



## ORIGINAL RESEARCH PAPER

## Education

### TEACHER EFFECTIVENESS AND PERSONALITY OF SECONDARY SCHOOL TEACHERS

**KEY WORDS:** Teacher Effectiveness, Personality, Extraversion and Openness

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#### ABSTRACT

The present study tries to examine the influence of extraversion and openness on teacher effectiveness of secondary school teachers. The data was collected from 1200 secondary school teachers at Chittoor district in Andhra Pradesh through survey method. The self-constructed teacher effectiveness questionnaire was used to find teacher effectiveness and Goldberg Big five inventory is adopted to measure extraversion and openness. Statistical technique One-way Anova test was used for analysis of the data. Result shows that extraversion and openness have significant influence on teacher effectiveness of secondary school teachers.

#### INTRODUCTION:

Teaching is the mother of all professions. Teachers are to play a predominant role in the overall development of pupils. Every teacher faster young minds and impart wide knowledge.

Teachers' personality is one of the core factors for teacher effectiveness. To achieve the institutional objectives among student community, the teachers' personality should be strong and positive. It is evident from psychology that personality is a dynamic organisation of those psycho-physical systems of an individual which clearly shows that personality has direct influence on any walk of life.

Humayun Kabir (1959) rightly emphasized that 'a nation', however rich in national resources, cannot prosper unless its human resources are properly developed and such a development is essentially a function of education.

"Teacher Effectiveness" is judged in terms of a teacher's capability as guide and reforms having positive attitude towards quality improvement of education. This means that those teachers are called effective teachers who have attained the needed competence involving planning and preparing for teaching, classroom organisation, ability to converse the subject matter from simple to complex.

Hence the personality of a teacher plays a vital role in the teaching learning process. The researcher with a view on the importance of the personality type on the teacher effectiveness attempted to study on the concept. The findings of the research are expected to throw light on improving the personality of teachers by improving the factors influencing the personality of teachers. If the personality of the teacher is shaped properly to suit the requirement of teacher learning, then the teacher effectiveness is expected to improve leading to productive future citizens. Hence the researcher intended to assess the teacher effectiveness of secondary school teachers with reference to their 'extraversion' and 'openness'.

#### REVIEW OF LITERATURE:

**Wangoo (1984)** did a study on the "Teacher personality correlation and scholastic competence as related to teacher effectiveness" and found that attitude towards teaching and effective teaching are positively correlated. Intelligence and effective teaching are positively correlated. Personality and effective teaching are positively correlated.

**Deo (1980)** did "A study of teacher effectiveness among teachers" and found that personality of a student teacher correlates with teacher effectiveness.

**Patel and Dass (1984)** found that teachers from rural and urban areas are more or less equal with respect to teacher effectiveness.

**Sundara Rao (2009)** investigated teacher effectiveness as an observational study by using a sample of 90 teaching staff. He found that gender had no significant influence on teacher effectiveness.

#### OBJECTIVES OF THE STUDY:

1. To study the influence of extraversion of teachers on Teacher effectiveness of Secondary school teachers.
2. To study the influence of openness of teachers on Teacher effectiveness of Secondary school teachers.

#### HYPOTHESES OF THE STUDY:

1. There would be no significant influence of extraversion of teachers on the teacher effectiveness of secondary school teachers.
2. There would be no significant influence of openness of teachers on the teacher Effectiveness of secondary school teachers.

#### METHODOLOGY:

The sample for the study consisted of 1200 secondary school teachers in Chittoor district of Andhra Pradesh. The stratified random sampling was applied for collection of data. The Teacher effectiveness of Secondary school teachers questionnaire was constructed and standardised by the researcher and **Goldberg Big five inventory** is adopted to measure Extraversion and Openness. For the purpose of scoring numerical values were assigned to each of the five categories namely Strongly agree (S.A), Agree (A), Undecided (U), Disagree (D) and Strongly disagree (S.D) based on **Likert (1932) method**. The significance of Extraversion and Openness with teacher effectiveness was tested by using One-way-Anova technique.

#### RESULTS AND DISCUSSION:

The above hypotheses were tested by employing one-way ANOVA technique. The results are furnished below.

**Table –1 : Teacher effectiveness and Extraversion**

S. No.	Extraversion	N	Mean	SD	'F' – Ratio
1.	Group – I (Low)	297	240.80	42.42	10.043**
2.	Group – II (Medium)	368	251.77	37.59	
3.	Group – III (High)	535	255.17	38.59	

\*\*Indicates significant at 0.01 level

The table value of 'F' for 2 and 1197 df at 0.01 level is 4.63 and at 0.05 level is 3.00.

It is clear from the Table –1 that the computed value of 'F' (10.043) is greater than the critical value of 'F' (4.65) for 2 and 1197 df at 0.01 level. Hence the Hypothesis – 1 is rejected for the variable 'Extraversion' at 0.01 level of significance. The means from the

table project that 'extraversion' has significant influence on the teacher effectiveness of secondary school teachers.

**Table –2 : Teacher effectiveness and Openness**

S. No.	Openness	N	Mean	SD	'F' – Ratio
1.	Group – I (Low)	328	243.66	41.85	7.834**
2.	Group – II (Medium)	367	248.87	35.73	
3.	Group – III (High)	505	256.26	40.27	

\*\*Indicates significant at 0.01 level

The table value of 'F' for 2 and 1197 df at 0.01 level is 4.65 and at 0.05 level is 3.01.

It is clear from the Table –2 that the computed value of 'F' (7.834) is greater than the critical value of 'F' (4.65) for 2 and 1197 df at 0.01 level. Hence the Hypothesis–2 is rejected for the variable 'Openness' at 0.01 level of significance. The means from the table–2 project that 'openness' has significant influence on the teacher effectiveness of secondary school teachers.

**CONCLUSION:** From the statistical analysis of the data the following conclusions are drawn. Extraversion and Openness of Secondary school teachers have significant influence on their Teacher effectiveness. Higher the extraversion and openness of secondary school teachers, higher the teacher effectiveness.

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