A Constant of the second secon

**Original Research Paper** 

Education

# IMPACT OF SELF EFFICACY AND TYPE OF PERSONALITY ON TEACHER EFFECTIVENESS IN GURUKULAM SCHOOLS OF TELANGANA STATE

# **B.** Prasad

Post Graduate Teacher at TMREI, Wardannapet, Warangal Rural, Telangana State.

ABSTRACT An attempt was made in the present investigation to study the impact of self efficacy and type of personality on teacher effectiveness in Gurukulam schools of Telangana state. Sample of the present study consists of 300 teachers working in Gurukulam schools of Warangal district of Telangana state. Teacher effectiveness developed by Puli Adeseshu (1991), personality scale developed by Williams (1998) and self-efficacy scale developed by Copeland and Nelson (2004) were used to collect the data. A 2×2 factorial design was employed. ANOVA was used to analyse the data. Findings of the study revealed that self-efficacy and personality have significant impact on teacher effectiveness in Gurukulam schools.

KEYWORDS : Self Efficacy, Personality, Teacher Effectiveness and Gurukulam Schools.

# INTRODUCTION

# Teacher Effectiveness

Teaching is a dynamic and complex phenomenon involving teachers, pupils and the subject matter. The teachers play a pivotal role in the total process of education. The following observation made by the Secondary Education Commission (1964-66) is worth to consider: "Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers". The Indian Education Commission furd.ler emphasized that the destiny of India is shaped in the classrooms.

Teacher effectiveness centers on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements, possessing skills regarding the usage of questions to engage and challenge the students are also an important aspect of teacher effectiveness and consolidating understanding is considered to be the effective use of assessment for learning.

Teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts and their effects of the educational outcomes of classroom teaching (Flanders and Simon, 1969).

## Self Efficacy

Self-efficacy refers to an individual's belief(s) in his/her competency/ability to perform a task, achieve the goal and overcome the obstacles. It also stands for the abilities of people to produce desired levels of performance that exercise impact over the events which affect their lives. Self-efficacy is defined as a person's conviction/belief that he/she can successfully achieve/attain the desired levels and goal in some academic scenario.

Self-efficacy is the perceived ability to carry out a desired action. The higher a person's feelings of self-efficacy, the better that person tends to be at a wider range of tasks. And such success, of course, can ultimately lead to more generalized positive feelings about one.

#### Personality

Personality refers to an individual's organized pattern of behavioural characteristics such as, physical, mental and social characteristics which directly or indirectly influences person's life in different domains. There are many factors relate to the development of personality. One such factor is self-esteem, which reflects a people's overall emotional evaluation about their self-worthiness to get succeed in life (Crocker and Wolfe, 2001). Personality refers to a set of underlying traits that determine how an individual typically behaves, thinks, and feels. Personality is an important individual resource that is not only associated with important life outcomes, such as subjective well-being and mental health, but is also supposed to play a prominent role in explaining educational attainment and academic success.

According to personality, people can be divided into two categories i.e, Type-A personality and type-B personality. It is the most common stressor at the individual level and explains two different types of personality, that are known to influence a person's chance of getting health-related problems, such as heart disease. Type-A people are highly competitive, selfcritical, continually striving to achieve goals without paying much attention to efforts and achievements; At the other extreme, Type-B people are often more tolerant, relaxed and thoughtful than Type-A. If you are concerned about what type of personality you have, take a look at the excerpt from the article and identify yourself.

## Review

Lisa E. Kim, Ilan Dar-Nimrod and Carolyn Maccann (2000) found that Teacher personality predicted the subjective measures of teacher effectiveness the strongest predictors were conscientiousness for teacher academic support, agreeableness for teacher personal support, neuroticism and self-efficacy. Nikki Bray-Clark and Reid Bates (2003) showed that teacher efficacy is an important variable in teacher effectiveness that is consistently related to teacher behaviors and student outcomes. Fauziah Binti Othman (2009) examined the relationship between personality and teaching effectiveness. The finding showed that there are significant relationship between extrovert, agreeableness and conscientiousness with teaching effectiveness, while the neuroticism and openness have no significant relationship. Even there are relationship between personality and teaching effectiveness, but the other results show that personality only has a small effect on teaching effectiveness which means that there are several other factors that influence the teaching effectiveness. Prachee Sehgal (2015) concluded that Positive association between teacher self-efficacy and teacher effectiveness.

#### OBJECTIVE

1. To assess the impact of self efficacy and personality on Teacher effectiveness in Gurukulam schools.

# Hypotheses

- There would be significant impact of self efficacy on Teacher effectiveness in Gurukulam schools.
  There would be significant impact of personality on
- 2. There would be significant impact of personality on

#### VOLUME - 10, ISSUE - 04, APRIL - 2021 • PRINT ISSN No. 2277 - 8160 • DOI : 10.36106/gjra

Teacher effectiveness in Gurukulam schools.

#### Sample

Sample for the present study consists of 300 teachers working in Gurukulam schools of Warangal district of Telangana state. This study was using stratified random sampling method.

### Variables Studied

In the light of the hypotheses formulated, the following variables are studied.

## Dependent Variable

1. Teacher effectiveness

#### Independent Variables

- 1. Self Efficacy
- 2. Personality

# **Tools Used**

#### (A). Assessment of Teacher effectiveness:

Teacher effectiveness scale was developed by Puli Adeseshu (1991), which consists of 35 items. Low score indicates low teacher effectiveness and high score indicates high teacher effectiveness. The reliability for the scale was found to be 0.78 using test -retest method and validity of the instrument is 0.96.

# (B).Assessment of Personality:

Personality scale was developed by Williams (1998), which consists of 22 items. The reliability for each of the factor was as follows: achievements drive 0.72, Patience/Impotence 0.80.

#### (C). Assessment of Self efficacy:

The self-efficacy scale was developed by Copeland and Nelson (2004), which consists of 16 items. The reliability of the instrument was established by test-retest method, it is 0.82, and validity of the instrument is 0.92.

#### **Research Design**

As there are three independent variables i.e., self efficacy (low & high) and personality (type-A & type-B) and each variable are divided in to two categories, a  $2 \times 2$  factorial design was employed in the present study.

#### STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance (ANOVA).

### **RESULTS AND DISCUSSION**

Table-I: Means and SDs for scores on teacher effectiveness in Gurukulam schools.

Self Efficacy		Personality			
		Туре-А	Type-B		
Low	Mean	121.56	95.37		
	SD	14.86	13.25		
High	Mean	137.41	122.37		
	SD	13.45	12.57		

# Grand Means

Low Self Efficacy	Type-A Personality =
=(M:108.47)	(M:129.49)
High Self Efficacy =	Type-B Personality =
(M :129.90)	(M:108.88)

A close observation of Table-I shows that teachers with high self efficacy and type-A personality have obtained high score (M=137.41) indicating their high teacher effectiveness compared with other groups. Teachers with low self efficacy and type-B personality have obtained low score (M=95.37) indicating their low effectiveness in teaching compared to other groups.

In terms of self efficacy, teachers with high self efficacy

(M=129.90) have high teacher effectiveness than the teachers with low self efficacy (M=108.47). In terms of personality, teachers with type-A personality (M=129.49) have high teacher effectiveness than the teachers with type-B personality (M=108.88).

As there are differences in the mean scores with regard to teacher effectiveness in Gurukulam schools, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-II.

Table-II:	Summary	of	ANOVA	for	scores	on	teacher
effectiveness in Gurukulam schools.							

Source of Variance	Sum of Squares	df	MSS	F-Values
Self Efficacy (A)	495.123	1	495.123	6.03 **
Personality (B)	457.108	1	457.108	5.56**
(A x B)	431.517	1	431.517	5.25**
Within	24555.375	296	82.125	
Total	25939.123	299		

\*\*-Significant-0.01 level

# Hypothesis-1: There would be significant impact of self efficacy on teacher effectiveness in Gurukulam schools.

As shown in table-II that the obtained 'F' value of 6.03 is significant at 0.01 level indicates that self efficacy has significant impact on teacher effectiveness among Gurukulam schools. As the 'F' value is significant, the hypothesis-1, which stated that self efficacy has significant impact on teacher effectiveness in Gurukulam schools, is accepted as warranted by the results. Teachers with high self efficacy (M=129.90) have high teacher effectiveness than the teachers with low self efficacy (M=108.47).

The results of the present study corroborates with the earlier findings of Nikki Bray-Clark and Reid Bates (2003) and Prachee Sehgal (2015) which states that self efficacy is positively and significantly related to teacher effectiveness.

# Hypothesis-2: There would be significant impact of personality on teacher effectiveness in Gurukulam schools.

As shown in table-II that the obtained 'F value of 5.56 is significant at 0.01 level indicates that personality has significant impact on teacher effectiveness among Gurukulam school teachers. As the 'F value is significant, the hypothesis-2, which stated that personality has significant impact on teacher effectiveness among Gurukulam school teachers, is accepted as warranted by the results. Teachers with type-A personality (M=129.49) have high teacher effectiveness than the teachers with type-B personality (M=108.88).

The results of the present study corroborates with the earlier findings of Lisa E. Kim, Ilan Dar-Nimrod and Carolyn Maccann (2000) and Fauziah Binti Othman (2009) which states that personality is positively and significantly related to teacher effectiveness.

It is evident from the table-II data reveals that the 'F' value of 5.25 self efficacy and personality (AXB) is significant. This indicates that there is significant interaction between two independent variables i.e., self efficacy and personality is causing the effect on teacher effectiveness.

# CONCLUSIONS

- Self efficacy has significant impact on teacher effectiveness in Gurukulam schools. Gurukulam school teachers with high self efficacy are effective in teaching than the teachers with low self efficacy.
- Personality has significant impact on teacher effectiveness in Gurukulam schools. type-A personality

teachers are effective in teaching than type-B personality of Gurukulam school teachers.

# REFERENCES

- Fauziah Binti Othman (2009). A study on personality that influences teaching 1.
- Fauzich Binti Othman (2009). A study on personality that influences teaching effectiveness. Unpublished Research report submitted in partial fulfillment of the requirement for the degree of Master of Business Administration. Lisa E. Kim, Ilan Dar-Nimrod and Carolyn Maccann (2000). Teacher Personality and Teacher Effectiveness in Secondary School: Personality Predicts Teacher Support and Student Self-Efficacy but Not Academic Achievement. Journal of Educational Psychology, 110(3), Pp: 1-8. Nikki Bray-Clark and Reid Bates (2003). Self-Efficacy Beliefs and Teacher Effectiveness: Implications for Professional Development. The Professional Educator 26(1), Pa. 12-22 2.
- 3. Educator, 26(1), Pp: 13-22.
- 4. Prachee Sehgal (2015). Exploring the relationship between teacher selfefficacy and teacher effectiveness: role of personality, collaboration and principal leadership. Unpublished Doctoral Dissertation Submitted in the Fellow Programme in Management, Indian Institute of Management Indore.