

A Study of Teaching Effectiveness of Secondary School Teachers in Relation to their Personality Traits

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Abstract

The present study was an attempt to find out the difference among extrovert and introvert type of teachers regarding their teaching effectiveness and other objectives of the study are to see the relationship between teaching effectiveness and extrovert type of teacher & teaching effectiveness and introvert type of teachers. A sample of 600 teachers of various senior secondary schools situated in district Rohtak were taken as a sample on the basis of random sampling method. Teaching Effectiveness Scale by Dr. P.K. Mutha and D.N. Mutha and Introversion-Extroversion Inventory by Dr. P.F. Aziz and Dr. Rekha Gupta (2009) were used to collect the data. The statistical technique mean, standard deviation, 't' test and coefficient correlation were used to analyse the difference. The findings of the study reveal : (i) it was found that there is no significant difference in teaching effectiveness of extrovert and introvert type of secondary school teachers; (ii) it was found that there is no significant relationship between teaching effectiveness and extraversion type of personality of secondary school teachers; and (iii) it was found that there is no significant relationship between teaching effectiveness and introversion type of personality of secondary school teachers.

KEYWORDS: Teaching effectiveness, extrovert, introvert, senior secondary school teachers

INTRODUCTION

The term "teacher effectiveness" will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. One implication of this definition is that teacher effectiveness must be defined, not behaviours of teachers. For this reason, and because the amount that pupils learning is strongly affected by factors not under the teacher's control, teacher effectiveness will be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which teacher works. Many times, the terms teacher performance and teacher effectiveness are used synonymously. **Medley (1982)** made an attempt to clear the distinction between teacher performance and teacher effectiveness, saying that teacher performance implies what a teacher does on the job, the ability to apply his competence to his task, at any given point of time and teacher effectiveness includes both teacher performance and its effect on pupils while on the job Teacher effectiveness concerns only those outcomes that reflect the agency of the teacher and the objectives of education. The most intransigent of difficulties has been to establish teacher effectiveness criteria shown to be related to the teacher personality.

It is very difficult to define good teaching. This term is so value-laden that what appears to be good teaching by one person may be considered poor teaching by

another, because each one values differently on the process of teaching - its techniques, outcomes or methods. One teacher may run the classroom in an organised, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structured environment, allowing the students much more freedom to choose subject matter and activities that interested them personally. One observer, because of one's personal values in favour of more intellectual attainment as the end of teaching, may identify the first teacher as a good teacher, while criticizing the second teacher for running "too loose a ship" sheerly to cater for individual interests in the name of education. Another observer may come to the opposite conclusion with respect of which teacher is better again, because of a different set of values that govern one's choice.

While it remains difficult to agree on what constitutes "good" teaching, "effective" teaching can nearly be demonstrated in terms of what is really intended as the outcome of teaching? An effective teacher is able to bring about intended learning outcomes, though the nature of learning be still more important. The two different teachers, as in the example above, may strive for and achieve different outcomes and both be judged effective. The two critical dimensions of effective teaching are intent and achievement. Without intent, student achievement becomes random and accidental. However, intent is not enough by itself. If students do not achieve their intended learning goals, the teacher cannot be truly effective. Thus, effective teachers may be defined as those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. This, once again, refers to the role performance of teachers vis-à-vis the making of good and effective teachers.

Ryans (1960), puts it in this way: "Teaching can be effective to the extent the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitude, value judgement and adequate personal adjustment of the pupils". But such a definition is very general and abstract because a teacher's role may vary in relation to the characteristics of the pupils, to grade level, and to the field of learning, that is, of the subject matter. For example, an aloof academic teacher might be liked by students who are bright and academically minded. But such a teacher is not suited to teach those students who need sympathy and understanding about every thing else.

Personality may be taken to be an individual's most striking or dominant characteristic. In that sense a person may be said to be a "shy personality" or a "neurotic personality", meaning that his or her dominant attribute appears to be shyness or neurosis. In popular usage, personality is often equated with social adroitness and effectiveness. In this usage, personality is the ability to elicit positive reactions from other people in one's typical dealings with them.

Personality characteristics are known to affect behaviour in all walks of life, including professional life. It should therefore come as no surprise if a teacher's performance is seen to be affected by his or her personality. Personality traits and their relationship with performance are widely studied in all occupations, especially industries and other business organizations. Eysenck's introversion-extraversion and stability neuroticism dimensions, sometimes called the E-N model (Extraversion-Neuroticism), are some of the most widely studied personality variables in personnel behaviour.

Extraversion is predominantly concerned with and obtaining gratification from what is outside the self, while introversion is predominantly concerned with and

obtaining gratification from what is inside the self (Eysenck, 1959). Extroverts are easily identified with traits such as enthusiasm, assertiveness, eagerness, gregariousness, sociability and a general zest for life. They are seen to be participating in social activities such as partying with friends, family get-togethers, community activities, and the like, and are usually seen to take up professions such as politics, sales, teaching, and managerial positions to name a few. Introverts on the other hand are identified with traits such as being reserved, detached, lonely, and self-indulging. They take pleasure in activities that can be enjoyed in solitude like reading, writing, listening to music, and photography. The archetypal introvert would be seen as a researcher, writer, music composer, or artist. It is important to note here that introverts choose to be asocial by choice rather than being social outcasts or being mal-adaptive.

Eysenck viewed the super traits of extraversion and neuroticism as independent, and believed that different personalities arise from different combinations of the two super traits. **Gnanadevan and Williams (2003)** revealed that extrovert, ambivert and introvert teachers differ in experiencing stress in various situations. Maximum number of extrovert and ambient teachers experience stress on prices sky rocketing. Maximum number of introvert teachers experience stress on getting married. A focus on the teacher's personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. As stated by **Polk (2006)**, teacher performance is influenced by the teachers' personality characteristics. Personality also could be as predictors in evaluating teaching effectiveness. **Liu and Meng (2009)** first explored Chinese perceptions of effective teacher personality traits, and then went on to check whether these traits were consistent with those that other researchers had reported of effective teachers in America. The researchers concluded that high consistency exists between Chinese and American perceptions of effective teacher personalities. **Mascarenhas, Parsons, & Burrowbridge (2010)** reveals that some personality traits have significant effects on teachers' classroom operation or performance. Adaptability is one of them. An adaptation is an instructional interaction where teachers adjust their instruction in response to student needs. **Djigic et al. (2014)** revealed show that teachers assessed their own self-efficacy quite high. The best evaluated was self-efficacy in the area of Instruction, while other aspects were evaluated lower. Among personality dimensions, the most important predictors of teachers' self-efficacy were Conscientiousness and Openness.

According to **Krueger (1972)**, there are numerous studies showing that personality is a significant predictor of effective teaching. Due to the need of improving the teaching profession, this study focuses on how teacher's personality may influence their teaching effectiveness in realizing all these agenda. By understanding the relationship between personality of teacher and teaching effectiveness, it would help to identify which personality that influence their teaching effectiveness, so that they may use or select the best teaching method that suits their personality to make their teaching become more effective. It is because of the effective teaching is also dependent on how the teacher selects the teaching method. The teachers may know themselves and how to integrate their personality strength to make their teaching techniques become effective which is needed in achieving the education development blueprint as well as achieving the National Mission.

STATEMENT OF THE PROBLEM

A STUDY OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR PERSONALITY TRAITS

OBJECTIVES OF THE STUDY

1. To study and compare teaching effectiveness of extrovert and introvert type of secondary school teachers.
2. To study the relationship between teaching effectiveness and extraversion type of personality of secondary school teachers.
3. To study the relationship between teaching effectiveness and introversion type of personality of secondary school teachers

HYPOTHESES

1. There is no significant difference in teaching effectiveness of extrovert and introvert type of secondary school teachers.
2. There is no significant relationship between teaching effectiveness and extraversion type of personality of secondary school teachers.
3. There is no significant relationship between teaching effectiveness and introversion type of personality of secondary school teachers

METHOD

A Descriptive survey method was used in this study.

SAMPLE

A total sample of 600 male and female teachers were taken on the basis of random sampling method.

TOOLS USED

1. Teaching Effectiveness Scale by Dr. P.K. Mutha and D.N. Mutha was used to assess teaching effectiveness.
2. Introversion-Extroversion Inventory standardized by Dr. P.F. Aziz and Dr. Rekha Gupta (2009) was used to assess personality traits.

STATISTICAL TECHNIQUES

Mean, Standard deviation, 't' test and coefficient correlation were used to analyse the data,

RESULTS

The hypothesis framed to achieve the objective stated above that there is no significant difference in the mean score of teaching effectiveness in relation to personality traits of school teachers are given as under:

Table 1
Mean, Standard Deviation and 't' values of teacher efficacy of extrovert and introvert type of secondary school teachers

Types of Personality	Number	Mean	S.D.	't'	Level of Significance
Extrovert	228	281.00	18.99	0.501	Not significant
Introvert	162	279.44	24.56		

From table 1, it is clear that the mean score and S.D. of extrovert type of teachers is 281.00 & 18.99 respectively, whereas for introvert type of teachers it is 279.44 & 24.56. The calculated 't' value for 388 degree of freedom is 0.501 which is

less than the table value (1.96) at 0.05 level of significance. It means that there is no significant difference between extrovert and introvert type of teachers regarding their teaching efficacy. Hence the null hypothesis, “There is no significant difference in teaching effectiveness of extrovert and introvert type of secondary school teachers” is retained. It means the teaching effectiveness is not affected by the type of personality traits of teachers.

Table 2
Co-efficient of correlation between Teacher Effectiveness and Extrovert type of Personality of Secondary school teachers

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Teacher Effectiveness	230	280.82	18.93	0.009	Not Significant
Extraversion type of Personality	230	18.30	2.09		

Table 2 depicts that co-efficient of correlation between teacher effectiveness and extrovert type of personality of secondary school teachers is 0.009 which is not significant at any level of significance. So, the null hypothesis, i.e., “There is no significant relationship between teaching effectiveness and extraversion type of personality of secondary school teachers” is Retained. Hence, there exists no significant correlation between these parameters. It indicates that teacher effectiveness and extraversion type of personality trait of secondary school teachers are not correlated with each other.

Table 3
Co-efficient of correlation between Teacher Effectiveness and Extrovert type of Personality of Secondary school teachers

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Teacher Effectiveness	156	279.24	24.87	0.041	Not Significant
Introversion type of Personality	156	-19.76	2.66		

Table 3 depicts that co-efficient of correlation between teacher effectiveness and introvert type of personality of secondary school teachers is 0.041 which is not significant at any level of significance. So, the null hypothesis, i.e., “There is no significant relationship between teaching effectiveness and introversion type of personality of secondary school teachers” is Retained. Hence, there exists no significant correlation between these parameters. It indicates that teacher effectiveness and introversion type of personality trait of secondary school teachers are not correlated with each other.

FINDINGS OF THE STUDY

From the above findings, the following conclusion were drawn

1. It was found that there is no significant difference in teaching effectiveness of extrovert and introvert type of secondary school teachers.
2. It was found that there is no significant relationship between teaching effectiveness and extraversion type of personality of secondary school teachers. It indicates that teacher effectiveness and extraversion type of personality trait of secondary school teachers are not correlated with each other.
3. It was found that there is no significant relationship between teaching effectiveness and introversion type of personality of secondary school teachers. It indicates that teacher effectiveness and introversion type of personality trait of secondary school teachers are not correlated with each other.

The present study highlighted that teaching effectiveness of secondary school teachers in relation to their personality traits. While no significant difference and relationship were found between teaching effectiveness and personality traits. To train teachers to enhance their personality in order to be more accepting in the use of authentic pedagogies such as learner-centeredness is vital given the findings that effective teaching strategies coincide with certain teachers' personality types. It is recommended for potential researchers to conduct an in-depth study on the nature of students as raters to determine if their culture and orientation (and other student factors) affect the way they rate the teachers.

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