

TEACHERS' TEACHING EFFICACY IN SECONDARY SCHOOLS IN RELATION TO THEIR PERSONALITY

Dr.Deepak Kumar

ABSTRACT

Teachers influence students not only through the content they teach but also through their personality traits and the communication of these traits through behaviour. An effective teacher is described as one who can successfully perform tasks expected of him/her. They take responsibility for student achievement, advancing students one grade level or more per year. Effective teachers continuously develop one's skills and professionalism to increase student achievement through active self-assessment. They lead the classroom with purposeful planning, objective-driven lessons, and sound management techniques providing encouragement, discipline, and praise as warranted. Teachers Personality signifies something deeper than mere appearance or outward behavior. It refers to individual differences in characteristic patterns of thinking, feeling, and behaving. A teacher's personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling, and acting. Also, personality includes the effects of the past, including memories of the past, as well as constructions of the present and future. In this present study, the researcher wants to investigate the teaching effectiveness of secondary school teachers concerning their personality. All secondary school teachers belonging to various schools of Jhajjar and Rohtak Districts of Haryana constituted the target population for the present study. All the teachers teaching in those schools were taken as samples for the present study. The sample for this study consisted of 140 secondary school teachers of Jhajjar and Rohtak Districts of Haryana. After the investigation, It was found that the teaching effectiveness of introvert and extrovert male and female secondary school teachers did not differ significantly. The findings of the present study will provide numerous educational implications that may be useful for teachers, teacher educators, psychologists, educational planners, policymakers, and schools.

Keywords: *Teaching Effectiveness, Personality*

INTRODUCTION

The special role of education in accelerating the pace of all-around development has been recognized in the successive national plans and policies. The standard of education depends on the quality and competence of the teachers. Whatever means are adopted to improve education; nothing can be achieved if the concerned teachers do not possess the necessary intellectual and professional abilities. In the present-day system of highly sophisticated and speculation, there is an unprecedented demand for effective teachers to lead the multitude of school children's on the path of enrichment and progress. Teaching is considered to be one of the stressful professions especially because it involves daily work based on social interaction where the teacher must have to make efforts for establishing adjustment and also regulate not only his/her own emotions but also those of students. Teaching at present has made the work of teachers more challenging and difficult. Instead of having concern for himself only with a few patterns of effective presentations of subject matter, the modern teacher's responsibility is to see that everything that goes on in the classroom is for the all-around development of the child. The pivotal role of the teacher in nation-building is universally recognized. The role of a 21st-century teacher has become very challenging, complex, and multi-faceted on account of the following reasons: there is an explosion of knowledge and radical changes are occurring in the content areas of all disciplines-humanities, sciences, and social sciences. Teachers cannot ignore this challenge for preparing the 21st century generation. Teachers display significant differences in their responses to cope with the complex environment.

Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be an effective teacher. The teachers, as well as having effective personal and professional skills, serve as an example of lifelong learners and are investors of their education. Moreover, the effective teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conducive to learn.

One must remember that teaching is neither easy nor monotonous as he has to manipulate the living mind, with its ever-changing and ever-surprising responses and attitudes.

Teaching is purposeful behaviour. In the words of Smith 'teaching is a system of actions intended to induce learning. There is no teaching where there is no learning, where there is learning, there must be teaching.' It is a system that is primarily verbal even though several types of teaching acts may be performed by the teacher. According to many researchers, good teaching means more than entertaining in front of the class. Teaching is varied in style, tempo, and strategies with an order of logical operations involved in it Good teaching develops mutual respect between the teacher and the taught and instills intellectual integrity and independent judgment among the pupils. The teacher has to realize the activities he provides and the knowledge and know-how he imparts go a long way in preparing the child to be a lifetime learner. The mutual respect between the teacher and the students is an important factor in determining the effectiveness of teaching. Mutual respect should be cordial and brotherly.

The term 'teaching' also includes 'tasks' and 'achievement'. Thus 'teaching' can be defined as an activity aimed at the achievement of learning. Teaching is a complex activity comprising many teaching acts.

TEACHING EFFECTIVENESS

The term, 'teaching effectiveness' seems to imply the effectiveness of teaching within the unit, whereas 'teacher effectiveness' addresses individual teacher performance. i.e. an effective teacher succeeds in producing desired changes among the students through his/her teaching. He/she is satisfied with teaching as a profession and able to accomplish the prefixed goals of teaching effectively.' Teaching effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning indicates that teachers grow with experience and learns more and more. He can perform best in the process of education. The definition of teaching effectiveness cannot be defined in one way. To different people, the definition of teaching effectiveness could be very different. Approaches to present this concept are also very different. Some researchers focused on teacher characteristics whereas, other researchers are more concerned with the teaching processes or the teaching outcomes.

Teaching effectiveness cannot be judged in a vacuum. It is to be related to the achievement goals, envisaged in terms of the aims of education embedded in the nation's philosophy of life. A teacher's success depends largely upon his capacity to reflect the national philosophy in his own life and actions and to initiate the child into it. Teaching effectiveness, which includes precise measurement and which is related to and perhaps depends on teaching behavior and a host of several other factors, has always intrigued educationists. Efforts made by researchers from time to time to isolate teaching effectiveness and examine its ingredients have not been wholly successful.

Techniques to Make Teaching More Effective

Several techniques can be adapted to make it more effective. These techniques are:

- To use suitable teaching methods like conducting small group
- To make use of proper instructional materials like audiovisual aids, book activities, peer tutoring and cooperative teaching, brainstorming, active participation of students, etc.
- To develop own instructional materials
- To be democratic as well as assertive.
- To make use of the library regularly.
- To develop healthy attitudes towards the profession.
- To be realistic in ambitions and aspirations.
- To help students to resolve their problems.
- To experiment with new methods of teaching.
- To cultivate intellectual capabilities.
- To improve educational and professional qualifications.
- To understand the student's misconceptions of what one is teaching.
- To perform action research on own teaching problems.

Overall effectiveness is an aspect of the total personality of a good teacher and the contributing factors are emotional stability, a good disposition, democratic and co-operative attitudes, kindness, empathy, patience, humor and fairness. In addition, there is a need for professional competence, for the ability to make effective use of sound personality patterns and professional

insight in relating to children and in promoting their all-round growth.

PERSONALITY

Personality signifies something deeper than mere appearance or outward behavior. It refers to individual differences in characteristic patterns of thinking, feeling, and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability and the other understands how the various parts of a person come together as a whole. According to Hogan (2018), a person's personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling, and acting. Also, personality includes the effects of the past, including memories of the past, as well as constructions of the present and future.

Development of Personality

The personality of an individual is all that what a person is in his totality. It includes everything about a person, his internal body system and his outward appearance, his covert as well as overt behavior, etc. What we are today as a person is the result of constant growth and development. The force of heredity and environment play their interactive role in pushing us up at our present personality make-up. Our life starts with the conception in the mother's womb and right from that the process of development gets started affected by several factors, the key of which lie in heredity contribution, biological factors, social factors, and psychological factors. These factors determine the course of our personality make-up and influence its development in so many ways. A personality characterized as good or bad, weak or strong, poor or magnificent, extrovert or introvert, social or unsocial is the result and outcome of these determinants.

Factors Affecting Personality

Several factors play important role in the development of personality. These can be categorized as:

- Heredity Factors,
- Environmental Factors,
- Social Factors, and
- Psychological Factors.

Various Approaches Related to the Personality

Personality is often equated with social skills and effectiveness. There are different approaches to personality. One of the oldest approaches to personality is the biological approach. There have been at least three biological approaches, focusing on body type, brain areas, and genetic influences. Freud, Jung, Adler, and Horney have been the most influential psychoanalysts. Freud's work was based on clinical observations of neurotic persons and self-analysis. This led him to posit the unconscious as a key component of personality. According to Freud, id, ego, and superego form the psychodynamic structure of personality. Jung emphasized the collective unconscious. He focused on the need to achieve unity through awareness of the collective and personal unconscious. Adler saw individuals as struggling to overcome profound feelings of helplessness and inferiority by striving for perfection. They explained that events that reduce a drive serve as reinforcement. In Skinner's conceptualization, analysis of stimulus conditions controlling behavior replaces inferences about internal conflicts and underlying motives. Behavior may be shaped by reinforcing successively closer approximations to a particular desired behavior. Bandura's social learning theory sees a person's personality as developing through a lifetime interaction between the person and his or her environment, each of which influences the other. The humanistic approach is usually attributed to Maslow and Rogers. Both emphasize concepts of the self and self-development, but in different ways. Trait theorists conceptualize traits as underlying properties, qualities, or processes that exist in persons. The most commonly known trait theorists are Gordon Allport, R. B. Cattell, and Hans J. Eysenck. In Allport's theory traits are the general and enduring mental structures that account for consistency in behavior. They range from highly generalized cardinal traits to secondary traits or more specific "attitudes".

NEED OF THE STUDY

Researchers consistently showed that teachers have the greatest potential to influence children's education. The major research finding is that student achievement is related to teacher competence in teaching (Kemp and Hall, 1992). Evidence from the factors influencing effective teaching indicates that student engagement in learning is to be valued above curriculum plans and materials. Research on efficient teaching has yielded a wealth of understanding about the impact

that teaching ability has an effect on student growth. The efficiency and competency displayed by teachers determine their effectiveness in their profession. This leads to the conclusion that teachers' effectiveness specifies their capability to work for the achievement of the aims and objectives of education and to further strengthen their teaching profession in this endeavor and maximising the effectiveness of a teacher in teaching is a major goal of education. The Secondary Education Commission, Indian Education Commission, and National Policy on Education categorically pointed out the need for improving the teacher training programs for increasing the teaching effectiveness of prospective teachers. It is the teacher himself who plays important role in making teaching more effective. Several internal and external factors are responsible in making teaching effective or in-effective. Most studies tend to emphasise qualities such as knowledge and organisation of the subject matter, skills in instruction, and personal qualities and attitudes that are useful when working with students (Braskamp, Brandenburg, and Ory, 1984; Cashin, 1995). Teachers' effectiveness is influenced by the socio-economic status of the teachers (Linda, 1990).

OBJECTIVES OF THE STUDY

- **Oo1:** To compare the teaching effectiveness of introvert and extrovert male secondary school teachers.
- **Oo2:** To compare the teaching effectiveness of introvert and extrovert female secondary school teachers.

HYPOTHESES OF THE STUDY

- **H₀₁** There is no significant difference between the teaching effectiveness of introvert and extrovert male secondary school teachers.
- **H₀₂** There is no significant difference between the teaching effectiveness of introvert and extrovert female secondary school teachers.

Studies Related to Teaching Effectiveness

Sreenivasuler et al. (2012) studied the relation of teaching effectiveness with mental health, stress, and emotional intelligence. The present study aimed at investigating the impact of mental health and stress on the teaching effectiveness of high school teachers. The study explored that

there is no significant impact of mental health and stress on teaching effectiveness. However, the study found that there is a significant impact of emotional intelligence on teaching effectiveness.

Studies Related to Personality

Dakshinamurthy (2010) examined the effect of teachers' personality, teachers' attitude towards profession, and teachers' teaching effectiveness on academic achievement in social science. Results concluded that the teachers with introversion personality type influenced higher on the academic achievement of students in social science than the teachers with extroversion personality type. The teachers with favorable attitudes towards profession influenced more on the academic achievement of students in social science than the teachers with unfavorable attitudes towards profession. The teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with effective teaching.

DESIGN AND PROCEDURE OF THE STUDY

The present investigation was conducted including the following variables:

- (A) Dependent Variable**
 - Teaching Effectiveness
- (B) Independent variable**
 - Personality

METHODOLOGY

For the present study, descriptive survey method was employed because it is considered as one of the important method in education as it describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization.

POPULATION

All secondary school teachers belonging to various schools of Jhajjar and Rohtak Districts of Haryana constituted the target population for the present study.

SAMPLE

Among all the Govt. schools of Districts Jhajjar and Rohtak, 5 Secondary schools were selected by random sampling method. All the teachers teaching in those schools were taken as samples for the present study. The sample for this study consisted of 140 secondary school teachers of Jhajjar and

Rohtak Districts of Haryana.

TOOLS USED IN THE STUDY

The investigator has used the following tools for her study:

1. **Teacher Effectiveness Scale (TES)** by Kumar & Mutha (1974).
2. **Introversion Extroversion Inventory (IEI)** by Aziz and Gupta (2009).

STATISTICAL TECHNIQUES USED

Means, SDs, and 't' tests were employed to find out the effect of sense of humor and personality on the teaching effectiveness of secondary school teachers. Pearson Product Moment correlation 'r' was used to find out the relationship between teaching effectiveness, the personality of secondary school teachers.

Oo1 To compare the teaching effectiveness of introvert and extrovert male secondary school teachers.

To study the difference between the teaching effectiveness of introvert and extrovert male secondary school teachers the following null hypothesis was formulated.

Ho2 There is no significant difference between the teaching effectiveness of introvert and extrovert male secondary school teachers.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of the male secondary school teachers obtained from the teaching effectiveness scale were calculated concerning introversion and extroversion. The results are presented in Table.

Table

Descriptive statistics related to the Teaching Effectiveness of Introvert and Extrovert Male Secondary School teachers

Types of Personality	N	Mean	SD	't'	Level of Significance
Extrovert	36	307.2	35.18	0.53	Not Significant
Introvert	20	301.8	37.35		

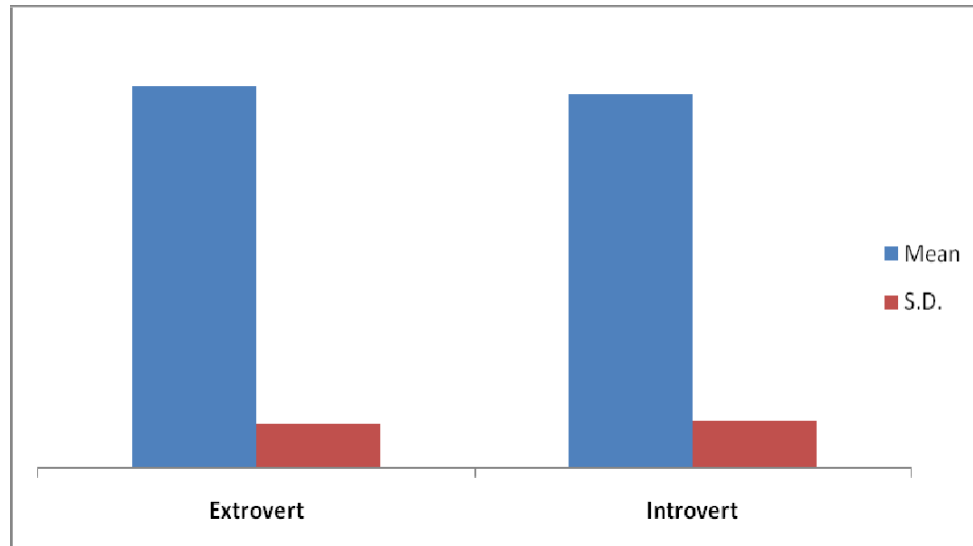


Fig.: Personality type wise Mean teaching effectiveness scores and SDs of male secondary school teachers

From the Table and Fig, it can be observed that the t-value of 0.53 was not found significant at 0.05 levels with 54 degrees of freedom, which indicates that the teaching effectiveness of introvert and extrovert male secondary school teachers did not differ significantly. So, the null hypothesis i.e. there is no significant difference between the teaching effectiveness of male introverts and extrovert secondary school teachers, is **accepted**. In terms of Mean, it can be seen that the mean teaching effectiveness score of male extrovert secondary school teachers i.e. **307.2** has been found higher than that of male introvert secondary school teachers, i.e. **301.8**. The reason can be that teaching effectiveness is not only affected by a single factor i.e. personality but also it is the result of various factors other than personality like interest, intelligence, etc.

To compare the teaching effectiveness of introvert and extrovert female secondary school teachers.

To study the difference between the teaching effectiveness of introvert and extrovert female secondary school teachers the following null hypothesis was formulated.

Ho2 There is no significant difference between the teaching effectiveness of introvert and extrovert female secondary school teachers.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of female secondary school teachers obtained from the teaching effectiveness scale were calculated concerning introversion and extroversion. The results are presented in Table.

Table
Descriptive statistics related to the teaching effectiveness of introvert and extrovert female secondary school teachers

Types of Personality	N	Mean	SD	't'	Level of Significance
Extrovert	20	330.95	22.16	0.48	Not Significant
Introvert	25	327.8	21.82		

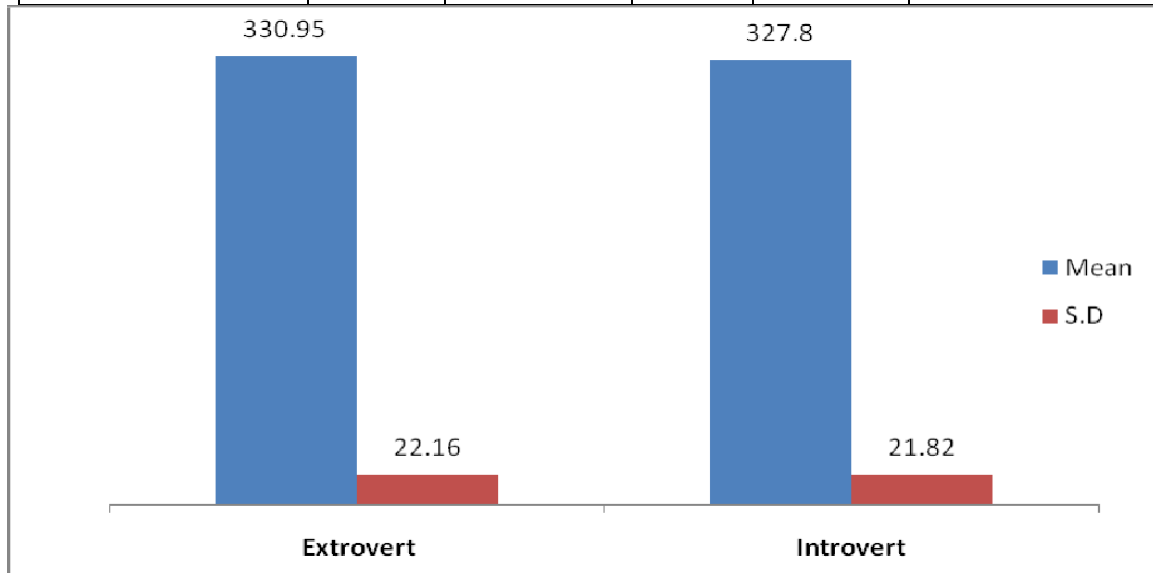


Fig. : Personality type-wise mean teaching effectiveness scores and SDs of female secondary school teachers

From the Table and Fig., it can be observed that the t-value of 0.48 was not found significant at 0.05 levels with 43 degrees of freedom, which indicates that the teaching effectiveness of

introvert and extrovert female secondary school teachers did not differ significantly. So, the null hypothesis i.e. there is no significant difference between the teaching effectiveness of introvert and extrovert female secondary school teachers, is **accepted**. In terms of Mean, it can be seen that the mean teaching effectiveness score of female extrovert secondary school teachers i.e. **330.95** has been found higher than that of female introvert secondary school teachers i.e. **327.8**. The reason for having more mean teaching effectiveness score of female extrovert secondary school teachers can be that their ability to mingle with others helps them to teach confidently and effectively.

MAJOR FINDINGS OF THE STUDY

- It was found that the teaching effectiveness of introvert and extrovert male secondary school teachers did not differ significantly. So, the null hypothesis i.e. there is no significant difference between the teaching effectiveness of male introvert and extrovert secondary school teachers, was accepted. Mean teaching effectiveness score of male extrovert secondary school teachers were found higher than that of male introvert secondary school teachers.
- Results indicated that teaching effectiveness of introvert and extrovert female secondary school teachers did not differ significantly. Thus, the null hypothesis i.e. there is no significant difference between the teaching effectiveness of introvert and extrovert female secondary school teachers, was accepted. Mean teaching effectiveness score of extrovert secondary school teachers has been found higher than that of introvert secondary school teachers.

EDUCATIONAL IMPLICATIONS

The findings of the present study will provide numerous educational implications that may be useful for teachers, teacher educators, psychologists, educational planners, policymakers and schools. These are:

- The pivotal role of the teacher in nation-building is universally recognized. Teachers pave the way for an enlightened society. Seminars, workshops, and refresher courses for

government secondary school teachers should be organized to improve their teaching effectiveness, as only effective teachers can teach effectively.

- The introvert teachers should attend seminars and workshops which will help them in social interaction resulting in making them extrovert personalities.
- Teachers should be motivated to use an advanced technology which will help teachers to teach more effectively.
- Teachers should be asked to contribute in the various planning in the school by giving their valuable suggestions. It will help them to become extroverts and thus can help in making their teaching more effective.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of the current study some of the suggestions for future research are identified as follows:

- The present study can be conducted on a large scale and a more representative sample can be picked up from a large area.
- Only two districts of Haryana are taken in the present study. A similar study can be taken with more districts.
- The present study has been conducted on secondary school teachers only. The study can be extended to teachers of another education level i.e. primary, senior secondary, and higher education.
- A similar type of study may be conducted in other states of India rather than Haryana.
- Further experimental research can be conducted to explore the relation of teaching effectiveness and the use of humour in the classroom.
- Teaching Effectiveness of the secondary school teachers can be studied in relation with the variables like attitude towards education, teaching interest etc. other than personality and sense of humour.
- The present study has been conducted by using statistical techniques like 't' test and correlation. A similar study can be conducted by using ANOVA etc.

CONCLUSION

The investigator has assessed great value for present investigations in terms of the educational

implication of the findings of the present study. Some of its practical implications can be polled tougher to consider its importance. This study will provide numerous educational implications that may be useful for teacher, teacher educators, psychologists, educational planners, policymakers and schools. The pivotal role of teacher in nation-building is universally recognized. Teachers should be motivated to use advanced technology which will help teachers to teach more effectively. Effective teachers continuously develop one's own skills and professionalism in order to increase student achievement through active self-assessment.

REFERENCES

- **Aggarwal, S. (2012).** Correlational Study of Teaching Effectiveness and Job Satisfaction of Higher Secondary School Teachers. *EduTracks*, 12(2), 38.
- **Aziz, P.F. and Gupta, R. (2009).** Manual for Introversion Extroversion Inventory,
 - *Bhartiya Shiksha Shodh Patrika*, 12 (2), 46-47.
- **Chi, Law Ning (1992).** Humour and Teacher Burnout The Chinese University of Hong Kong Graduate School - Division Of Education Master of Arts in Education Thesis.
- **Dakshinamurthy, K. (2010).** An Interaction Effect of Teachers' Teaching Effectiveness, Teachers' Personality and Teachers' Attitude on Academic Achievement in Social Science among Students Studying in Secondary Schools. *Edutracks*, 9, 9.
- **Gillian A. Kirsh and Nicholas A. Kuiper (2003).** Positive and negative aspects of sense of humour: associations with the constructs of individualism and relatedness. *Humour-international journal of humour research*, 16(1).
- **Gupta, B.D. (1988).** Intelligence, adjustment and personality needs of effective teacher in science and arts. Ph. D. Thesis, Agra University. *Fifth Survey of Educational Research (1988-1992)*, 11, 883.
- **Kagathala, A.B, (2002).** A Study of the Effectiveness of Teachers of Secondary School in Gujarat. *Journal of Education and Psychology*, 59 & 60(3 & 4), 26-33.
- **Kaur, H. (2014).** Teacher effectiveness, personality hardiness and student learning: Some reflections. *Indian Streams Research Journal*, 4 (5).
- **Kher, N., Molstad, S. and Donahue, R. (1999).** Using humor in the college classroom

to enhance teaching effectiveness in dread courses. *College Student Journal*, 33, 400-405.

- **Kumar, P. (2009).** Personality Characteristics of Most Effective and Least Effective Prospective Teachers. A Comparative Study. *Recent Researches in Education and Psychology*, 14, I-II.
- **Mishra, S. (1999).** Teacher effectiveness of elementary schools teachers in relation of their attitude towards teaching, level of aspiration and job-satisfaction. Ph.D. Thesis, Kurukshetra University, Kurukhetra.
- **Natesan, N. and Khaja Rahamathulla, S.K. (2003).** Teaching profession perception, teaching aptitude, and personality factors of secondary grade teachers. *Edutracks*, 2(10), 32-38.
- *National Psychological corporation, Agra.*
- **Ornstein, A.C. (1991).** Teacher effectiveness research: theoretical considerations. In Waxman, H.C. and Walberg, H.J. [Eds], *Effective Teaching: Current Research*, McCutchan Publishing Corporation, Berkeley, CA.
- **Raj, T. (2000).** An Empirical Study of Correlates Teacher Effectiveness. *The Educational Review*, 107(1), 6-7.
- **Rushton J.P. Murray, Paunonen (1983)** Personality, Research Creativity, and Teaching Effectiveness in University Professors. *Scientometrics*. 5, 2.
- **Singh R.S. (1993).** Teacher effectiveness in relation to their sex, area and adjustment.
- **Singh, Daljit (1991).** Creativity and intelligence as correlates of teaching effectiveness of secondary school teachers. Ph.D. in Education, Punjab University, in the *Fifth Survey of Educational Research*, 11(1486).
- **Teehan & Robert E. (2006).** Ph.D., Capella University, 139 pages; 3215971.
- **Wrench & Richmond (2004).** Understanding the Psychometric Properties of the Humour Assessment Instrument through an Analysis of the Relationships between Teacher Humour Assessment and Instructional Communication Variables in the college Classroom, 21(1), 92-103