



A STUDY OF THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND TEACHING COMPETENCE OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

A teacher is supposed to Posses a few traits that help his students to find his teaching effective and teaching by itself a pleasure and a study above the relationship between his personality traits and teaching competence become relevant in the professional development of teaching community. hence it is significant to study the personality traits of teachers and their impact on their teaching competence.

The study entitled 'RELATIONSHIP BETWEEN PERSONALITY TRAITS AND TEACHING COMPETENCE OF SECONDARYSCHOOL TEACHERS' is briefed in this article with the hope that it will throw new lights into the personality factors which may affect teacher effectiveness.

The investigator used stratified random sampling technique to select 120 secondary school teachers from 5 different states of south India. Using Cattell's 16 PF from A questionnaire, their personality traits were measured. Stanford Teacher Appraisal Guide (STAG)was used to assess teacher competence.

The subject were classified as high or low groups according to the scores received by administering 16 PF from A for the factor A,B,C,E,F,G,H,I,L,M,N,O,Q₁,Q₂,Q₃ and Q₄ and their sample means were found with respect to the teaching competence obtained using STAG .Then the data were completely analysed by 't' test ,to find the significance of difference between the means of the criterion variable for high group and low group of each personality factors.

Of the sixteen personality factors, significant differences were found between the two mean scores of teaching competence of the two groups rated high and low for the factors B,C,F,G,I,M,O and Q₄.

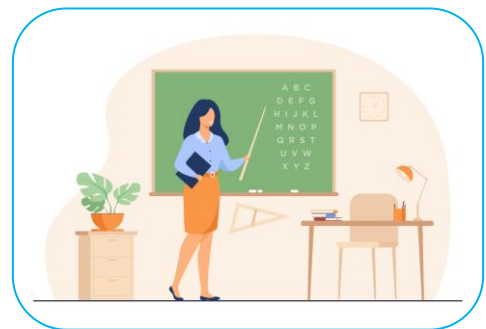
KEYWORDS : Teaching competence, Personality traits, Secondary School Teachers.

INTRODUCTION:

Teaching is a very personal activity and while certain teaching styles and strategies might suit one teacher, they might not be appropriate for another. However, although there exists a core of good practice to which most teachers would subscribe, there are differences between teachers which relate to their personality, styles of teaching and philosophy.

As personality and teaching styles of the teacher do influence the effectiveness of teaching, herein lies one of the keys to effective teacher self presentation .While there are some common constituents ,it is also the case that every teacher is an individual and brings his own personality to the job .It is generally agreed that effective teaching depends on and is enhanced by self presentation ,enthusiastic ,caring and confident .

In spite of academic and communicative skills ,the teacher behaviour depends mostly on his make, that is his personality. Hence it is significant to study the personality traits of teacher and their



impact on his teaching competence, his knowledge of classroom management, methods and techniques of teaching and his strategies to build up a rapport with his students .

Apart from generalised results from observation about teacher's personality and his competence, deviant results are also obtained. Why this happens ? What is the degree of correlation between personality and teaching competence ?

This study is an attempt to test these observations through a research.

So beginning with random observations ,teachers can move toward constructing a broad theory of personality through intelligent attention to their daily experience. In order to fashion such a sensitive and adequate theory, it may be necessary to eliminate many misleading notions, refine their observations and relate the various findings of Psychology and other disciplines. By such a process, teachers can fashion a genuine personality theory. Using a personality theory of their own, they can work much more effectively, whether they may be pupils or professional colleagues.

Further this study can be significant in other fields that of selecting appropriate teachers to educational institutions. The results obtained from the research can be used as a criterion for appointing teachers and for selecting candidates for teacher training. Most of the times people having poor self perception and less motivation and competence are selected to the teaching profession. "Many teachers and local authority officers and school governors still place great reliance on their own instinctive judgement and priorities when appointing teachers " (Cowan. G, 1974). Such persons ultimately prove themselves a failure in the classroom and seriously affect the young minds of secondary school children in a negative way. Therefore a study of these factors at the secondary level is highly essential. "When qualified teachers in some subject areas are scarce, school systems tend to recruit teachers from other areas in order to fill available positions"(Havighurst & Neugarten 1967). These recruits can be expected to lack both competence and confidence if any, or all of the areas of subject matter knowledge and lack familiarity with and understanding the curriculum and teaching skills. Numerous surveys have shown that shortage of teachers exist in many countries and this lack has been made up by the hiring of unqualified personnel. (Howe & Gerlowitch,1981; Hershkowitz & Israyeli, 1981 Williams, 1983; Ostad & Beal, 1984). It is therefore most likely there are many teachers in need of assistance to enhance their personality competence .

The unprecedented explosion of knowledge possess a tremendous challenge to the teacher education and its related programmes. The greatest concern of any teacher development programme should be to make the teacher personality more purposive in order to turn out effective and competent teachers. This help them to know what is expected of them. What objectives they should be trying to achieve, whether they have a right to share in the shaping of these objectives. Also the extent to which they are achieving their objectives and meeting performance requirements and how they correct any shortfall between their objectives and performance should be considered.

Such a knowledge helps them to give greater sense of purpose through the provision of clear objectives. It encourages self development and personal initiative, and enhance their self esteem and confidence

.This can reduce alienation and resentment by providing the opportunity for free discussion and career advice.

Further the investigator as a teacher with 35 years of service feels that among the various correlates of teaching competence, personality traits seem to be most promising. This observation is based on his experience as a student and teacher right from primary stage to university stage,with reference to his interaction with his fellow students and his long experience as teacher at secondary level.

It was observed by the investigator that a positive self concept is essential for personal happiness. It is the view of the self as the individual perceives his or her behavior, thought and effects on others. Some teachers suffer from a feeling of inadequacy and unworthiness

.They perceive themselves as helpless and inferior, have difficulty in giving and receiving love, and tend to feel isolated and alone. It is due to negative self concept and attitude which impairs the adjustment of an individual. These teachers when they enter the classrooms fails to bring about proper

environment .They project their feelings on young children, and in turn the children gain unpleasant experiences .Due to their negative attitude the teacher at times reject the children ,fail to recognize their personal value and worth. As a result the children perceive them as unworthy, insignificant and unacceptable even if the teacher is a man of knowledge and skill and impair their school adjustment and subsequent academic performances.

It was also found that high level of emotionality and inner conflict of the teachers lead to major distress. They remain tense and worried,get nervous ,easily upset. Sometimes they reflect their anxiety on the students by harsh and punitive treatment, by imposition of high standard behavior and negative evaluation of the child's behavior and accomplishment. Their frequent changes in mood and reaction lead to the creation of excessive anxiety and negative attitude in the children. Those emotionally upset teachers fail to pay proper attention to the children as they themselves feel helpless, desperate and inadequate. The children distrust their own impulses, their overall adjustment, self concept, personality traits and their academic achievement is affected. In some children intense anxiety created by the teacher brings hindrance to clear thinking and results in withdrawal of interest from academic tasks. It is the role and emotion of the teacher brings minimum and maximum anxiety into the classroom and causes learning and unlearning Apart from generalised results from observation about teacher's personality and his competence, deviant results are also obtained. Some of my interesting experiences are worth mentioning here. One of the colleagues who was considered as a competent teacher has got very poor academic records. Similar is the case of a teacher who was considered as an in disciplined man, he being addicted to alcohol and a problem maker was proved to be a competent teacher throughout his service.

Why this happens? what is the degree of correlation between teaching competence and personality? This study is an attempt to test these observations through a research.

METHODOLOGY:

Research Problem :

THE STUDY IS ENTITLED "RELATIONSHIP BETWEEN PERSONALITY AND TEACHING COMPETENCE OF SECONDARY SCHOOL TEACHERS"

Personality :

Different approaches have been made to define personality ,but there is no agreement on a single definition. But psychologists agree on certain common basic characteristics. That is personality is unique, it is the product of its own functioning ,differs from individual to individual

Cattel defined personality in terms of "that which permits prediction of what a person will do in a given situation". He believes that prediction concerning personality is possible by the identification and measurement through objective tests and rating scales or those traits which lie at the source of the behavior patterns that make a personality. The traits which dominates in man do contribute to his odd or otherwise of his behavior and decide his reactions.

Teaching Competence :

Teaching competence in this study shall mean to the teaching styles ,their efficacy ,relations with students and teacher's knowledge ,both theory and his skill. It involves both teacher competence and teaching competence. In short a teacher is said to be competent, If he is successful in achieving all the objectives in all the domains.

Secondary School Teachers :

Secondary school teacher are those teachers ,teaching in a secondary school.

The study was designed with teaching competence as the criterion variable. The sixteen personality factors as identified by Cattel were selected as predictor variables. They are factor A, B, C, D, E ,F ,G ,H, I, L, M , N, O, Q1, Q2, Q3 and Q4. The hypotheses were formed in a way that in each personality

factor, high group teachers and low group teachers are likely to differ significantly in their teaching competence

Tools:

To test the hypotheses of this study, Cattell's 16 PF form A Questionnaire is chosen, since it is a culture free tool standardised which needs no further validation. It is most appropriate for a fully literate person who is equivalent to that of the normal school leaving person. Moreover the scoring system is fairly easy.

To test the teaching competence the standardised tool Stanford Teacher appraisal Guide(STAG),which is culture free and culture fair, effective and least time consuming. It was structured and validated by the faculty of education, Stanford university. The seventeen items contained in the tool indicate the most vital components of teaching .In addition to its statistical validity and reliability ,it has a high degree of functional validity, consistence and stability.

SAMPLE :

120 secondary school teachers from five different states of south India were selected for the study ,the states being Kerala ,Tamil Nadu, Karnataka, Andrapradesh and Maharashtra. The investigator found the sample by stratified random sampling method from various teacher training courses in Regional Institute of English ,South India, where he was a trainee. The participants of RIESI formed a feasible and convenient sample to whom the investigator administered the tools effectively.

PROCEDURE :-

Cattell's 16 Pf from A and STAG were administered to the selected sample of 120 secondary school teachers .They were also provided with answer sheets, where in they were instructed to make their choice of answers. The investigator outlined the main objective of the study to the subjects, beforehand.

The weightage of each response for 187 items in the Cattell's 16PF form A Questionnaire were classified into 16 groups and the total score for each factor is arrived for individual teachers, thereby getting 16 scores for each of the respondents with reference to their personality factor A,B,C,D,E,F,G,H,I,L,M,N,O,Q₁,Q₂,Q₃ AND Q₄.

Scores indicative of their teaching competence were found using Stanford Teacher appraisal Guide (STAG). Each item in this rating scale was observed and rated. The scores were added to get the final position. The classes were observed for a minimum duration of forty minutes each.

The subjects were classified as high or low groups according to the scores received by administering Cattell's 16 PF and their sample means were found with respect to the scores of teaching competence obtained using STAG. Then using 't' test the significance of the difference between means of the high group and low group were tested for each null hypothesis. Profiles and tables were drawn for an easy visual comparison.

FINDINGS OF THE STUDY :

Of the 16 personality factors significant differences were found between the two mean scores of teaching competence of the two groups rated high and low in the following factors only.

Factor B : Less intelligent	Vs more intelligent
Factor c : Affected by feelings	Vs emotionally stable Factor
F : Sober	Vs Happy go lucky
Factor G : Expedient	Vs Conscientious
Factor I: Tough minded	Vs Tender minded
Factor M : practical	Vs Imaginative
Factor O : Placid	Vs apprehensive
Factor Q ₄ : Relaxed	Vs Tense

INTERPRETATION :**Factor B :**

More intelligent group of teachers and less intelligent group of teachers differ significantly in their teaching competence. The difference was in favour of less intelligent teachers.

Factor C :

Teachers who are affected by feelings and those who are emotionally stable, differ significantly in their teaching competence. The difference was in favour of teachers who are emotionally stable

Factor F :

The sober group of teachers and happy go lucky group of teachers differ significantly in their teaching competence. The difference was in favour of sober teachers.

Factor G :

Expedient teachers and conscientious teachers differ significantly in their teaching competence in favour of conscientious teachers. conscientious teachers were found to be more competent than expedient teachers

Tough minded teachers and tender minded teachers differ significantly in their teaching competence. The difference was in favour of tender minded teachers.

Factor M :

Practical teachers and imaginative teachers differ significantly in their teaching competence. The difference was in favour of practical teachers

Factor O :

Teachers who are placid and teachers who are apprehensive differ significantly in their teaching competence .The difference was found in favour of placid teachers.

Factor Q4:

Relaxed and tense teachers differ significantly in their teaching competence .The difference was in favour of relaxed teachers. There existed no significant difference in the teaching competence of teachers ,who are either

1. Reserved or Outgoing
2. Humble or Assertive
3. Shy or Venturesome
4. Trusting or Suspicious
5. Forthright or Shrewd
6. Group Dependent or Self Sufficient
7. Disciplined or Controlled

DISCUSSION:-

It can be interpreted that intelligence ,emotional stability, sobriety, conscientiousness ,tender mindedness ,practically ,placidity and relaxation seem to be the correlates of teaching competence. Therefore teachers need to be provided with essential information about personality if they are to achieve all learning objectives. This help them to know the extent to which they are achieving their objectives and meeting performance requirements, whether they have a right to share in the shaping of objectives. It helps them to correct any shortfall between their objectives and performances.

Many personality traits play an important role in the acquisition of teaching skills. Most of the habits are of the dynamic category. Therefore continuous training programmes will prove fruitful in the better acquisition of these skills. Personality factors posses a good deal of predictive value. Hence a personality test may prove to be helpful for the selection of teachers. It provides an empirical basis for identifying the personality variables to be developed by the teacher .

The findings of the study can be used for

1. Professional development of teachers.
2. Selecting appropriate teachers to educational institutions.
3. Selecting candidates for teacher training.
4. Placement and induction of teachers

5. Promotion ,pay and reward system of teachers
6. Performance reviews and appraisal of teachers.

LIMITATIONS OF THE STUDY:

Though maximum effort had been taken to make the study precise, some limitations also have crept into it. The important limitations the investigator could identify are the following

1. The study has not used any control over the intervening variables due to the lack of time, effort and economy.
2. The study was conducted for secondary school teachers. for obvious reasons the study could not be extended to other areas .
3. All the limitations of measuring personality factors through a questionnaire and observing the classes by a rating scale hold for this study also.
4. Possible subjectivity while observing and rating the classes may affect the scores in the rating scale In spite of these limitations ,the investigator believes that the findings of the study may be useful to classroom teachers and educators for developing new trends and approaches in the teaching learning process.

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