

Teacher Effectiveness in Relation to Personality types of Secondary School Teachers



Manjeet Kaur Saini

Professor,
Deptt. of Education,
Government College of
Education,
Jalandhar



Aarti Joshi

Assistant Professor,
Deptt. of Education,
Lyallpur Khalsa College of
Education for Women,
Jalandhar

Abstract

Education plays a pivotal role in the society as it helps to mould the personality of the child and shape the future of the nation. So quality education is a matter of concern for all the citizens which ultimately depends on the quality or Effectiveness of teacher. Teachers having different personalities react differently to a given situation or adapt to a situation differently which affects their teaching competencies also. Only effective teachers can explore hidden capacities of students and mould their behavior into desirable directions. So the question arises whether different personality types of teachers effects the teacher effectiveness. A sample of 400 teachers is selected and mean, Standard deviation and anova is calculated to examine the effect of personality types on effectiveness of teachers.

Keywords: Teacher Effectiveness, Personality types

Introduction

Quality of Education is of utmost important for development of a nation which in turn depends upon the quality or Effectiveness of Teachers. Teacher effectiveness is the product of a number of variables namely, academic, subject mastery, intellectual level, love for children, job satisfaction, teaching experience, professional growth, age of teacher, techniques used in teaching etc. Among all these variables the most important variable is teacher's knowledge, Personality and above all his interaction with the students. Strong, Tucker and Ward (2003) defined teacher effectiveness as a measure of the academic growth demonstrated by students during the year spent in a teacher's classroom .So An Effective teacher helps the students in achieving intended learning outcomes . It is now widely recognized that Interaction with students and personality of the teachers are the most important factor affecting teacher effectiveness. So an effort has been made to study the teacher effectiveness of varying Personality types.

Objectives of the Study

1. To study the differential effect of gender on teacher effectiveness of secondary school teachers.
2. To study the differential effect of locale on teacher effectiveness of secondary school teachers.
3. To study the differential effect of Personality types on teacher effectiveness of secondary school teachers.

Hypothesis of the Study

1. There exists significant effect of Gender on Teacher Effectiveness of Secondary School Teachers.
2. There exists significant effect of Rural and Urban area on Teacher Effectiveness of Secondary School Teachers
3. There exists significant effect of Personality types on Teacher Effectiveness of Secondary School Teachers

Method

Sample

The study made use of a representative sample of 400 secondary school teachers of Jalandhar and Phagwara district.

Tools

1. Personality types will be assessed using Myer Briggs Personality Type Indicator.
2. Teacher effectiveness scale by P.Kumar and D.N.Mutha (1985).

Procedure

The tools were administered on the sample under standardized conditions: their responses were collected on the three inventories and the data thus obtained were subjected to appropriate statistical techniques and interpreted accordingly.

Results and Discussion

The data were analyzed so as to find valid answers to the objectives specified in the study. The details of the analysis are presented under appropriate sub heads.

Table 1: Means and Standard Deviation of Teacher Effectiveness Scores in Relation to Personality Type (E-I), Locality and Gender

Variables	Levels	Means	Sd	F-Ratio
Personality Type (E-I)	Extraversion	266.73	5.69	5.07*
	Introversion	275.54	5.36	
Locality	Rural	262.93	5.52	17.59**
	Urban	279.34	5.54	
Gender	Males	261.18	5.52	25.90**
	Females	281.09	5.54	

Table 1 depicts that teachers whose prefer style is Extrovert scores less (Mean=266.73, SD= 5.69) on teacher Effectiveness as compared to those whose preferred style is Introvert (Mean=275.54 , SD= 5.36).The difference between these two groups(E/I) came out to be statistically significant (F=5.07). Similarly teachers living in Rural area score less on teacher Effectiveness (Mean =262.93, SD=5.52) as compared to those who live in Urban area (Mean= 279.34, SD=5.54). The difference between these two groups(R/U) came out to be statistically significant (F=17.59) .Also male teachers scores less (Mean=261.18, SD=5.52) on scores of teacher Effectiveness as compared to Female teachers (Mean=281.09, SD=5.54). The difference between these two groups (M/F) came out to be statistically significant (F=25.90). So Introverts, Urban and female teachers have better Teacher Effectiveness than Extrovert , rural and male Teachers.

Table 2 Means and Standard of Teacher Effectiveness Scores in Relation to Personality Type (N-S), Locality and Gender.

Variables	Levels	Means	Sd	F-Ratio
Personality Type (N-S)	Intuition	275.43	5.52	4.60*
	Sensing	266.99	5.60	
Locality	Rural	263.60	5.56	14.92**
	Urban	278.82	5.57	
Gender	Males	261.49	5.57	24.34**
	Females	280.93	5.56	

Table (2) depicts that teachers whose prefer style is Sensing scores less(Mean=266.99,SD= 5.60) on teacher Effectiveness as compared to those whose preferred style is Intuition (Mean=275.43 ,SD5.52).The difference between these two groups(N/S) came out to be statistically significant (F=4.60*).Similarly teachers living in Rural area score less on teacher Effectiveness(Mean =263.60,SD=5.56)as compared to those who live in Urban area(Mean= 278.82,SD=5.57). The difference between these two groups(R/U) came out to be statistically significant (F=14.92) .Also male teachers scores less (Mean=261.49, SD=5.57) on scores of teacher Effectiveness as compared to Female teachers (Mean=280.93, SD=5.56). The difference between these two groups (M/F) came out to be statistically significant (F=24.34). Intuition teachers have better teacher Effectiveness than Sensing

teachers.Also urban and female teachers have better teacher effectiveness.

Table 3: Means and Standard of Teacher Effectiveness scores in Relation to Personality Type (F-T), Locality and Gender.

Variables	Levels	Means	Sd	F-Ratio
Personality Type (F-T)	Feeling	272.06	4.92	0.14
	Thinking	270.53	6.40	
Locality	Rural	263.50	5.60	14.85**
	Urban	279.08	5.73	
Gender	Males	260.29	5.60	29.63**
	Females	282.30	5.73	

**p<.01

Table3 depicts that teachers whose prefer style is Thinking scores less (Mean=270.53,SD= 6.40) on teacher Effectiveness as compared to those whose preferred style is Feeling (Mean=272.06, SD=4.92). The difference between these two groups(F/T) is not significant (F=0.14).Similarly teachers living in Rural area score less on teacher Effectiveness(Mean =263.50,SD=5.60)as compared to those who lives in Urban area(Mean= 279.08,SD=5.73). The difference between these two groups(R/U) came out to be statistically significant (F=14.85) .Also male teachers scores less (Mean=260.29, SD=5.60) on scores of teacher Effectiveness as compared to Female teachers (Mean=282.30, SD=5.73). The difference between these two groups (M/F) came out to be statistically significant (F=29.63). Teachers with Feeling Personality type and Thinking Personality type does not differ significantly on scores of teacher Effectiveness.

Table 4: Means and Standard of Teacher Effectiveness scores in Relation to Personality Type (J-P), Locality and Gender.

Variables	Levels	Means	Sd	F-Ratio
Personality Type (J-P)	Judging	266.10	6.92	4.00*
	Perceiving	274.50	4.72	
Locality	Rural	261.59	5.60	17.14**
	Urban	279.01	6.05	
Gender	Males	259.04	5.80	28.69**
	Females	281.56	5.85	

p<.05

Table 4 depicts that teachers whose prefer style is Judging scores less (Mean =266.10,S.D.=6.92) on teacher Effectiveness as compared to those whose preferred style is Perceiving(Mean=274.50,S.D.=4.72).The difference between the two groups came out to be statistically significant.(F=4.00).Similarly teachers living in Rural area score less on teacher Effectiveness(Mean =261.59,SD=5.60)as compared to those who lives in Urban area(Mean= 279.01,SD=6.05). The difference between these two groups(R/U) came out to be statistically significant (F=17.14) .Also male teachers scores less (Mean=259.04, SD=5.80) on scores of teacher Effectiveness as compared to Female teachers (Mean=281.56, SD=5.85). The difference between these two groups (M/F) came out to be statistically significant (F=28.69).Perceiving teachers have better teacher effectiveness as compared to judging teachers and gender and locale has significant effect on teacher effectiveness.

ISSN No. : 2394-0344

Studied by Parkashan (1988), Singh (1988), Patil and Deshmukh (1995), also support the evidence that female teachers are more effective whereas in case of Locale studies done by Rao1987, Parkasham (1988), Shah (1991), Malik (2005) also goes in favour of urban teachers.

Conclusion of the study

The following are the major conclusions of the study

The result clearly indicates that all the personality types have significant effect on teacher effectiveness except feeling and thinking personality type.

--A gender difference was noticed with respect to the teacher effectiveness of secondary school teachers; female possess better teacher effectiveness than male teachers.

--A locale difference was noticed with respect to the teacher effectiveness of secondary school teachers; urban teachers possess better teacher effectiveness than rural teachers.

References

1. Aggarwal, J.C., (1966).An Introduction to Educational Research, Mansingh, Arya book depot, New Delhi.
2. Anderson, Lorin W. (1991). "Increasing teacher effectiveness", UNESCO, Report.
3. Anderson, Lorin W.(2004). Increasing teacher effectiveness. UNESCO: International Publication Institute for Educational Planning assessment of teacher effectiveness. of Human Resources, 41(4), 778–820.
4. Arokiadoss, S.A. (2005) Teacher Effectiveness of College Teachers. Perspective in Education, 21(2), 106-116.
5. Crow and crow (1973), "Psychological Development". Eurasia Publishing House, RamNagar, New Delhi.
6. Garret, H.E., Statistics in psychology and Education, International Book bureau, Hyderabad
7. Gisela, R. Jenny (1977) - Asian international student's adjustment issues and program Suggestion, Texas & M.U. International students counseling program and services, college

REMARKING : VOL-1 * ISSUE-8*January-2015

- Station. Ts, college students Journal volume 31(14).
8. Gupta, B.D. (1989). "Intelligence, Adjustment and Personality Needs of Effective Teachers in Science and Arts," Ph.D. Thesis, M.S. University, Baroda.
 9. Jamal, S. (2007): Predictors of Organizational Commitment of Secondary School Teachers. Indian Educational Abstracts, 7, 1-2, 61-62.
 10. John, W., Best, (1963).Research in Education, Prentice Hall of India, Pvt., Ltd., New Delhi.
 11. Kaur, P. (2009). Teacher effectiveness in relation to self concept of secondary school Teachers.M.Ed Dissertation, Punjab University, Chandigarh.
 12. Kaur, S. (2006) Role of Personality and socio cultural modernization in psychological stress, Journal of Psycholinguistic Association of India, 36 (2).
 13. Koul, L., (1984).Methodology of educational research. Modern Printers, New Delhi
 14. Kohli, K. (2005), Assessment of professional commitment of teacher educators. Edutracks 5, 1, 23-27.
 15. Kumar, P. and Mehta, D. (1995). Teacher Effectiveness as related with value orientation at Secondary level teaching. Journal of Education and Psychology, 43(1).OECD (2005), Teachers Matter: Attracting, Retaining and Developing Effective Teachers, Paris, ISBN: 92-64-01802-6.
 16. Organisation for Economic Co-operation and Development (OECD). 2001. "Teachers for Tomorrow's Schools." Paris. Cited in Adekola 2007.
 17. Vijayalakshmi, G. (2002) Factors effecting teacher effectiveness. EduTracks Feb. 2002 Vol. 1No-5, pp. 35-38.

Websites

1. http://shodhganga.inflibnet.ac.in/bitstream/10603/2517/9/09_chapter%202.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/2517/12/12_5.pdf
3. <http://shodhganga.inflibnet.ac.in/handle/10603/2295>
4. <http://www.inflibnet.ac.in>