

A Study of Personal Effectiveness of Primary School Teachers

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Abstract

Personal effectiveness means making the most of talents and resources in all of one's endeavours. At the organisational level, it manifests itself in the form of interpersonal effectiveness and group effectiveness. At the individual level, it promotes happiness and well-being. It can be derived through one's work, family or any other means. It is considered to be the combination of many factors that are attributed to personal qualities and external influencing factors that work together in harmony. Descriptive method is found to be more suitable for this type of research work. Therefore the researcher used descriptive method for the present study. The population of the study consists of all teachers who are working in primary schools in Vijayapur district. The sample of the study consists of 150 teachers selected from Vijayapur district. The investigator adopted the stratified random sampling technique to select the sample from 25 primary schools. To collect the required data for present study, Personal Effectiveness Scale was used, which was constructed and standardized by Udai Pareek (2002). The female teachers of primary schools are higher on personal effectiveness and its dimensions i.e., effectiveness i.e. self-disclosure, perceptiveness as compared to male teachers. The male and female teachers of primary schools are similar on openness to feed back. The teachers with PUC with internship degree are higher on personal effectiveness and its dimensions i.e., self-disclosure and perceptiveness as compared to teachers with D.Ed. degree.

KEYWORDS: Personal effectiveness, primary school, degree, population, perceptiveness.

Personal Effectiveness

Personal effectiveness means making the most of talents and resources in all of one's endeavours. At the organisational level, it manifests itself in the form of interpersonal effectiveness and group effectiveness. At the individual level, it promotes happiness and well-being. It can be derived through one's work, family or any other means. It is considered to be the combination of many factors that are attributed to personal qualities and external influencing factors that work together in harmony.

The word effectiveness comes from the word 'effect' or having an impact. It is a balance between motivations and skill. Benjamin Disraeli once said "As we think – so we become". What makes one person more successful than another is in the effectiveness of their thinking, among other factors. How effective people think – differs in their field of success – and in their personality type. The decision to act relates to our own internal needs, perceptions and drives. We can only motivate our self. Others can provide suggestions, directives or advice. However the choice of what and how – or even when and why we behave is internal. "Motivation is the fire within". Others, like incentives, are

external. While they may serve as “fuel for the fire”, we still control whether we allow it to “fire us up”. What motivates differ, but the results should be the same. We each have the social needs for achievement, affiliation or power but they differ in their intensity for each personality type. But achieving personal effectiveness can be learned and strengthened. This workshop focuses on how to be a more effective and achievement oriented.

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When individuals who are excellent at their job are asked to describe it, they mention their skills and understanding of the things they do. Therefore, an excellent bank manager may talk about his knowledge of banking systems, shrewdness in lending, and skill in building up business.

In addition to talking about his skills and abilities most would also mention personal qualities such as "gets people to work well together", or "always listens to what people have to say", or "always trying to do things better". These qualities apply to excellent people in all situations whether in working or personal life. It is also interesting to note that they apply to people of all ages and at all levels of employment within organisations. It is these qualities which are referred to as personal competencies. The development of personal competencies leads to personal effectiveness.

There is nothing new in the idea of personal competence. It has long been recognized that personal competence (personal qualities or personal effectiveness) often makes the difference between being seen as competent at something and being seen as incompetent. There has, however, been little concentration on the development of personal effectiveness within the field of education, training and development.

The Problem

“A Study of Personal Effectiveness of Primary School Teachers”

Objective of the Study

The purpose of the study was to investigate the relationship between;

1. To study the difference between male and female teachers of primary schools with respect to personal effectiveness.
2. To study the difference between educational qualification (D.Ed. and PUC with internship degree) of teachers of primary schools and personal effectiveness.

3. To study the significant difference between age groups (25-34yrs, 35-44yrs, and 45+ yrs) of teachers of primary schools with respect to personal effectiveness.
4. To study the significant difference between married and unmarried teachers of primary schools with respect to personal effectiveness.

Hypotheses of the Study

Hypothesis: There is no significant difference between male and female teachers of primary schools with respect to personal effectiveness and its dimensions i.e.

1. Self-disclosure
2. Openness to feed back
3. Perceptiveness

Hypothesis: There is no significant difference between teachers of primary schools with D.Ed. and PUC with internship degree with respect to personal effectiveness and its dimensions i.e.

1. Self-disclosure
2. Openness to feed back
3. Perceptiveness

Hypothesis: There is no significant difference between age groups (25-34yrs, 35-44yrs, and 45+ yrs) of teachers of primary schools with respect to personal effectiveness and its dimensions i.e.

1. Self-disclosure
2. Openness to feed back
3. Perceptiveness

Hypothesis: There is no significant difference between married and unmarried teachers of primary schools with respect to personal effectiveness and its dimensions i.e.

1. Self-disclosure
2. Openness to feed back
3. Perceptiveness

Method of the Study

Descriptive method is found to be more suitable for this type of research work. Therefore the researcher used descriptive method for the present study.

Population and Sample of the Study

The population of the study consists of all teachers who are working in primary schools in Vijayapur district.

The sample of the study consists of 150 teachers selected from Vijayapur district. The investigator adopted the stratified random sampling technique to select the sample from 25 primary schools.

Tool Used

In the present study the following tool was used to collect the necessary data.

1. Personal Effectiveness Scale – by Udai Pareek (2002)

Data Collection

To collect the required data for present study, Personal Effectiveness Scale was used, which was constructed and standardized by Udai Pareek (2002). First the investigator got multiple copies of the personal effectiveness scale and circulated to the 150 teachers who are working in Vijayapur district. Investigator got multiple copies of the scale and circulated to the 150 primary school teachers and personally requested for their responses. Finally, the investigator was able to get 150 responses. The responses received were subjected to further analysis.

Data Analysis**Table-1: Results of t-test Between Male and Female Teachers of Primary Schools with Respect to Personal Effectiveness and its Dimensions**

Variable	Gender	n	Mean	SD	t-value	p-value	Signi.
Personal effectiveness	Male	55	30.05	6.76	-3.7592	<0.05	S
	Female	95	33.75	5.17			
Self-disclosure	Male	55	10.67	0.67	-4.0957	<0.05	S
	Female	95	11.27	0.96			
Openness to feed back	Male	55	9.51	2.39	-1.6180	>0.05	NS
	Female	95	10.13	2.17			
Perceptiveness	Male	55	9.87	4.03	-4.2430	<0.05	S
	Female	95	12.35	3.05			

From the results of the above table it can be seen that,

1. The male and female teachers of primary schools differ significantly with respect to their personal effectiveness ($t=-3.7592$, $p<0.05$) and its dimensions effectiveness i.e. self-disclosure ($t=-4.0957$, $p<0.05$) and perceptiveness ($t=-4.2430$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers of primary schools are higher on personal effectiveness and its dimensions i.e., effectiveness i.e. self-disclosure, perceptiveness as compared to male teachers.
2. The male and female teachers of primary schools do not differ significantly with respect to their dimension of personal effectiveness i.e. openness to feedback ($t=-1.6180$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of primary schools are similar on openness to feed back.

Table-2: Results of t-test Between Teachers of Primary Schools with D.Ed. and PUC with Internship Degree with Respect to Personal Effectiveness and its Dimensions

Variable	Education	n	Mean	SD	t-value	p-value	Signi.
Personal effectiveness	D.Ed.	122	31.51	6.31	-3.9176	<0.05	S
	PUC with internship	28	36.25	2.15			
Self-disclosure	D.Ed.	122	10.86	0.75	-6.0133	<0.05	S
	PUC with internship	28	11.89	1.07			
Openness to feed back	D.Ed.	122	9.80	2.40	-1.1865	>0.05	NS
	PUC with internship	28	10.36	1.50			
Perceptiveness	D.Ed.	122	10.85	3.76	-4.3790	<0.05	S
	PUC with internship	28	14.00	1.02			

From the results of the above table it can be seen that,

1. The teachers of primary schools with D.Ed. and PUC with internship degree differ significantly with respect to their personal effectiveness and its dimensions ($t=-3.9176$, $p<0.05$), self-disclosure ($t=-6.0133$, $p<0.05$) and perceptiveness ($t=-4.3790$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of primary schools with D.Ed. and PUC with internship degree have different personal effectiveness. It is concluded that the teachers with PUC with internship degree are higher on personal effectiveness and its dimensions i.e., self-disclosure and perceptiveness as compared to teachers with D.Ed. degree.
2. The teachers of primary schools with D.Ed. and PUC with internship degree do not differ significantly with respect to dimension of personal effectiveness i.e. openness to feed back ($t=-1.1865$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of primary schools with D.Ed. and PUC with internship degree have similar openness to feed back.

Table-3: Pair Wise Comparison of Age Groups (25-34yrs, 35-44yrs, and 45+ yrs) of Teachers of Primary Schools with Respect to Dimension of Personal Effectiveness by Scheffe's Multiple Post Hoc Procedures

Variables	Age groups	25-34yrs	35-44yrs	45+yrs
Personal effectiveness	Means	29.6800	32.5800	33.7840
	25-34yrs	-		
	35-44yrs	0.1021	-	
	45+yrs	0.0310*	0.5869	-

Perceptiveness	Means	9.8800	11.5230	12.2970
	25-34yrs	-		
	35-44yrs	0.1316	-	
	45+yrs	0.0356*	0.5439	-

*p<0.05

From the results of the above table it can be seen that,

1. The teachers of primary schools belonging to 25-34yrs and 45+yrs of age group differ significantly with respect to f personal effectiveness and its dimensions i.e., perceptiveness at 5% level of significance. It means that, the teachers of primary schools belonging to 45+yrs of age group are higher personal effectiveness as compared to teachers of 25-34yrs of age group.

Findings of the Study

2. The female teachers of primary schools are higher on personal effectiveness and its dimensions i.e., effectiveness i.e. self-disclosure, perceptiveness as compared to male teachers.
3. The male and female teachers of primary schools are similar on openness to feed back.
4. The teachers with PUC with internship degree are higher on personal effectiveness and its dimensions i.e., self-disclosure and perceptiveness as compared to teachers with D.Ed. degree.
5. The teachers of primary schools with D.Ed. and PUC with internship degree have similar openness to feed back.
6. The teachers of primary schools belonging to 45+yrs of age group are higher personal effectiveness as compared to teachers of 25-34yrs of age group.

Conclusions

The teachers belonging to above 45 years of age groups are higher on personal effectiveness and its dimension perceptiveness when compared to teachers of 25-34 years of age group.

The teachers belonging to PUC with internship degree are higher on work motivation and its dimensions organizational orientation and also higher in personal effectiveness and its dimensions viz., self-disclosure, perceptiveness when compared to D.Ed. degree teachers. The teachers of D.Ed. degree need orientation to promote proper direction towards profession and better classroom teaching.

To conclude, findings of the study illustrate that work motivation improves personal effectiveness. Employee gender displayed a marked influence on teacher motivation, and personal effectiveness. The research findings suggest that when teachers are caring and supportive and focus their attention on motivating factors the outcome is more productive and committed employees.

Suggestions for Further Research

1. The same study may be undertaken using large sample of secondary school teachers.
2. A comparative study of work motivation and attitude towards teaching among primary school teachers may be conducted.
3. The present study has been largely concerned with the teachers working in the secondary schools of Vijayapur district there is therefore, a need for a similar study perhaps with a wider sample from all over the state of Karnataka.
4. The study like this may be conducted for teachers working in training institutions.

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