

Teacher Self-Concept and Teacher Effectiveness as Perceived by Teachers of English and Students of Senior High Schools

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Abstract: The purpose of this study was to investigate whether self-concept of EFL teachers influenced their effectiveness in teaching English as a foreign language, as perceived by both teachers and students. The study involved 275 EFL teachers and 88 senior high school students in South Sumatra. Variables of education, teaching experience, and age were analyzed using multiple regression analysis, and specific hypotheses were tested to see whether the addition of the other independent variables could add to the effectiveness of the teacher. The results showed significant relationships between self-concept and all the four factors used to define teacher effectiveness. The combination of self-concept and experience serves as the first salient factor influencing the four factors of teacher effectiveness in addition to self-concept alone. Education was also found to be a factor which influenced teacher effectiveness.

Key Words: self-concept, teacher effectiveness, EFL teachers, senior high schools.

Various efforts can be made to improve the quality of education in schools, for example by the provision of educational facilities, such as libraries and laboratories, the modification of curriculum subjects ap-

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propriate to the needs of given students, and/or by increasing the funds for school management including teachers' welfare. Such effort to improve education, however, will not be truly successful without the existence of teachers who are skilled and committed to their profession. It is probable that a teacher, either as an individual or a member of a group, has far more influence on an individual student than other factors.

Considering the fact that the school is second most important factor, after the family, in the Indonesian system of education, the idea that effective teachers can greatly assist the improvement of students' performance is generating more and more research. Consequently, many researchers have turned their attention towards investigating characteristics of teachers which are likely to influence individual students.

One of the variables which has been investigated by researchers is teacher effectiveness. For example, McLaughlin and Marsh (1978:84) noted that teacher effectiveness was the most important attribute of a teacher in making the students learn. Several years earlier Brookover, Erickson, and Joiner (1967) also found out that an effective school had more committed teachers than those of less effective schools.

What is the so-called effective teacher like? The results of several studies stated that one of the characteristics of an effective teacher was having a positive self-concept (Diem, Saleh, Bakir, 1990; Diem, 1988; Okech, 1987; Parsons, 1983; Smith, 1983; Rodriguez, 1980) although the study of Seaton and others (1978) showed the reverse. Seaton and his colleagues found out that according to school supervisors, the teachers who had very positive self-concepts and broad knowledge of techniques in teaching reading turned out to be the most ineffective teachers.

Some reports on the performance of students in the USA national tests for elementary and high school students on certain subjects including reading comprehension in English showed a general decline in performance (Holmes, 1984; NAEP, February 1980). This decline has been associated with teacher performance. As a result, the role of the teacher in the teaching and learning process has become a topic of public debate. Moreover, several studies on self-concept in various professions, including teaching, have shown that teachers' self-concept was lower than those from other professions. Furthermore, when self-concept among teachers was compared, it turned out that the self-concept of senior high school teachers was lowest (Smith, 1983:16).

According to Purkey's theory (1970), people have a tendency to do something, positive or negative, in accordance with their perceptions or beliefs. Thus, self-concept can be defined as a set of beliefs about oneself. Combs (1982) states that the tendency to do something negative, especially for adults, is part of a syndrome of dissatisfaction with oneself which in the end can also result in a negative impact on one's profession and duties. When this happens to a teacher, for instance, not only does he or she have a low or negative self-concept, but also it influences his or her daily activities in the classroom.

Combs' opinion reflected the results of Rodriguez's study (1980) and some years later was further strengthened by Okech's study (1987) and Diem's study (Diem, 1988) on 146 elementary school teachers in the USA and 195 those in Indonesia.

Rodriguez (1980) conducted a study on 20 bilingual teachers with the purpose of revealing the difference between the performance of effective teachers and not so effective teachers. The results of his studies showed that one of the characteristics of an effective teacher was having a positive self-concept.

Okech (1987) examined the correlation among effective teaching, self-concept, and attitudes toward teaching as well as whether self-concept and attitudes toward teaching are good predictors of effective teaching among 28 high school teachers. Pearson and partial correlation coefficients between effective teaching, self-concept, and attitude toward teaching scores revealed significant correlations. Multiple regression coefficients for the 3 variables found the variables of self-concept and attitude to be good predictors of effective teaching.

The result of Diem's study (Diem, 1988) also showed that there was a significant relationship between positive self-concept and teacher effectiveness in teaching reading in elementary schools in the USA and Indonesia. She found that the combination of teacher self-concept and multicultural education: teacher expectation and the response of the students was a very good predictor of teacher effectiveness in elementary schools in the USA. While for teachers in Indonesian elementary schools, the combination of self-concept and awareness of importance of the curriculum of multicultural education was one of the most salient factors in predicting the effectiveness of teaching reading.

Many studies have stated how important self-concept is in relation to personality and behavior, and consequently to the process of learning and teaching. Based on several studies, Combs (1982), for example, said that self-concept is one's most precious belonging because self-concept is a continual influence on what one does including methods of teaching, perceiving student needs, responding to students, liking and disliking, or indifference towards something and so on (See also Shavelson & Bolus, 1982).

Combs and Avila (1985) concluded that self-concept was a filter for what was seen and heard because self-concept has been used by an individual to understand and judge everything around him. More specifically, in relation to education, Parsons (1983) found that self-concept was an important phenomenon in choosing methods, materials, and techniques of teaching. According to Parsons (1983), an optimum self-concept provides both parties with the possibility of improving activity and the results of teaching and learning maximally (Diem, Saleh, & Bakir, 1990).

Finally, it is possible to conclude from current research that people act in accordance with their self-concept. Therefore, more specifically what is chosen by teachers, including teachers of English as a foreign language, to be or not to be done during the process of helping students learn either in or out of the classroom will be influenced by what they feel and experience. All this is a part or a reflection of their self-concept.

Based on the ideas and the results of the studies mentioned above, a study on self-concept of senior high school teachers in Indonesia needs to be conducted in a wider context, that is the relationship of teachers' own self-concept and their effectiveness in the process of making students learn.

Therefore, this study was aimed at testing the hypothesis that teachers' self-concept and/or the combination of self-concept and other variables, such as sex, age, education, and experience in teaching English as a foreign language would influence teacher effectiveness as measured by four factors of teacher behaviors. The four factors are: (1) teacher as an individual (TI); (2) teacher as a curriculum designer and manager (TCDM); (3) teacher as a teacher-student interaction motivator (TSIM); and (4) teacher as a method/technique innovator (TMTI) according to the perceptions of the teachers themselves and those of their students.

METHOD

The present study was designed to investigate the relationships among the independent variables which influence teacher effectiveness as the dependent variable. The independent variables are teachers' self-concept, age, sex, education, and experience in teaching English as a foreign language. While the independent variable of teachers' self-concept was measured by the *Self-perception Inventory (T): Form SC7* (Soares and Soares, 1975), the dependent variable's teacher effectiveness as the dependent variable was measured by the four factors of the *Self-effectiveness Scale* (Diem, 1989).

The sample of this study consisted of 275 teachers, 152 men and 106 women. The sex of 17 respondents was not known. All of the teachers were English teachers (data were taken from the Regional Office Department of Education and Culture of South Sumatra, 1990:78) who were selected randomly out of 239 government and private senior high schools from 8 regencies and 2 cities in South Sumatra province (data were taken from the Regional Office of Department of Education and Culture of South Sumatra, 1989). In addition, 88 of their students (68 boys and 20 girls) participated in the study. All subjects selected voluntarily answered the two questionnaires above.

Initially, to analyze the data obtained from this study, regression models were formed to predict each of the four dependent or influenced variables by using self-concept. Then multiple regression analysis was done to see whether self-concept plus each other variable, such as teacher sex, age, education, and experience significantly influenced teacher perception of their teaching effectiveness. The analysis was also done to see whether teacher self-concept plus each other variable, such as sex and grade of students influenced student perception of their teacher teaching effectiveness. Then specific hypotheses were examined using F-tests ($p < 0.05$). Finally, descriptive analyses were also provided to explain the condition of each variable from both samples (teachers and students).

RESULTS

The results of the Pearson Product-Moment Correlation Coefficients showed that both according to teacher perception (Table 1) and student perception (Table 2) there was a significant relationship between self-concept (SC) and teacher effectiveness, either teacher as an individual

(TI), as a curriculum designer and manager (TCDM), as a teacher-student interaction motivator (TSIM), or as a teaching method/technique innovator (TMTI).

Table 1 Pearson Product-Moment Correlation Coefficients among Variables in the Teacher Sample

Variables	Self-Concept	Sex	Age	Edu.	Exp.	Dependent Variables			
						TI	TCDM	TSIM	TMTI
SC	1.000								
Sex	.065	1.000							
Age	-.110	-.081	1.000						
Edu.	.048	.073	-.184*	1.000					
Exp.	-.110	-.143	.710**	-.071	1.000				
TI	.379**	.080	-.140	.006	-.139	1.000			
TCDM	.457**	.017	-.067	.025	.001	.513**	1.000		
TSIM	.481**	.046	-.062	.107	-.050	.580**	.591**	1.000	
TMTI	.420**	.040	-.024	.200*	-.150	.494**	.550**	.565**	1.000

* $p < 0.01$

** $p < 0.001$

Table 2 Pearson Product-Moment Correlation Coefficients among Variables in the Student Sample

Variables	Teacher Self-Concept	Sex	Student Grade	Dependent Variables			
				TI	TCDM	TSIM	TMTI
SC	1.000						
Sex	-.131	1.000					
Grade	-.277*	-.035	1.000				
TI	.357**	-.023	-.206	1.000			
TCDM	.622**	-.088	-.286*	.405**	1.000		
TSIM	.634**	-.120	-.334*	.484**	.633**	1.000	
TMTI	.456**	-.050	-.364**	.276*	.490**	.488**	1.000

* $p < 0.01$

** $p < 0.001$

Then, after the relationship between self-concept and the four factors of teacher effectiveness was known, the second model was formed to see whether every other variable added to self-concept added to the explanation of teacher effectiveness. Results of F-tests showed that only the experience factor influenced the four factors of teacher effectiveness other than self-concept alone. In other words, when experience was added to self-concept, this combination added to the explained variance of the teacher effectiveness (Table 3).

Table 3 Statistical Summary of Teacher Sample (N=275)

Model	Dep. Variables	Ind. Variables	Beta	R	R ₂	R _{2d}	F	p <
1	TI	SC	-.44	.44	.19		58.23	.000
2	TI	SC+Exp	.52	.52	.27	.08	93.62	.000
1	TCDM	SC	-.47	.47	.22		68.47	.000
2	TCDM	SC+Exp.	.47	.47	.22	.00	72.79	.000
1	TSIM	SC	-.52	.52	.27		87.09	.000
2	TSIM	SC+Exp	.54	.54	.29	.02	103.30	.000
1	TMTI	SC	-.42	.42	.18		51.17	.000
2	TMTI	SC+Exp	.50	.50	.25	.07	78.40	.000
1	TMTI	Education	-.19	.53	.28		47.24	.000

Multiple correlation showed the following values: (1) for TI factor, the value of $R = .52$ and $R_2 = .27$ ($F = 93.62$, $p < .000$); (2) for TCDM factor, the value of $R = .47$ and $R_2 = .22$ ($F = 72.79$, $p < .000$); (3) for TSIM factor, the value of $R = .54$ and $R_2 = .29$ ($F = 103.30$, $p < .000$); and (4) for TMTI factor, the value of $R = .50$ and $R_2 = .25$ ($F = 78.40$, $p < .000$). Out of the four factors of teacher effectiveness, three factors (TI, TSIM, and TMTI) had been significantly influenced by the combined variable of self-concept and experience.

Compared with the sole influence of self-concept, the combined variable added influence to the other three factors as much as 8%, 2%,

and 7% respectively. While for the factor of teacher as a curriculum designer and manager (TCDM), the combined factor did not add the percentage which could give more explanation about the relationship between the two variables, but they were still significantly related. However, the common factor between sex and age plus self-concept did not influence teacher effectiveness. Therefore, the second part of the hypothesis which was related to either sex or age could not be accepted.

However, multiple regression also revealed that the single factor of education significantly influenced teacher effectiveness, especially viewed from the existence of teacher as a teaching method and technique innovator with the value of multiple correlation $R = .53$ and $R^2 = .28$ ($F = 47.24$, $p < .000$). This means that the education of the teacher also had important role in determining his or her effectiveness in presenting English lessons to his or her students.

For the student sample, multiple regression showed that the variable of teacher self-concept (TSC) as perceived by students had also given significant influence to the four factors of teacher effectiveness. Based on the statistical analysis, the following results were obtained: (1) for TI factor, the value of $R = .35$ with the value of $F = 8.89$, $p < .004$; (2) for TCDM factor, the value of $R = .62$ with the value of $F = 50.76$, $p < .000$; (3) for TSIM the value of $R = .63$ with the value of $F = 48.63$, $p < .000$; and (4) for TMTI the value of $R = .46$ with the value of $F = 20.29$, $p < .000$. This means that the first part of the hypothesis on the relationship of teacher effectiveness and his or her self-concept according to students' perception can be accepted.

Table 4 Statistical Summary of Student Sample (N=88)

Model	Dep. Variable	Ind. Variables	Beta	R	R ²	F	p <
1	TI	TSC	.35	.35	.11	8.89	.004
1	TCDM	TSC	.62	.62	.40	50.78	.000
1	TSIM	TSC	.63	.63	.39	48.63	.000
1	TMTI	TSC	.46	.46	.21	20.29	.000
2	TMTI	TSC + Grade	-.25	.51	.26	13.67	.000

Perceived teacher effectiveness was also viewed from the combination of teacher self-concept plus either sex or grade of the students. The results showed that there was a relationship between students' grade and students' response on teacher effectiveness of a teacher as an innovator of teaching method/technique. The value of R obtained is .51 with the value of $F = 13.67$, $p < .000$. But the results did not show that there was a relationship between teacher effectiveness according to students' perception and sex of the students as respondents.

In terms of teaching effectiveness the results showed that there were 191 teachers (71.3%) classified as effective teachers as an individual; 221 teachers (82.6%) classified as effective teachers as a curriculum designer and manager; 207 teachers (77.8%) classified as effective teachers as a motivator of interaction with students; and 147 teachers (56.5%) classified as effective teachers as an innovator of teaching method/technique. In terms of self-concept, the results showed that 82% of the teachers had positive self-concept according to their own views and 71% according to their students' perceptions.

When viewed from experience and education, most of English teachers at the senior high schools in South Sumatra have 1 to 5 years of experience (79%). 56% have either a kind of university degree or 1 to 3 years of diploma of teachers' training (S0). 36% of the teacher sample are university graduates or have had 4 to 5 years of teachers' training (S1).

In terms of age, out of the sample (59.5% male and 40.5% female teachers of English at the senior high schools in South Sumatra), most of them (82.1%) are 30 years old or younger, the rest (17.6%) are between 31 and 45 years old.

DISCUSSION

The absence of a relationship between education and teacher effectiveness could be explained by the similarity of education level among the respondents of this study, in which most of them were the graduates of university program of 1 to 3 years of training (S0) and 4 to 5 years of training at the university. Only there is a small percentage of the respondents who were not graduates of S0 and S1 but their capability

in teaching was somewhat similar to those who held university degrees since they had a lot of experience in teaching English and are older.

Furthermore, it is revealed in this study that the factor of teacher as an innovator of teaching method/technique was influenced by education. This shows that one of the objectives of teacher education should be to help teachers think more critically and creatively, so that they can be more creative and innovative.

The fact that most of the respondents had had from 1 to 5 years of teaching experience shows that most teachers were young. This possibly indicates a generation of better trained teachers compared with a generation ago. Therefore, the current opinion that the quality of teachers is declining because there are too many young and inexperienced teachers is really questionable.

The significance of the relationship between self-concept and teacher effectiveness with its four factors viewed from teachers' and students' perception has enhanced the results of several earlier studies (See Diem et al. 1990; Diem, 1988; Okech, 1987; Parsons, 1983; Rodriguez, 1980). The results of the studies show that teacher self-concept is one of the important factors in education.

Furthermore, although most (82.1%) of teachers of English in South Sumatra are under or 30 years of age, their effectiveness in teaching is shown by the existence of a positive relationship between self-concept and their perceived effectiveness in teaching.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Generally, English teachers in senior high schools in South Sumatra consider themselves effective in their duties as teachers of English as a foreign language. This self evaluation of effectiveness can be checked against various factors such as measures of self-concept, experience, and education. It turns out that those who have high self-concept also consider themselves effective and they are also seen as effective by their students.

It appears that an advanced age or long experience does not guarantee one's effectiveness or ineffectiveness in carrying out one's duties as a

teacher. There are other factors which are possibly more influential, such as the length of time students have known their teacher or their motivation in learning English.

The occurrence of discrepancy of opinions about teacher effectiveness among the teachers themselves and their students is a possible source of bias in this study and future studies could investigate the validity and reliability of the instruments used.

Suggestions

It is recommended that further studies be done on the reasons why some English teachers feel that they have low self-concept, which may cause them to be less effective in teaching. Factors, such as students' grades, motivation, and achievement in certain subjects could be used as measures of teacher effectiveness.

Because there is a relationship between innovative teaching methods or techniques and perceived teacher effectiveness, the need of ongoing training for English teachers as a foreign language at senior high schools should be considered by schools or by the Directorate of Elementary and Secondary Education, Department of Education and Culture in Indonesia.

The findings of this study imply that such factors as self-concept, experience, and education should be considered in the recruitment of future foreign language teachers and in the development of those in the teaching profession.

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