

# Teacher Effectiveness in Relation to Self-Confidence and Students' Academic Achievement in Secondary Schools

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## Abstract:

This study aimed to investigate the relationship between teacher effectiveness, self-confidence, and student academic achievement in Karbi Anglong District, Assam. A survey method was used to collect data from a sample of 400 randomly selected secondary school teachers. The Teachers' Effectiveness Scale developed by Shallu Puri and S. C. Gakhar in the year 2010 and Self-Confidence Scale developed by Babita Gupta and Avdhesh Jha in 2014 were used to gather information. The findings revealed that a significant majority of teachers (98.5%) exhibited a very low level of effectiveness and (1.5%) of teachers shown a low level of teacher effectiveness. A positive correlation was found between teacher effectiveness and self-confidence, suggesting that teachers with higher self-confidence tend to be more effective. However, no significant correlation was found between teacher effectiveness and student academic achievement. The study recommends strategies to enhance teacher effectiveness, including motivation, training, recognition, and a positive work environment. By implementing these strategies, schools can improve the quality of education and ultimately benefit student learning outcomes.

**Key Words:** Secondary School, Teachers, Teacher Effectiveness, self-confidence, academic achievement.

## 1. INTRODUCTION

Teacher effectiveness plays a critical role in the success of any education system. It significantly impacts student learning, influencing their academic progress and future opportunities. This research investigates the complex interplay between teacher effectiveness, teacher self-confidence, and student academic achievement in secondary schools.

Understanding the factors that contribute to effective teaching is essential for enhancing the quality of education. This research aims to achieve several key objectives: Firstly, to investigate the relationship between teacher self-confidence and their classroom effectiveness. High self-confidence empowers teachers to create engaging learning environments, effectively manage student behavior, and implement innovative teaching methods. Secondly, to examine the impact of teacher effectiveness on student academic achievement. By identifying the characteristics of effective teachers, educators can develop strategies to improve student learning outcomes. Thirdly, this research would provide valuable insights for school administrators and policymakers. The findings can inform the development of effective teacher training programs, recruitment strategies, and professional development initiatives that enhance teacher self-confidence and improve overall teaching quality. Finally, this research would contribute to the existing body of knowledge on teacher effectiveness. It will add to the existing literature, providing valuable data and insights for future research in this area.

By exploring these crucial relationships, this research seeks to contribute to a deeper understanding of the factors that drive student success and inform evidence-based strategies for improving the quality of education in secondary schools.

## 2. Teacher Effectiveness

Effective teachers are crucial for high-quality education. They play a pivotal role in shaping student success and overall educational outcomes. These skilled educators possess a unique combination of expertise, knowledge, and enthusiasm that allows them to create dynamic and stimulating learning environments. Their impact goes beyond the classroom, influencing the cognitive, social, and emotional growth of their students. A skilled teacher possesses a unique blend of abilities that enables them to create engaging and enriching learning experiences. They are not merely dispensers of information but rather facilitators of knowledge, guiding students to think critically, problem-solve creatively, and develop a lifelong love of learning. Effective teachers are adept at tailoring their instruction to meet the diverse needs and learning styles of their students. They employ a variety of teaching strategies, such as inquiry-based learning, project-based learning, and cooperative learning, to foster active engagement and deeper understanding.

Singh (2012) suggests that effective teachers are skilled in classroom instruction and possess the qualities of a good guide and a strong commitment to quality education. Amandeep and Gurpreet (2005) define effective teachers as individuals who excel in lesson planning, classroom organization, and the ability to communicate complex subjects in a clear and understandable manner. Flanders and Simon (1969) consider teacher effectiveness as a field of study that explores the connection between teacher characteristics, teaching methods, and student outcomes. Walsh and Maffei (1994) highlight the significance of the student-teacher relationship in enhancing the learning experience for both

parties. A strong rapport can make education more enjoyable and contribute to improved student outcomes. Effective teachers are the heart and soul of education. Their impact on student learning and development is immeasurable. By recognizing and valuing the contributions of effective teachers, we can create a brighter future for our students and our society as a whole.

### **3. Teachers' Self-confidence.**

Teacher self-confidence, often referred to as self-efficacy, is a belief in one's ability to successfully perform a task or achieve a goal. In the context of teaching, a confident teacher believes in their capacity to create effective learning experiences, manage classrooms effectively, and motivate students. This belief system has a profound impact on a teacher's behavior and decision-making, ultimately influencing student outcomes. Sieler (1998) suggests that Self-confidence is a personal trait that allows individuals to hold a positive or accurate perspective of themselves and the circumstances they encounter. Basavanna (1975) distinguishes self-confidence from self-concept, emphasizing it as a specific belief in one's ability to handle challenges and succeed. Agnihotri (1987) considers self-confidence as a personality trait linked to a person's belief in their ability to handle situations independently and positively evaluate themselves. Stevens (2005) defines self-confidence as the perceived likelihood of achieving goals in various life situations. Teacher self-confidence is a vital component of effective teaching. By recognizing the significance of teacher self-confidence, educational institutions can implement strategies to support and enhance it, ultimately benefiting both teachers and students.

### **4. Academic Achievement**

Academic achievement is a key factor of a student's educational journey, significantly impacting their future opportunities and overall well-being. It serves as a foundation for personal and professional success, opening doors to higher education, rewarding careers, and fulfilling lives. Howes (1982) described academic achievement as successful performance in specific subjects, often attributed to skills, effort, and interest, and commonly assessed through grades, marks, scores, or written feedback. Iroegbu (1992) characterized academic achievement as an individual's level of performance in school subjects. Abosede and Ewumi (2008) defined academic achievement as an indicator of a student's acquired knowledge or skills resulting from training or experience. In essence, academic achievement refers to the quantity and quality of learning in a specific subject or a group of subjects after a period of instruction. It can be assessed through various methods, including tests, assignments, and projects. Academic achievement is important. A holistic approach to education that emphasizes both intellectual and emotional development is crucial. By fostering a supportive and stimulating learning environment, educators can empower students to reach their full potential and contribute positively to society.

### **5. LITERATURE REVIEW**

The researcher has reviewed a number of previous studies on teacher effectiveness. Following are the few important literature review conducted in India and abroad. Prakasham (1986) established a significant relationship between teachers' effectiveness and teacher's teaching competency. Mishra (1999) revealed that the teachers with high attitude towards teaching were more significantly effective than teachers with low attitude towards teaching. Kulkarni (2000) showed that Married teachers of both male and female were more effective than unmarried teachers. Bhargava (2000) showed that there was no significant relationship on teachers' effectiveness with regards to education qualification and educational background of the teachers. Jayaramanna (2001) revealed that work orientation and achievement of the students were significantly affected the teacher's effectiveness in rural teachers in comparison with urban teachers. Vijaylakshmi and Mythill (2004) revealed that there were significant differences between the teachers' age, marital status, designation and working in junior and degree colleges with regard to their teaching effectiveness. Sridhar and Reza (2007) indicated that the level of both teacher efficiency and emotional intelligence was highly correlated with student achievements. Khetal, A.P. (2011) revealed that there is no significant difference between urban, rural, male, female, government, aided and private higher secondary school teacher on teacher effectiveness. Seema et al. (2015) revealed that there is no significant difference in teacher effectiveness of male and female secondary school teachers. A review of existing literature revealed that numerous studies have examined teacher effectiveness at various levels, considering various factors. However, to the best of the researcher's knowledge, no previous studies have specifically investigated the relationship between teacher effectiveness, teacher self-confidence, and student academic achievement in Assam or any other Indian state. This gap in existing research highlighted the need and rationale for the present study.

### **6. SIGNIFICANCE OF THE STUDY**

Teacher effectiveness is a complex interplay of various factors, with self-confidence emerging as a crucial element. A confident teacher is more likely to create a positive and engaging learning environment, inspire students, and effectively deliver instruction. In the context of teaching, a confident teacher believes in their capacity to create effective learning experiences, manage classrooms effectively, and motivate students. This belief system has a profound impact on a teacher's behavior and decision-making, ultimately influencing students' academic achievement. Confident teachers

are more likely to create a positive and supportive classroom environment, they are better equipped to manage their classrooms effectively, they have higher expectations for their students and are more likely to set challenging goals and Confident teachers foster positive attitudes towards learning.

Vicky and Phillips (2013) also discovered that effective teaching can positively influence learners, leading to improved academic outcomes for students. Abiramasundari (2015) found a link between self-confidence and teaching competence. Teachers with higher self-confidence tend to be more competent in their teaching. Siryono (2018) also found a positive relationship between self-confidence and teacher performance. Teachers with higher self-confidence tend to perform better. The findings of this research are expected to benefit school administrators, principals, and other education stakeholders by providing insights into teacher effectiveness. This knowledge can help them develop and implement effective school management strategies and teacher training programs to improve education quality. The results of this study can also help educational institutions' leaders in making informed decisions regarding teacher recruitment, promotion, and training. Furthermore, this study can serve as a valuable resource for future researchers, providing theoretical frameworks, empirical data, and statistical results that can be referenced and built upon.

## 7. RESEARCH QUESTIONS

1. What is the level of teaching effectiveness among secondary school teachers in Karbi Anglong district?
2. Does self-confidence impact the teaching effectiveness of secondary school teachers in Karbi Anglong district?
3. Does the effectiveness of secondary school teachers influence the academic performance of secondary school students in Karbi Anglong district?
4. Is there a correlation between the self-confidence and teaching effectiveness of secondary school teachers in Karbi Anglong district?
5. What is the relationship between the teaching effectiveness of secondary school teachers and the academic performance of secondary school students in Karbi Anglong district?

## 8. OBJECTIVES OF THE STUDY

1. To Evaluate the performance of secondary school teachers in Karbi Anglong district of Assam.
2. To Examine how teachers' self-confidence influences their effectiveness in the district Karbi Anglong, Assam.
3. To Investigate the connection between teacher effectiveness and their level of self-confidence in Karbi Anglong.
4. To Explore the link between the effectiveness of secondary school teachers and the academic achievements of their students in Karbi Anglong district.

## 9. HYPOTHESES

H<sub>0</sub> (1): There is no significant relationship between the effectiveness and self-confidence of secondary school teachers in Karbi Anglong district.

H<sub>0</sub> (2): There is no significant relationship between the effectiveness of secondary school teachers and the academic achievement of secondary school students in Karbi Anglong district.

## 10. METHODOLOGY

This study used a descriptive survey method with a cross-sectional research design. A quantitative approach was used to analyze the collected data. The study population included all secondary school teachers in Karbi Anglong District, Assam and a representative sample of 400 teachers was selected using a stratified random sampling technique.

Further, data was collected using two scales: the Teachers' Effectiveness Scale developed by Shallu Puri and S. C. Gakhar (2010), and the Self-Confidence Scale developed by Babita Gupta and Avdhesh Jha (2014). Data for academic achievement was taken from the class ten board exam results.

The collected data was examined using mean and percentage as per the norms of the scale to measure the levels of teacher effectiveness. Correlation analysis was used to study the relationships between the variables.

## 11. DATA COLLECTION PROCEDURES AND ETHICAL CONSIDERATIONS

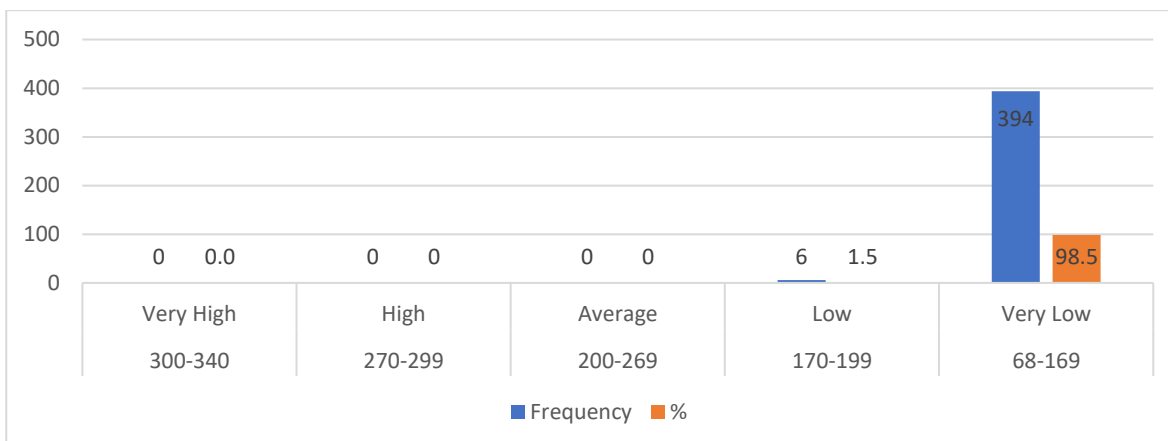
For data collection from the sampled selected secondary schools in Karbi Anglong District, firstly, permission from the principals was sought. After receiving the permission, the investigators met the teachers and requested them to participate in the study and described the purpose of the study. After receiving the teachers' consent the investigators provided the required instructions to complete the tests. Further, the tests were distributed to the teachers and encouraged them to answer honestly. The teachers were also assured that their responses would remain confidential, and they could leave the study at any time if they wanted. Teachers were given about 60 minutes to complete it, though there was no strict time limit. Once finished, the investigators collected the completed test and proceeded with scoring the responses.

## 12. ANALYSIS AND RESULTS

The data has been analyzed based on the serial objectives and they are displayed below.

**Table 1: Level of Secondary School Teachers Effectiveness**

| Raw Scores | Level of Effectiveness | Frequency | %    | Overall Mean |
|------------|------------------------|-----------|------|--------------|
| 300-340    | Very High              | 0         | 0.0  | 126.98       |
| 270-299    | High                   | 0         | 0    |              |
| 200-269    | Average                | 0         | 0    |              |
| 170-199    | Low                    | 6         | 1.5  |              |
| 68-169     | Very Low               | 394       | 98.5 |              |



**Figure 1: Overall Levels of Effectiveness of Secondary School Teachers**

Table 1 displays that the average teacher effectiveness score was 126.98, which is quite low, representing only 37% of the maximum possible score of 340. The scores varied, with a standard deviation of 15.14. According to the teacher effectiveness scale norms, a significant majority (98.5%) of the 400 teachers scored between 68 and 169, indicating a very low level of effectiveness. Only a small fraction (1.5%) of teachers were categorized as having a low level of effectiveness. These findings emphasize the critical need for targeted interventions to improve teacher effectiveness in secondary schools in Karbi Anglong District, Assam.

**Table 2: Relationship between Teachers Effectiveness and Self-Confidence of Secondary School Teachers**

|                       |                     | Teacher Effectiveness | Self-Confidence |
|-----------------------|---------------------|-----------------------|-----------------|
| Teacher Effectiveness | Pearson Correlation | 1                     | .170**          |
|                       | Sig. (2-tailed)     |                       | .001            |
|                       | N                   | 400                   | 400             |
| Self-Confidence       | Pearson Correlation | .170**                | 1               |
|                       | Sig. (2-tailed)     | .001                  |                 |
|                       | N                   | 400                   | 400             |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 2 indicates that the computed correlation coefficient value between secondary school teachers' effectiveness mean scores and their self-confidence mean scores is .170 which is greater than the criterion 'r' value (0.128) (Whitlock, & Schluter, 2009) at 0.01 level of significance for df=398 ( $p < .001$ ). Hence, the computed 'r' value (.170) is found significant and the proposed hypothesis that there is no significant relationship between the effectiveness and self-confidence of secondary school teachers in Karbi Anglong district of Assam is rejected. It may, therefore, be said that secondary school teachers' effectiveness and their self-confidence were related and dependent on each other.

**Table 3: Relationship Between Secondary School Teacher's Effectiveness and Academic Achievement of Secondary School Students**

|                       |                     | Teacher Effectiveness | Academic Achievement |
|-----------------------|---------------------|-----------------------|----------------------|
| Teacher Effectiveness | Pearson Correlation | 1                     | .050                 |
|                       | Sig. (2-tailed)     |                       | .323                 |
|                       | N                   | 400                   | 400                  |
| Academic Achievement  | Pearson Correlation | .050                  | 1                    |
|                       | Sig. (2-tailed)     | .323                  |                      |
|                       | N                   | 400                   | 400                  |

Table 3 reveals that the calculated correlation coefficient value between secondary school teachers' effectiveness and the academic achievement of secondary school students is .050 which is smaller than the criterion 'r' value (0.098) (Whitlock, & Schluter, 2009). at 0.05 level of significance for  $df=398$  ( $p > .323$ ). Hence, the computed 'r' value (.050) is not found significant and the outlined hypothesis that there is no significant relationship between the effectiveness of secondary school teachers and the academic achievement of secondary school students in the Karbi Anglong district of Assam is not rejected. It may, therefore, be said that the effectiveness of secondary school teachers and the academic achievement of secondary school students were not found to be related in this particular case.

### 13. DISCUSSION

Teacher effectiveness in Karbi Anglong, Assam, is alarmingly low, posing a significant threat to the quality of education students receive and potentially limiting their future prospects. To address this critical situation, it is essential to implement measures such as providing regular training and professional development programs for teachers, increasing their salaries and improving their working conditions, ensuring access to adequate resources, and reducing their workload and stress levels. By taking these steps, the district education authorities can empower teachers in Karbi Anglong to deliver high-quality education that students truly deserve. The finding that teacher effectiveness and teacher self-confidence are interrelated in the district of Karbi Anglong highlights a crucial aspect of educational quality. Therefore, by focusing on building teachers' self-confidence, in the district of Karbi Anglong can not only improve teacher effectiveness but also create a more positive and fulfilling work environment for educators. The finding of no correlation between teacher effectiveness and student achievement in the district of Karbi Anglong is a complex and more concerning issue. This finding challenges the widely held belief that effective teachers directly translate into improved student outcomes. It suggests that other factors may be more significant determinants of student achievement in this specific context. More in-depth research is needed to understand the complex interplay of factors that influence student achievement in Karbi Anglong and to identify effective interventions.

### 14 CONCLUSIONS

The findings indicate that most secondary school teachers in the district exhibit low levels of effectiveness. However, a significant positive correlation was found between teacher self-confidence and teacher effectiveness, suggesting that teachers with higher self-confidence tend to be more effective. Surprisingly, the study found no significant relationship between teacher effectiveness and student academic achievement. To improve teacher effectiveness, it is crucial to focus on enhancing teacher self-confidence through strategies such as creating a supportive school environment, providing professional development opportunities, and implementing motivational policies. By addressing these factors, the district can work towards improving teaching quality and student academic achievement. These findings also provide valuable insights to school administrators and principals, to enhance their understanding of teacher effectiveness. These insights will empower them to adapt and refine school management strategies and implement effective teacher training programs. The study's findings are expected to shed light on crucial factors influencing teacher effectiveness, enabling educational institutions to make informed decisions regarding teacher recruitment, promotion, and training within a more effective educational system. Furthermore, this research will serve as a valuable resource for future researchers. The theoretical framework gathered information, and statistical results presented in this study can be utilized and consulted by researchers for their future studies and research endeavors.

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