlation Between The Variables

Sr. no.	Variable	Value of 'r'	Nature of Correlation
1.	Teacher Effectiveness	0.78	Positive and strong
2.	Psychological Capital		

It is evident from table 2 that the calculated value of correlation coefficient 'r' is 0.78. This indicates positive and significant relationship is there between teacher effectiveness and psychological capital of secondary school teachers. Hence, both the variables are found to be positively and strongly associated with each other thus Hypotheses 3 is retained.

In the light of above findings the result of this study can be concluded as following:

1. It is found that there is no significant difference exists in effectiveness of teachers working in private and government secondary schools.
2. It was found that there is a significant difference in psychological capital of teachers of private and government secondary schools.
3. A positive and strong correlation is found to exist between teacher effectiveness and psychological capital among teachers of secondary schools.

Conclusion and Suggestions

It has been found that there a significant difference exists in psychological capital of teachers belonging to private and government secondary schools. As government teachers has displayed higher levels of psychological capital in comparison to private school teachers. This may be due to job security, pay structure and future security in case of government employees as they enjoy the job and feel hopeful and confident and feel motivated by

achievement. No significant difference in teacher effectiveness of private and government secondary school teachers has been reported. That means their teaching aptitude works here and they perform almost equal without respect to type of job they are doing. Apart from this, teacher effectiveness and psychological capital are found to be positively and strongly associated with each other among secondary school teacher. That indicates psychological capital in terms of self efficacy, hope, optimism and resiliency can be deployed to promote the better teaching effectiveness among school teachers.

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