

# A Correlational Study of Self-Concept and Teacher Effectiveness of Secondary School Teachers

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## Abstract

*Effectiveness of teachers happens to be significant determinant of student achievement as well as school quality. Self-concept is one of the other psychological variables that affect the teaching performance of the teachers as well as their confidence, teaching behavior, and commitment to the profession. The current research examines how self-concept and teacher effectiveness are related to teachers in secondary schools. Descriptive correlational research design was adopted using a sample of 180 teachers in secondary schools who were chosen by using stratified random sample. Self-concept and teacher effectiveness were measured using standardized tools. Data analysis was done using statistical tools like mean, standard deviation and Pearson Product Moment Correlation Coefficient. The results showed that self-concept and teacher effectiveness had a significant positive association. The research points out the significance of professional self-concept development in teachers using special professional developmental initiatives to improve the quality of instruction and student achievement.*

**Keywords:** Self-Concept, Teacher Effectiveness, Secondary School Teachers, Correlational, Study, Professional Development, Educational Psychology, Teaching Competence.

## Introduction

The performance of the teachers in the classroom is one of the critical factors in the quality of education. Good teachers show clarity in instructions, mastery over subject, management skills in the classroom and the ability to make students motivated. Nevertheless, pedagogical ability is not the only criterion of teacher efficiency; psychological aspects play a role in teacher performance. Self-concept is one of such significant psychological factors. Self concept is defined as how an individual views, believes and judges himself. Teacher self-concept in the professional context involves assumptions about teacher competence in teaching, knowledge of the subject, classroom control, and interpersonal relations. Teachers that possess a positive self-concept possess a feeling of confidence, resilience, and enthusiasm that have a direct effect on their teaching effectiveness. According to educational psychology, self-perception also influences performance and behavior.

Teachers can embrace new methods of teaching, ensure discipline in classes and provide conducive learning environments when they have the confidence in what they can do. Thus, to enhance the quality of instructions in the secondary school level, it is necessary to study the relationship between self-concept and teacher effectiveness.

## **Conceptual Framework**

### **Self-Concept**

Self-concept is a multidimensional concept that includes the personal, social, academic, and professional concepts. Professional self-concept in the teaching situations involves results of competence, instructional capability, classroom leadership and professional identity. Teachers who have a high professional self-concept are more motivated and have high levels of job satisfaction.

### **Teacher Effectiveness**

Teacher effectiveness is a concept that is used to explain how teachers meet the instructional goals and facilitate learning amongst students. It entails mastery of subjects, communication, classroom management, students engagement, evaluation practices and interpersonal relations. Good teachers have a positive impact on academic success, motivation of students and classroom environment.

### **Literature Review**

Past studies have shown that the psychological characteristics play very important role in determining teaching performance. Research has indicated that highly self-efficacious and positively self-perceived teachers have greater instructional planning and classroom management. Educational psychology research also indicates that teacher confidence has an impact on how teachers are willing to use new pedagogic methods. A number of correlational studies have observed positive relation between teacher self-concept and job performance indicators including teaching competence, leadership behavior and professional commitment. Nevertheless, the research has not been directly done with respect to teachers in secondary schools, and thus further investigation is required.

### **Problem and Importance of the Research.**

Secondary education is an important phase of the academic growth of the students. Educators at this grade define subject specialization, career orientation, as well as intellectual development. It is vital to understand psychological factors that make a teacher more effective to improve the educational standards. The study is relevant in the fact that it gives empirical data on the correlation of self concept and teacher effectiveness. The results can inform teacher education institutions, school leaders and policymakers to develop professional development programs that foster the psychological well-being and professional competence of teachers.

### **Objectives of the Study**

1. To determine the amount of self-concept among teachers at the secondary school level.
2. To determine the degree of teacher performance in secondary school teachers.
3. To test the correlation between self-concept and effectiveness of teachers.

### **Hypothesis**

H1: Self concept and teacher effectiveness are not significantly related in secondary school teachers.

## Methodology

The current research adopted the descriptive correlational research design. The population was 180 teachers in secondary schools randomly chosen (stratified) both in government and private schools in order to represent the gender and type of school.

The data collection was carried out using two standardized measures: a Self-Concept Scale which includes the assessment of professional self-perception and a Teacher Effectiveness Scale which includes the assessment of instructional competence, classroom control, communication ability and assessment practices. The data analysis was done through descriptive statistics (mean and standard deviation) and inferential statistics (Pearson Product Moment Correlation Coefficient).

## Data Analysis and Interpretation

Level of Self-Concept among Secondary School Teachers

**Table 1: Level of Self-Concept**

Level of Self-Concept	Score Range	Frequency (N=180)	Percentage (%)
Low	0–60	22	12.2%
Moderate	61–85	98	54.4%
High	86–110	60	33.4%
<b>Total</b>		<b>180</b>	<b>100%</b>

### Interpretation

The table shows that most teacher in the secondary school (54.42) have moderate level of self-concept. Approximately 33.4% of instructors have high professional self-concept which indicates that they have high confidence in their teaching skills as well as their professional identity. Nevertheless, there is the low self-concept category of 12.2% of teachers, which implies that psychological and professional support interventions are necessary. Altogether, the results indicate that the majority of the teachers are satisfied with their self-perception, though the professional development programs should be focused to help every teacher improve his or her confidence and professional self-belief levels.

## Level of Teacher Effectiveness among Secondary School Teachers

**Table 2: Level of Teacher Effectiveness**

Level of Teacher Effectiveness	Score Range	Frequency (N=180)	Percentage (%)
Low	0–65	18	10.0%
Moderate	66–90	102	56.7%
High	91–115	60	33.3%
<b>Total</b>		<b>180</b>	<b>100%</b>

### Interpretation

As it is depicted in the table, 56.7% of teachers are at the moderate range of teacher effectiveness whereas 33.3% of teachers are at the high range of a teacher instructional planning, classroom management and student engagement. The level of low effectiveness regards only 10 percent of teachers. These findings show that the majority of teachers in secondary schools are doing an adequate job and that there is still room to enhance the quality of their teaching with the help of systematic professional training and mentoring courses.

**Table 3: Descriptive Statistics**

Variable	N	Mean	SD
Self-Concept	180	78.45	8.62
Teacher Effectiveness	180	82.30	7.95

The mean scores indicate that teachers possess moderately high levels of self-concept and effectiveness.

**Table 4: Correlation between Self-Concept and Teacher Effectiveness**

Variables	N	r-value	Table Value (0.01 level)	Result
Self-Concept & Teacher Effectiveness	180	0.64	0.195	Significant

### Interpretation

The r-value is calculated to be 0.64, which exceeds the value of the table at 0.01 level of significance (0.195). Consequently, the null hypothesis is disconnected. Self concept and teacher effectiveness have a great positive correlation. This means that, the higher the teacher self concept, the higher the teaching effectiveness.

### Major Findings

Most of the teachers have moderate to high self-concept as well as teacher effectiveness. This has been verified by a strong positive relationship ( $r = 0.64$ ) which confirms that teachers who have high self-concept are likely to do better in the classroom environment. Teachers who have high professional self belief have more confidence about instructional delivery, classroom leadership and interaction with students. The results point to the psychological aspect of the teaching performance and the need to enhance the professional identity of teachers.

In the study, it was established that teachers of secondary schools are generally having medium to high levels of self-concept. The level of teacher effectiveness was also found to be high. Self-concept and teacher effectiveness showed a positive relationship, which was found to be strong, showing that psychological confidence and professional identity greatly determine instructional performance.

### Educational Implications

The results imply that the development of psychological skills modules that would help to enhance professional self-concept should be introduced to teacher education programs. Teacher confidence can be promoted through workshops on reflective practice, stress management, communication skills and leadership development. The school administrators are expected to establish positive climates in which the teacher performance is appreciated and professional development promoted. Ongoing professional development programs should be used to support teachers to develop resilience, flexibility, and teaching competence to enhance the quality of education in general.

### Conclusion

The current research paper has affirmed that self concept is an important factor in teacher effectiveness among secondary school teachers. Teachers who hold a positive professional self concept have high instructional competence, have classroom management skills, and are able

to engage with students. The quality of teaching and student achievement can be improved by the reinforcement of teacher self-concept by institutional support and professional development programs. Future studies could investigate experimental treatments that are expected to enhance self-concept and study its effects on teacher performance in the short term.

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