

## **A Study of Female Teachers' Personality, Teachers' Attitude and Teaching Effectiveness on Academic Achievement among Secondary School Students**

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### **Abstract**

The purpose of the study was to analyze Independent and Combined effects of Variables viz., Female Teachers' Personality (Introversion and Extroversion), Teacher's attitude (Favourable and Unfavourable) and Teaching Effectiveness (Effective and Ineffective) on Academic Achievement in Social Science. The sample of the present study includes 39 teachers teaching Social Science subject who were rated by the total number of 117 students selected randomly from 81 morarji desai residential secondary schools. The study revealed that, (i)The female teachers with Introversion personality type will influence more on academic achievement of students in social science than the female teachers with Extroversion personality type; (ii) The female teachers with Introversion personality type and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type and Ineffective teaching; and (iii) The female teachers with Introversion personality type, Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type, Unfavorable attitude towards profession and Effective teaching.

### **Introduction**

Quality of teaching determines the quality of education. The teacher, his/her personal qualities, attitude and dedication towards teaching profession, educational qualification and professional training etc. play a vital role in modern education. Achievement of effective education can be brought about by the efforts of a team of high quality teachers.

Teacher's role is pivotal in arousing enthusiasm and inspiring a person for learning and sharpening one's intelligence and wisdom. Imparting education is rather less difficult than understanding the behaviour of adolescent children. The teacher has to layout a strong foundation for stable preparation of a person to fit into society by enabling him to earn his livelihood. How an individual learn and how a school perform are largely determined by the competence and effectiveness of teachers.

Research findings have shown that besides students' intelligence and industrious nature, effective school, descent class room climate, well equipped teaching faculty, furnished libraries and laboratories difficulty level of question papers, successful completion of actual classroom instruction days, effective educational standards.

## Rationale for the Study

Gupta (1977) found that the personality characteristics, adjustment-home, health, social emotional, professional and total adjustment, attitude towards teaching and sex were found to be the determinants of success in teaching. Singh (1978) found that the highly successful teachers who possessed better intellectual capacity, higher creative potential and level of aspiration, showed more introversion and better adjustment were able to induce learning, develop interests and foster desirable attitude in their students. Mallik (1984) showed that personality factors like intelligence, emotional stability, tender minded-ness, self-sufficiency, placidity and relaxedness, environmental factors like physical environment, democracy, goal direction, satisfaction, formality, age and experience were some of the factors associated with successful teaching in science. Venkatarami Reddy and Ram Mohan Babu (1994) compared the attitudes of residential and non-residential school teachers towards teaching. They found that teachers of residential schools had a more favourable attitude towards teaching than the teachers of non-residential schools. Annamalai University (2000) studied the attitude of teachers and found that men and women teachers did not differ in their attitude towards teaching. Further, the location of the school, age and level of teaching did not influence on teachers' attitude. Gupta (1976) noted that 'high' effective teachers were more intelligent, emotionally stable, assertive, conscientious, adventurous, tender-minded, less suspicious, high self-control, less tense and frustrated. Kamala Arora (1976) found that effective teachers were satisfied with their job, had favourable attitude towards teaching profession, friendly relations, democratic attitude, modern teaching techniques than ineffective teachers. Mutha (1980) found that personality variables – ascendance – submission, anxiety, marital adjustment, extraversion, neuroticism, job satisfaction, teaching aptitude, real self-ideal, self-discrepancy, religious, social, theoretical, aesthetic, economic, political values and intelligence significantly predicted the teacher's effectiveness. Ramaswamy (1988) found that, academic achievement was found positively related to personality, achievement-motivation, self-concept, study habits, and socio-economic status among high and low achieving boys and girls. Zacharia (1977), found that, there was high positive correlation between the secondary school pupils' achievement in social studies and their attitude. The above studies form the basis for the present study.

## Objectives

The present study was designed with the following objectives in view:

1. To study the effect of female teachers' personality on achievement in social science.
2. To study the effect of female teachers' attitude towards teaching profession on achievement in social science.
3. To study the effect of female teachers' teaching effectiveness on achievement in social science.
4. To study the interaction effect of female teachers' personality and female teachers' attitude towards teaching profession on achievement in social science.
5. To study the interaction effect of female teachers' personality and female teachers' teaching effectiveness on achievement in social science.
6. To study the interaction effect of female teachers' attitude towards teaching profession and female teachers' teaching effectiveness on achievement in social science.

7. To study the interaction effect of female teachers' personality, teachers' attitude towards teaching profession and female teachers' teaching effectiveness on achievement in social science.

### **Hypotheses**

In pursuance of the objectives (1-7), the following null hypotheses were set up.

1. There is no significant difference between the effects of female Teachers' Introversion and Extraversion personality types in terms of their influence on academic achievement in social science.
2. There is no significant difference between the effects of female Teachers' Favorable and Unfavorable attitudes towards profession in terms of their influence on academic achievement in social science.
3. There is no significant difference between the effects of female Teachers' Effective and Ineffective teaching in terms of their influence on academic achievement in social science.
4. There is no significant difference between the interaction effects of female Teachers' personality types x Teachers' professional attitudes in terms of their influence on academic achievement in social science.
5. There is no significant difference between the interaction effects of female Teachers' personality types x Teachers' teaching effectiveness in terms of their influence on academic achievement in social science.
6. There is no significant difference between the interaction effects of female Teachers' professional attitudes x Teachers' teaching effectiveness in terms of their influence on academic achievement in social science.
7. There is no significant difference between the interaction effects of female Teachers' personality types x Teachers' professional attitudes x Teachers' teaching effectiveness in terms of their influence on academic achievement in social science.

### **Research Design**

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulateble. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

### **Method**

#### ***Sample***

Using purposive and random sampling technique 39 teachers teaching Social Science rated by 117 students from 81 morarji desai residential secondary school students in around the Belagavi division forms sample of the study.

#### ***Tools***

The following tools were used to collect the essential data:

- i) *Introversion- Extraversion Inventory (1976)* developed by Ramanath Kundu. The inventory consists of 70 items with uneven number of response choices divided into 5 blocks. The validity coefficients, in terms of the block-total correlation range from 0.41 to 0.77.

- ii) *Teacher Attitude Inventory(1974)* developed by S. P. Ahluwalia. It consists of 90 items distributed among 6 sub-scales (with 15 items in each area), viz., teaching profession, classroom teaching, child-centered practices, education process, pupils and teachers. Reliability was estimated by split-half (odd-even) method and found to be 0.79 (Corrected to 0.88) for a sample of 239 prospective teachers. The test-retest reliability coefficients after the interval of 3 months and 9 months are found to be 0.59 (N=102) and 0.64 (N=290).
- iii) *Students Rating of Teaching Effectiveness Scale (2001)* by Shashikala Deshpande. The final form of the rating scale consists of 42 items (15-favourable and 27-Unfavourable). The students has to rate teachers on the 5-point scale. The items are distributed among 10 areas, viz., socio-emotional climate, competence, communication, systematic/business like behaviour, classroom management, clarity, structure, warmth, enthusiasm and opportunity to learn. The corrected split-half reliability coefficient was 0.77.
- iv) *Academic achievement*, The academic achievement in Social Science was constructed by the investigator. It consists of 65 items and the stability reliability was 0. 0.9502 (n=100) and consistency reliability was 0.9197 (n=100).

### **Procedure**

Data relating to teachers' personality, teachers' attitude, teachers' teaching effectiveness and academic achievement in Social Science were collected by administering the above tools to the 39 teachers teaching social science, working in 81 morarji desai residential secondary schools rated by 117 students.

### **Results**

The data were analyzed using 3 –way ANOVA technique with a view to identify independent and combined effect of selected variables on Academic Achievement. The results of the analysis are given in Tables 1 to 2.

### **Analysis of Data Pertaining to 'Female Teachers'**

**Table 1: Summary Table of ANOVA with Respect to 'Female Teachers'**

Source variation	DF	SS	MSS	F-value	P-value	Signi.
Main effects						
A	1	781.3239	781.3239	84.5201	<0.01	S
B	1	129.3324	129.3324	13.9906	<0.01	S
C	1	45.8966	45.8966	4.9649	<0.05	S
2way interactions						
A x B	1	92.0840	92.0840	9.9612	<0.01	S
A x C	1	40.8520	40.8520	4.4192	<0.05	S

B x C	1	76.1301	76.1301	8.2354	<0.01	S
3way interactions						
A x B x C	1	61.6928	61.6928	6.6736	<0.05	S
Error	31	286.5714	9.2442			
Total	38	1513.8832				

NS - Not Significant

## Findings

The analysis of Table-1 reveals the following:

- (i) The female teachers with Introversion personality type will influence more on academic achievement of students in social science than the female teachers with Extroversion personality type.
- (ii) The female teachers with Favorable attitude towards profession will influence more on academic achievement of students in social science than the female teachers with Unfavorable attitude towards the teaching profession.
- (iii) The female teachers with Effective teaching will influence more on academic achievement of students in social science than the female teachers with Ineffective teaching.
- (iv) There is a significant difference between the interaction effects of female Teachers' Introversion/Extraversion personality type and Favorable/Unfavorable attitude towards profession in terms of their influence on academic achievement of students in social science.
- (v) There is a significant difference between the interaction effects of female Teachers' Introversion/Extraversion personality type and Effective/Ineffective teaching in terms of their influence on academic achievement of students in social science.
- (vi) There is a significant difference between the interaction effects of female Teachers' Favorable/Unfavorable attitude towards profession and Effective/Ineffective teaching in terms of their influence on academic achievement of students in social science.
- (vii) There is a significant difference between the interaction effects of female Teachers' Introversion/Extraversion personality type, Favorable/Unfavorable attitude towards profession and Effective/Ineffective teaching in terms of their influence on academic achievement of students in social science.

In order to identify the combination of variables which is having highest influence on academic achievement further comparison of means was carried out by using Scheffe's test.

## Multiple Comparison of Means – 'Female Teachers'

Scheffe's simultaneous confidence intervals for all the possible treatment groups pertaining to the female teachers are given below:

**Table 2: Comparison of Means of Treatment Groups on Female Teachers – Scheffe’s Simultaneous Confidence Intervals.**

Sl. No	Comparison of treatment groups		Corresponding means		95% CI		p-value	Significance		
	a1	b1	a2	b1						
1	a1	b1	a2	b1	64.36	58.08	-8.88	-3.67	<0.05	S
2	a1	b1	a2	b2	64.36	50.92	-15.95	-10.93	<0.05	S
3	a1	c1	a2	c1	64.12	56.75	-9.80	-4.94	<0.05	S
4	a1	c1	a2	c2	64.12	52.25	-14.40	-9.34	<0.05	S
5	b1	c1	b2	c1	63.87	57.00	-9.24	-4.49	<0.05	S
6	b1	c1	b2	c2	63.87	57.67	-8.66	-3.75	<0.05	S
7	a1b1c1		a2b1c2		64.57	51.50	-16.48	-9.66	<0.05	S
8	a1b1c1		a2b2c1		64.14	53.00	-16.30	-5.98	<0.05	S
9	a1b1c1		a2b2c2		64.14	50.33	-18.79	-8.82	<0.05	S
10	a1b1c2		a2b1c2		64.14	51.50	-17.80	-7.48	<0.05	S

Note:

1. Comparison of other treatment groups of male teachers were found to be not significant.
2. Higher means scores indicates higher influence of predictor variables on criterion variable.

The above table reveals the following:

- (i) The female teachers with Introversion personality type and Favorable attitude will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type and Favorable attitude towards the teaching profession.
- (ii) The female teachers with Introversion personality type and Favorable attitude will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type and Unfavorable attitude towards the teaching profession.
- (iii) The female teachers with Introversion personality type and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type and Effective teaching.
- (iv) The female teachers with Introversion personality type and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type and Ineffective teaching.
- (v) The female teachers with Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Unfavorable attitude towards the teaching profession and Effective teaching.

- (vi) The female teachers with Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Unfavorable attitude towards the teaching profession and Ineffective teaching.
- (vii) The female teachers with Introversion personality type, Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type, Favorable attitude towards profession and Ineffective teaching.
- (viii) The female teachers with Introversion personality type, Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type, Unfavorable attitude towards profession and Effective teaching.
- (ix) The female teachers with Introversion personality type, Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type, Unfavorable attitude towards profession and Ineffective teaching.
- (x) The female teachers with Introversion personality type, Favorable attitude and Ineffective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type, Favorable attitude towards profession and Ineffective teaching.

## Conclusions

1. In the present study the researcher hypothesized that, Extravert and Introvert teachers differs significantly in terms of their effect on Academic achievement in Social science. The finding of the present study clearly reveals that, Introvert personality type of teachers has more influence on achievement in Social science than Extravert personality type. This may be due to that Introvert teachers are the individual with predominantly subjective outlook have higher degree of cerebral activity than the Extraverts and they generally appear cold, aloof, silent and hard to understand.
2. In the present study, the researcher hypothesized that, teachers with Favorable attitude and Unfavorable attitude towards the profession differs significant in terms of their effects on academic achievement in Social science. The findings of the present study revealed that Favorable attitudes of teachers towards teaching profession has more influenced than the Unfavorable attitude. This may be due to that a Favorable attitude makes the work not only easier but also more satisfying and professional rewarding whereas Unfavorable attitude makes the teaching task harder, more tedious and unpleasant.
3. The investigator hypothesized that, Effective and Ineffective teachers differs significantly in-terms of their effect on Academic achievement in Social science. The study clearly revealed that teachers with effective teaching influence more on Academic achievement in Social science than the teachers with Ineffective teaching. This may be due to that, the teaching learning process is essentially a live process, in the sense that, it is a warm interaction between two living organisms and hence, while exploring the effectiveness of teaching one should take into account the non cognitive dimensions such as warmth, understanding, empathy, concern, sharing, sympathy, deep understanding, mutual psychological explorations which are all routed in the

philosophical view of life one holds. As well as teachers are cheerful, good nature, patience, not-irritable, friendly, companionable, not-alloof, impartial, has teaching skills and fair in grading and marking.

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