



Research Article

STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR PERSONALITY TYPE

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ABSTRACT

The present study was an attempt to investigate teacher effectiveness of secondary school teachers in relation to their personality type. A data was collected randomly from the sample of 160 secondary school teachers of Amritsar district using tools Teacher Effectiveness Scale (TES) by Dr.(Mrs.) Umme Kulsum and Introversion Extroversion Inventory (IEI) by Dr. P.F. Aziz and Dr.(Mrs.) Rekha Gupta. The results revealed that female secondary school teachers are better on preparing and planning for teaching dimension of teacher effectiveness than male secondary school teachers. On the other hand male secondary school teachers are better on interpersonal relations dimension of teacher effectiveness than female secondary school teachers. It is further found that rural secondary school teachers are better on classroom management, knowledge of subject matter and interpersonal relations dimension of teacher effectiveness than urban secondary school teachers. Secondary school teachers having extrovert personality were found to be better on preparing and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations dimensions of teacher effectiveness than secondary school teachers having introvert personality.

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INTRODUCTION

“Educators should be chosen not merely for their qualifications, but more for their personality and character, because we teach more by what we are than by what we teach.”(William James Durant, 1994) (Will Durat).Teacher is of paramount importance in any national system of education and progress of the country depends upon the quality of teacher. According to one of the old belief child receives second birth at the hands of his teacher. Children are like raw material and they can be moulded into any shape by teachers. A school without teacher is just like a body without soul. So the greatness of a country does not depend on lofty buildings and gigantic projects but it depends on teachers. A teacher has been worshipped and respected throughout human history because of his/her noble mission. ‘It has been rightly said’Good education requires good teacher.”

The concept of teacher effectiveness is multi-dimensional in nature, everyone has preconceived idea of a good teacher. One school of thought believes in inherent capability of teaching while others believe good teaching is acquired through formal training. Teacher effectiveness in teaching is the result of dynamic personality of teachers.

Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of teachers. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitude, value judgement and adequate personal adjustment of the students. Teacher effectiveness also depends on personality of teachers. An effective teacher must have self confidence, skill of motivating the students, good teacher taught relationships, interest in co-curricular activities, good character etc.Personality is one of the most important components of teacher effectiveness. There are two types of personality one is extrovert and other is introvert. The personality of extroversion-introversion is distributed more or less degree in the field of teaching. It affects the attitude, aptitude and potentials of the teachers. In other words of Cattel suggested that extrovert is sociable, optimistic, trusting, adaptable, talkative, group dependent. The introvert is shy, not very fond of people, individualistic and a bit right and suspicious. The personality is an inclusive terms which emphasizes the growth and behavior of individual as a whole, it may be thought of as the “whole person in action” or the lifestyle of the individual. The balanced personality solves many purposes. It helps to anticipate and cope with the problems of interpersonal interaction and also facilitates the process of accommodation and assimilation to environment.

Statement of the Problem

Study of Teacher Effectiveness of Secondary School Teachers In Relation To Their Personality Type

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Objectives

1. To study the gender differences in teacher effectiveness of secondary school teachers.
2. To study the locale differences in teacher effectiveness of secondary school teachers.
3. To compare the teacher effectiveness of secondary school teachers having introvert and extrovert personality.

Hypotheses

1. There will be no significant difference in teacher effectiveness of male and female secondary school teachers.
2. There will be no significant difference in teacher effectiveness of urban and rural secondary school teachers.
3. There will be no significant difference in teacher effectiveness of secondary school teachers having introvert and extrovert personality.

METHODOLOGY

Sample

A sample of 160 teachers from secondary schools of Amritsar district was randomly selected. Out of selected teachers, 80 (40 males and 40 females) were taken from schools of urban area and 80 (40 males and 40 females) were taken from schools of rural area.

METHOD

The descriptive survey method was used to conduct study of teacher effectiveness of secondary school teachers in relation to their personality type.

Tools Used

For collection of data following tools were used

1. Teacher Effectiveness Scale (TES) by Dr. (Mrs.) Umme Kulsum.
2. Introversion Extroversion Inventory (IEI) by Dr. P.F. Aziz and Dr. (Mrs.) Rekha Gupta.

Statistical Techniques Used

Statistical measures such as mean, SD, SE_M and t-tests were used to interpret the obtained data.

Analysis and Interpretation of Data

H01. There will be no significant difference in teacher effectiveness of male and female secondary school teachers.

Table 1 Mean scores of teacher effectiveness of male and female secondary school teachers

Teacher Effectiveness	Male			Female			t-value	Significance
	N	Mean	SD	N	Mean	SD		
Preparing and Planning for teaching	80	92.56	12.46	80	98.50	11.51	3.13**	Significant
Classroom Management	80	132.39	7.21	80	132.10	8.63	0.02	Not Significant
Knowledge of Subject Matter	80	62.51	6.11	80	62.43	6.68	0.09	Not Significant
Teacher Characteristics	80	140.00	13.86	80	136.54	17.90	1.37	Not Significant
Interpersonal Relations	80	99.70	10.90	80	89.36	19.09	4.21**	Significant

**Significant at .01 level of confidence.

Table 1 shows mean scores of various dimensions of teacher effectiveness of male and female secondary school teachers along with SD and t-values.

It is evident from the results that there exists no significant difference between male and female secondary school teachers on dimensions i.e. classroom management (0.02), knowledge of subject matter (0.09) and teachers characteristics (1.37) of teacher effectiveness, as calculated t-values are less than table values at .05 and .01 levels of confidence.

On the other hand, male and female secondary school teachers differ significantly on dimensions i.e. preparing and planning for teaching (3.31), and interpersonal relations of teacher effectiveness (4.21), as calculated t-values are greater than table values 1.98 and 2.61 at .05 and .01 levels of confidence. Female secondary school teachers are better on preparing and planning for teaching dimension of teacher effectiveness than male secondary school teachers (98.50:92.56). Male secondary school teachers are better on interpersonal relations dimension of teacher effectiveness than female secondary school teachers (99.70:89.36).

Hence the hypothesis stating, "there will be no significant difference in teacher effectiveness of male and female secondary school teachers" is partially accepted.

H02. There will be no significant difference in teacher effectiveness of urban and rural secondary school teachers.

Table 2 Mean scores of teacher effectiveness of urban and rural secondary school teachers

Teacher Effectiveness	Urban			Rural			t-value	Significance
	N	Mean	SD	N	Mean	SD		
Preparing and Planning for teaching	80	97.00	9.47	80	94.06	14.54	1.51	Not Significant
Classroom Management	80	129.56	7.96	80	134.93	6.97	4.53**	Significant
Knowledge of Subject Matter	80	59.38	6.86	80	65.56	3.95	6.99**	Significant
Teacher Characteristics	80	137.64	18.01	80	138.90	17.90	0.50	Not Significant
Interpersonal Relations	80	88.29	16.27	80	100.78	36.59	5.22**	Significant

**Significant at .01 level of confidence.

Table 2 shows the mean scores of various dimensions of teacher effectiveness of urban and rural secondary school teachers along with SD and t-values

It is evident from the results that urban and rural secondary school teachers differ significantly on classroom management (4.55), knowledge of subject matter (6.99) and interpersonal relations (5.22), as calculated t-values are greater than table values at .05 and .01 levels of confidence. Rural secondary school teachers are better on classroom management(134.93:129.56), knowledge of subject matter (65.56:59.38) and interpersonal relations (100.78:88.29) dimensions of teacher effectiveness than urban secondary school teachers. On the other hand, urban and rural secondary school teachers do not differ on preparing and planning for teaching (1.51) and teacher characteristics (0.50), dimensions of teacher effectiveness as calculated t-values are less than table values at .05 and .01 levels of confidence. Hence the hypothesis stating, "there will be no significant difference in teacher effectiveness of urban and rural secondary school teachers" is partially accepted.

H03. There will be no significant difference in teacher effectiveness of secondary school teachers having introvert and extrovert personality.

Table 3 Mean scores of teacher effectiveness of secondary school teachers having introvert and extrovert personality

Teacher Effectiveness	Introvert			Extrovert			t-value	Significance
	N	Mean	SD	N	Mean	SD		
Preparing and Planning for teaching	80	83.93	14.41	80	100.00	8.25	7.36**	Significant
Classroom Management	80	127.45	7.13	80	133.87	7.24	4.14**	Significant
Knowledge of Subject Matter	80	59.14	8.57	80	63.72	5.18	3.43**	Significant
Teacher Characteristics	80	119.45	14.01	80	143.28	13.73	8.03**	Significant
Interpersonal Relations	80	81.90	19.15	80	98.35	13.92	4.97**	Significant

**Significant at .01 level of confidence.

Table 3 shows the mean scores of various dimensions of teacher effectiveness of secondary school teachers having introvert and extrovert personality on various dimensions of teacher effectiveness along with SD and t- values.

It is evident from the results secondary school teachers having introvert and extrovert personality differ significantly on preparing and planning for teaching (7.36), classroom management (4.14), knowledge of subject matter (3.43), teacher characteristics (8.03) and interpersonal relations (4.97) dimensions of teacher effectiveness, as calculated t- values are greater than table values. It is further revealed that secondary school teachers having extrovert personality are better on dimensions i.e. preparing and planning for teaching (100.00:83.93), classroom management (133.87:127.45), knowledge of subject matter (63.72:59.14), teacher characteristics (143.28:119.45) and interpersonal relations (98.35:81.90) dimensions of teacher effectiveness than secondary school teachers having introvert personality.

Hence the hypothesis stating, "there will be no significant difference in teacher effectiveness of secondary school teachers having introvert and extrovert personality" is not accepted.

FINDINGS AND CONCLUSIONS

There is no significant difference between male and female secondary school teachers on dimensions i.e. classroom management, knowledge of subject matter and teachers characteristics but they show differences on dimensions i.e. preparing and planning for teaching, and interpersonal relations of teacher effectiveness. Female secondary school teachers are better on preparing and planning for teaching dimension of teacher effectiveness than male secondary school teachers. On the other hand male secondary school teachers are better on interpersonal relations dimension of teacher effectiveness than female secondary school teachers.

There is significant difference between urban and rural secondary school teachers on dimensions i.e. classroom management, knowledge of subject matter and interpersonal relations but they show insignificant difference on dimensions i.e. preparing and planning for teaching and teachers characteristics of teacher effectiveness. Rural secondary school teachers are better on classroom management, knowledge of

subject matter and interpersonal relations dimension of teacher effectiveness than urban secondary school teachers.

There is significant difference between introvert and extrovert secondary school teachers on dimensions i.e. preparing and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations of teacher effectiveness. Secondary school teachers having extrovert personality are better on preparing and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations dimensions of teacher effectiveness than secondary school teachers having introvert personality.

Educational Implications

Teacher is of paramount importance in any national system of education and progress of the country depends upon the quality of teacher. It is the teacher who has privilege of shaping and moulding the habits, interests, attitudes, sentiments, behaviour, and character of pupils. Every teacher and educationist of experience knows that even the best curricular and the most perfect syllabus remains dead unless quickened in to life by the right method of teaching and by right kind of teachers.

The teacher play important role to shape the personality of the students. So they should be provided with qualitative pre service as well as in service teacher educational programmes. The results reveal that extrovert teachers are more effective in teaching as compared to introvert teachers so efforts should be made to improve the personality of teachers through co-curricular activities and academic programmes.

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