

Vol 3 Issue 8 Sept 2013

ISSN No : 2230-7850

---

Monthly Multidisciplinary  
Research Journal

*Indian Streams  
Research Journal*

Executive Editor

Ashok Yakkaldevi

Editor-in-chief

H.N.Jagtap

---

## Welcome to ISRJ

**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### **International Advisory Board**

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [ PK ]
Janaki Sinnasamy Librarian, University of Malaya [ Malaysia ]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA Nawab Ali Khan College of Business Administration
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	

### **Editorial Board**

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Management Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



## A STUDY OF CERTAIN PSYCHOLOGICAL TRAITS OF EFFECTIVE AND INEFFECTIVE TEACHERS



Bharti Sharma

**Abstract:** The importance of a teacher in the educational process is unquestionable. However, the entire edifice of teacher is weak and ineffective. An effective teacher is amongst the foremost factors contributing to education improvement, which we are trying hard to achieve. After independence, crores of rupees have been spent to open new schools and provide them with adequate equipment and other facilities. Lacs of rupees have been spent on committees and commissions to deliberate and recommend methods of bringing about qualitative improvement in education. As a result, workers in the educational field have endeavoured to develop better curriculum, text/ books and teaching aids. Considerable effort has been made to devise teaching. But, all this is of no use and the development targets are bound to remain unachieved unless schools are staffed with effective teachers. It is they who influence and shape the competence and character of boys and girls.

**Keywords:** Certain Psychological , Ineffective Teachers , educational , physical facilities.

### INTRODUCTION:

Improved physical facilities, teaching techniques, etc., no doubt, supplement a teacher's efficiency, but these cannot be substitutes for an effective teacher. The importance of an effective teacher in the educational process is indeed indisputable.

In spite of universal recognition of the importance of effective teachers, relatively little progress has been made in defining effective teaching or specifying the distinguishing characteristics of effective teachers. When is effectiveness and who is an effective teacher? This is a perplexing question that has eluded answer even in the countries where educational research has greatly developed. Educational literature is replete with material attempting to describe an effective teacher.

Biddle and Ellena accepted in 1964 that nobody knew what greater frequency, with as much deep concern, or by more educators and citizens, than has that of teacher effectiveness... how to define it, how to identify it, how to detect and remove obstacles to its achievement... findings about the competence of teachers are inclusive and piecemeal, and little is presently known for certain about teacher excellence.

A number of studies have been made on personal characteristics of effective and ineffective or good and bad teachers. Perhaps the most comprehensive series of studies was conducted by Ryans (1960) who studies the characteristics of two groups of teachers who had been designed as effective and ineffective teachers. On the basis of ratings by trained observers on twenty two dimensions of classroom behaviour.

Ryans found that "there was a general tendency for effective teachers to enjoy pupil relationship, prefer non-directive classroom procedure, manifest superior verbal intelligence and superior emotional adjustment. The opposite was true of ineffective teachers who tended to be

critical, unsocial and unfavourable towards pupils and who showed less satisfactory emotional adjustments".

Alexander (1960), while explaining the teaching effectiveness has suggested five determinants (i) work with individual pupils (ii) Planning and preparations; (iii) Use of teaching aid (iv) Involvement of pupils in various learning experiences and (v) Active leadership of the teachers.

He investigated that an effective teacher allots assignments to the pupils according to their intelligence, does regular advance lesson planning, use teaching aids relevant to the work and participates in the debates, discussions and seminars along with his students.

Besides, the above discussion, this study on a broad spectrum attempting to examine multifaceted teacher personality factors pertaining both to effective and ineffective teachers in relation to the personality traits, for it may yield some useful data of practical utility.

The destiny of any nation can be shaped in her classrooms because education is the main and most important factor that contributes to the all round development of any country. In this race of science and technology it is only education that can meet the challenges of the growing complex environment. The main and the most important determinant and source of education is teacher, who leads and inspires to growing generation (human material) to cope up with the emerging needs. Now, question arises, how much teacher is satisfied with his job and how much he is effective in his teaching profession? These are the most challenging propositions and the most important proposition is whether personality traits play a dominating and purposive role in his teacher effectiveness in the class room.

The present work is such an attempt wherein limited area of personality in terms of teacher effectiveness has been undertaken. Since the researcher manifested

interest in studying the teachers effectiveness in relation to personality traits, it was realised that concerned efforts must be made in this direction for several reasons. All the educators of all the nations, at all times have explicitly expressed the role of the effective teachers for the proper growth of our future generations. There is a pressing need that more effective teachers should be distinguished from the less effective teachers in the basis of their personality traits. There is a need that the work of the teacher should be objectively assessed.

Keeping the above urgencies in view the investigator has taken the problem under investigation as it has academic, social and practical needs.

A survey of related literature reveals that notable study have been conducted by Barker (1928), Ward and Kirk (1942), T.A. Lamke (1951), Dugan (1961), Veldam and Kerty (1965), Schmunk (1967), Gates (1968). But hardly any research study has been conducted on the present subject.

#### DEFINITIONS OF THE TERMS USED

A few technical terms used by the investigator in general as well as operationally as under:

1. Effective Teacher: The investigator has restricted the meaning of an effective teachers for those persons who are professionally sound, well versed in their subjects, well known for teaching, liked for their teaching by their students, having social and pleasing temperament and possessing good mental ability.
2. Ineffective Teacher: An ineffective teacher would, by contrast, have none or fewest of the characteristics considered indispensable for an effective teacher, as mentioned above that is, the persons who are not professionally sound, generally discouraged for their teaching by their students, do not have social and pleasing temperament and are lacking good mental ability.

#### OBJECTIVES

The main objectives of the study are:-

1. To identify Effective and Ineffective teachers.
2. To find out the significant differences in personality traits of effective and ineffective teachers.
3. To know whether there is significant interactions among teacher effectiveness when personality is taken as dependant variable.
4. To suggest some education implications and suggestions on the basis of obtained results.

#### DELIMITATION OF THE STUDY

1. The present study is limited to the teachers working in the Government schools Tehsil Hiranagar (District Kathua).
2. The study is further delimited to 120 teachers working in the Government schools only.
3. In the present study, males and female teachers of rural and urban areas have been included.
4. Teacher effectiveness scale given by Dr. Pramod Kumar & Prof. D.N. Mutha.
5. 16 PF personality traits given by R.B. Cattell's have taken into consideration in the present investigator.

#### DESIGN OF THE STUDY

##### Sample

According to the design of the study, 120 teachers formed the sample. They were picked up from the Government schools of the District Kathua.

##### TOOLS USED

1. Teacher Effective scale by Dr. Pramod Kumar & Prof. D.N. Mutha
2. 16 P.F. personality traits by S.D. Kapoor

#### ANALYSIS AND CONCLUSION

The results related to the different objectives are incorporated as:-

**TABLE-A**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND INEFFECTIVE TEACHERS ON TRAIT 'A' (RESERVED VS OUTGOING)**

Category	N	Mean	S.D.	SE M	T	Result
Effective teachers	42	5.36	1.54	0.20	0.35 0.94	Insignificant
Ineffective teachers	42	5.69	1.57	0.24		

**TABLE-B**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND INEFFECTIVE TEACHERS ON FACTOR 'B' (LESS INTELLIGENT VS MORE INTELLIGENT)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	5.45	2.36	0.36	0.48 1.48	Insignificant	
Ineffective teachers	42	5.69	1.57	0.24			

**TABLE-C**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND INEFFECTIVE TEACHERS ON FACTOR 'C' (AFFECTED BY FEELING VS EMOTIONALLY STABLE)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	4.60	1.58	0.24	0.33 1.88	Insignificant	
Ineffective teachers	42	3.98	1.50	0.23			

**TABLE-D**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND INEFFECTIVE TEACHERS ON FACTOR 'E' (HUMBLE VS MORE ASSERTIVE)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	5.92	1.50	0.23	0.32 0.87	Insignificant	
Ineffective teachers	42	5.64	1.40	0.22			

**TABLE-E**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'F'**  
**(SOBER VS HAPPY-GO-LUCKY)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	4.92	1.48	0.23		0.30 0.67	Insignificant
Ineffective teachers	42	4.70	1.38	0.21			

**TABLE-F**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'G'**  
**(EXPEDIENT VS CONSCIENTIOUS)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	4.36	1.64	0.25		0.37 0.27	Insignificant
Ineffective teachers	42	4.46	1.90				

**TABLE-G**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'H' (SHY**  
**VS VENTURESOME)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	6.70	1.33	0.21		0.28 0.21	Insignificant
Ineffective teachers	42	6.64	1.25	0.19			

**TABLE-H**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'H'**  
**(TOUGH MINDED VS TENDER MINDED)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	5.30	1.94	0.30		0.42 0.48	Insignificant
Ineffective teachers	42	5.50	1.95	0.30			

**TABLE-I**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'I'**  
**(TRUSTING VS SUSPICIOUS)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	7.50	1.24	0.20		0.28 0.36	Insignificant
Ineffective teachers	42	7.40	1.22	0.19			

**TABLE-J**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'J'**  
**(PRACTICAL VS IMAGINATIVE)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	5.88	1.91	0.29		0.36 2.15	Significant of .05 level
Ineffective teachers	42	5.16	1.51	0.23			

**TABLE-K**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'K' (FOR**  
**THRUGHT VS SHREWD)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	5.08	1.34	0.21		0.32 1.31	Insignificant
Ineffective teachers	42	5.50	1.64	0.25			

**TABLE-L**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'L'**  
**(PLACID VS APPREHENSIVE)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	6.54	1.32	0.20		0.28 1.00	Insignificant
Ineffective teachers	42	6.26	1.22	0.19			

**TABLE-M**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'M'**  
**(CONSERVATIVE VS EXPERIMENTING)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	7.22	2.12	0.33		0.46 0.82	Insignificant
Ineffective teachers	42	6.84	2.08	0.32			

**TABLE-N**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'N'**  
**(DEPENDENT VS SELF SUFFICIENT)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	4.22	1.37	0.21		0.30 2.53	Insignificant
Ineffective teachers	42	4.98	1.50	0.23			

**TABLE-O**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'O'**  
**(UNDISCIPLINED SELF CONFLICT VS**  
**CONTROLLED)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	4.50	1.58	0.24		0.35 0.29	Insignificant
Ineffective teachers	42	4.40	1.52	0.24			

**TABLE-P**  
**SHOWING 't' VALUE BETWEEN EFFECTIVE AND**  
**INEFFECTIVE TEACHERS ON FACTOR 'P'**  
**(RELAXED VS TENSE)**

Category	N	Mean	S.D.	SE M	DM	T	Result
Effective teachers	42	5.08	1.34	0.21		0.32 1.34	Insignificant
Ineffective teachers	42	5.50	1.64	0.25			

#### GENERAL CONCLUSION

In the light of the interpretation of the results of the present investigation as already discussed in the previous chapter, the investor lays down the following general conclusions and suggestions:

1. Effective and ineffective teachers are identified on the basis of percentiles.
2. Those teachers who got above P60 are considered as effective teachers and those who got below P40 are considered as ineffective teachers.
3. Effective and ineffective teachers do not differ significantly from each other on personality trait i.e. Reserved Vs Outgoing.
4. It is found that effective and ineffective teachers do not differ significantly from each other on dependent variable i.e. less intelligent Vs More Intelligent.
5. Effective and ineffective teachers do not differ significantly from each other on dependent variable i.e. Affected by feeling Vs Emotionally stable.
6. There exist no significant differences between Effective and Ineffective teachers on dependent variables i.e. Humble Vs Assertive.
7. The effective and ineffective teachers do not differ significantly from each other on personality trait Sober Vs Happy-Go-Lucky.
8. There is no significant mean differences between Effective and Ineffective teachers on the personality trait Expedient Vs Conscientious.
9. Effective and ineffective teachers do not differ significantly from each other on factor Shy Vs Venturesome.
10. There exist no significant differences between Effective and Ineffective teachers on personality trait i.e. Tough minded Vs Tender minded.
11. Effective and Ineffective teachers do not differ significantly from each other on dependent variable i.e. Trusting Vs Suspicious.

12. Effective teachers are more imaginative in comparison to their counterpart who are effective in their job. Effective teachers are more to do the right things attentive to practical matters and subject to the dictation of what is obviously possible.

13. The Effective and Ineffective teachers do not significantly from each other on dependent variable i.e. forthright Vs Shrewd.

14. The Effective and Ineffective teachers do not differ significantly from each other on personality factor i.e. Placid Vs Apprehensive.

15. There is no significant differences between effective and ineffective teachers on the dependent variable i.e. Conservative Vs Experimenting.

16. Ineffective teachers are more self-sufficient in comparison to their counterparts who are effective in their job. Ineffective teachers are more temperamentally independent to going his own way, making decisions and taking on his own public opinion.

17. Effective and ineffective teachers do not differ significantly from each other on dependent variable i.e. undisciplined self conflict Vs Controlled.

18. There is no significant differences between effective and ineffective teachers from each other on dependent variable i.e. Relaxed Vs Tense.

#### EDUCATIONAL IMPLICATIONS

Conclusions can be drawn of the present study to a greater extent that it may be due to lack of study of personality traits of the individuals, that right man is not put to the right job. In this behalf necessary steps should be taken by the administrative authorities so as to overcome the irreparable loss of the younger generations.

In the absence of standard and reliable tools for ascertaining the real attitudes and because of the inadequacy of single brief interview to gauge the personality traits, it is quite likely that despite through screening a number of candidates will get admitted to the training colleges who later prove to be unsuitable for the profession or feel defeated and frustrated or have failed to get a job elsewhere and decided to take up teaching as last resort. It is then upto the authorities to bring about a change in such trainees attitudes and to convey to them that teaching is not merely a mean of livelihood but also a vocation through which they may realize themselves.

Many young boys and girls while in school, develop an ambition to be teachers. But their desire is stifled as soon as they group up enough to realize the relatively poor economic and social status of teachers. This calls for deliberate efforts to strengthen the urge to engage in a worthy service even at the cost of material benefits. At the same time, it is imperative that the emoluments of teachers should be made comparable to those of similarly qualified persons in other occupations.

Many boys and girls of potential teaching competence and also keep to adopt teaching as their career, are lost to the profession because they find it impossible to undergo required training for want of financial backing. As a measure of motivation or incentive, it is desirable that teacher training should be made free and in deserving case, stipends awarded for maintenance during training period.

It has been derived from the results of the present investigation that Effective as well as those teachers who are possessing personality traits viz 'M' (Practical Vs Imaginative) and 'Q2' (Self-Sufficient).

This shows that other personality 'traits' there is no difference significantly between effective and ineffective teachers. Keeping this in view, at the time of recruitment of the teachers through job analysis should be made by the experts and only those candidates should be appointed who have healthy personality traits or these healthy traits should be inculcated or enriched among the trainees.

A teacher with sound personality can only justify his professional ethics and can achieve the real aim of education. Hence personality should be given due consideration in the present day situations.

#### **SUGGESTIONS FOR FURTHER STUDY**

The following suggestions for further study are as below:

1. The present study cannot be called very comprehensive or fine unless subjected to many revisions. More work can be done on different samples of different age groups.
2. Since the present study was confined to 120 teachers only including male and female, hence it is suggested that the same type of investigation can be undertaken by the researchers taking into account a large population.
3. The present study can be undertaken for the other Tehsils of District Kathua also as the present study is confined to Hiranagar Tehsil only.
4. The study can be suggested for finding the traits of the teachers teaching Government schools.
5. In the present investigation the effect of only two variable namely, teachers Effectiveness and personality had been seen. Due to the paucity of time and energy the other variables were not selected. Thus a further study can be conducted with the help of multivariable design.

#### **REFERENCES**

1. Alexander, W.M. Are you a Good Teacher? Holt Renchart and Winston, New York: 1960
2. Allport, G.W. Personality. A psychological interpretation, London: Constable & Co. Ltd. 1937, Reprint, 1956.
3. Biddle, J.B and Ellena, W. Contemporary Research on teacher Effectiveness, New York: Holt Rinchart and Winston, 1964.
4. Cattell, R.B. Manual for the 16-PF Questionnaire Illionis IPAT, 1962.
5. Falanders and Simon Teaching Effectiveness: A review of research 1960-66. IN R.L. Ebel (Ed) Encyclopaedia of Education research, Chicago; 1969.
6. Lamke, T.A. Personality and teaching success Journal of Experimental Education 20; 1951.
7. Mitzel H.E. Teacher Effectiveness Encyclopaedia of Educational Research. The MacMillian Co; New York, 1960.
8. Ryans, D.G. Characteristics of Teachers their Description, comparison and Appraisal Washington, D.C. American Council of Education, 1960.
9. Shaffer, F. The Psychology of Adjustment, Houghton Mifflin Co. Boston.

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

## Associated and Indexed,India

- ✍ International Scientific Journal Consortium    Scientific
- ✍ OPEN J-GATE

## Associated and Indexed,USA

- ✍ Google Scholar
- ✍ EBSCO
- ✍ DOAJ
- ✍ Index Copernicus
- ✍ Publication Index
- ✍ Academic Journal Database
- ✍ Contemporary Research Index
- ✍ Academic Paper Databse
- ✍ Digital Journals Database
- ✍ Current Index to Scholarly Journals
- ✍ Elite Scientific Journal Archive
- ✍ Directory Of Academic Resources
- ✍ Scholar Journal Index
- ✍ Recent Science Index
- ✍ Scientific Resources Database

Indian Streams Research Journal  
258/34 Raviwar Peth Solapur-413005,Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.isrj.net