

ROLE OF PERSONALITY TRAITS IN DETERMINING TEACHER EFFECTIVENESS

Bhavana Anand and Himani Anand

Abstract

Personality factors have an important role to play in teacher effectiveness. This paper presents findings of a survey conducted on teachers. The sample consisted of 100 teachers selected from the secondary schools in the city of Haridwar. The age range of the teachers was from 35-45 years. Coefficient of correlation and multiple regression analysis was applied to examine the contribution of the predictor variables in the determination of criterion variable. Result shows that there exists significant positive relationship between activity trait and teacher effectiveness ($r = .70$), assertive trait and teacher effectiveness ($r = .62$), trusting trait and teacher effectiveness ($r = .71$), non-depressive trait and teacher effectiveness ($r = .70$) and emotional-stability trait and teacher effectiveness ($r = .75$). Multiple regression analysis revealed that all five predictor variables positively contribute to the teacher effectiveness. It shows that when the activity, assertive, trusting, non-depressive and emotional-stability traits are high it would result in high teacher effectiveness. But there is a negative relationship was found between enthusiastic trait and teacher effectiveness ($r = -.62$). It shows that as the enthusiastic trait increase teacher effectiveness would decrease. Teaching Effectiveness depends upon the overall personality and its traits.

INTRODUCTION

“Educators should be chosen not merely for their special qualification, but for their personality and character because we teach more by what we are than by what we teach.” William James Durant (1994).

The concept of 'teaching' is the main contribution of philosophy. Therefore, it is essential to understand the nature of teaching if we intend to improve teaching. The concept of teaching can be understood by the nature of teaching. N.L. Gage (2009), “Teaching is any activity on the part of one person intended to facilitate learning on the part of another. This activity generally involves language, rational thinking and intellectual process, but it is not always so. We often teach by fostering attitude, appreciation and values”. Burton, “Teaching is the stimulation guidance, direction and encouragement of learning.”

Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments in their respective subject area. At the same time, they should be capable of recognizing the value of human potentials, understanding the diverse needs of learners and enrich the environment for their growth. Teaching is a social phenomenon. It is very difficult to define teaching as it involves a series of actions. If we look at simple meaning of teaching from layman's point of view, its meaning may be: An occupation or profession of a community called teachers or, an activity or group of activities undertaken to help an individual to learn or acquire some knowledge, skill, attitudes, interests etc. But concept of teaching is not as simple as described above. It is a crude definition. Teaching is quite a complex process, which has influence on the society, culture, values, type of government, economic condition, religion, ideals of the people etc.

Education is basically a social process by which knowledge is transferred to students through the intermediaries, the teachers. It can be attained through non-formal and formal system of education. All formal systems are based on classroom teaching. It has been rightly quoted “The destiny of India is being shaped in her classroom”. By the Indian Education Commission (IEC- 1964-66) and to that it may be added that the destiny of these classrooms is being shaped by the teachers. According to the American Commission, a nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively but in critical measure upon the quality of their education, and the quality of their education depends more upon the quality of teachers. Many of the previous studies have shown that effectiveness of a teacher is considered to be associated with his personality and mental health.

In present time quality of teaching effectiveness is very important for a teacher. Meaning of teaching effectiveness is “the effective presentation of the content.” Therefore, preplanned objectives and valid behavioral changes which make the teaching simple, easy and objective and creates interest, attractive and reinforced the student i.e. known as effective teaching. Personality can be defined as the distinctive and characteristic patterns of thoughts, emotions and behavior that define an individual's personal style of

interacting with the physical and social environment. The elements that constitute the psychophysical system of an individual are known as personality traits. To define operationally, personality traits are individual's unique style of living, i.e. his feelings, emotions, attitudes, perceptions, needs, cognitions, drives, way of responding, anxieties, conflicts, integration of ego and superego, thought process etc. Traits are used to describe and explain behavior, they are internal (associated with characteristics of the individual, rather than the situation or context) and causal (influence behavior). Carver & Scheier (2000), suggest that the word personality "conveys a sense of consistency, internal causality, and personal distinctiveness". Traits of educators have been identified as the need for student-teacher rapport (Granitz, et al., 2009).

There are different dimensions in a person's personality which make teaching more effective. Person's intelligence, skills, devotion, faith, attitude etc. also come under the teaching effectiveness. Sahni and Sharma (2008), in his research they found that the person's personality influences the teaching effectiveness. He said that whose teaching is effective they have following personality traits, warm, tranquil, composed, outgoing, emotionally stable, dominant, enthusiastic, conscientious, moralistic, intuitive, trusting, practical, socially aware, secure, self-satisfied, experimenting and socially aware. Those who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Franklin, 2001). Effective teachers have good strategies for helping students become self-motivated to teach (Zimmerman, B. J., 2000).

Objectives

1. To study the relationship among personality traits and teacher effectiveness.
2. To study the contribution of personality traits in the determination of teacher effectiveness.

Hypotheses

1. There is a significant correlation between personality traits and teacher effectiveness.
2. Personality traits would positively contribute in the determination of teacher effectiveness.

Methodology

Variables

Predictor Variable: - Personality Traits:
(i). Activity trait (ii). Enthusiastic Trait (iii). Assertive Trait
(iv). Trusting Trait
(v). Non-Depressive Trait
(vi). Emotional-Stability trait

Criterion Variable: - Teacher Effectiveness

Relevant Variable: - Age, Education, Marital Status, Socio Economic Status.

Sample

The sample consisted of 100 teachers (50 males & 50 females) selected from the secondary schools in the city of Haridwar in 2010. The age range of the teachers was from 35-45 years. Subjects were matched in terms of age, sex and education. All the teachers were at least matriculated. Teachers having any psychological problems were excluded from the sample.

Tools

To study the variables Dimensional Personality Inventory and Teacher Effectiveness Scale were utilized.

Dimensional Personality Inventory (DPI) developed by Dr. Mahesh Bhargava. The inventory has indicated the satisfactory reliability coefficient when split half method was used on various samples. The reliability coefficient is significant and ensures the high reliability. Six dimension of DPI are correlated with the Hindi version of Personality Trait Inventory of Sen's PTI which have been obtained significant satisfactory at .01 level.

Teacher Effectiveness Scale prepared by Dr. Pramod Kumar and Dr. D. N. Mutha. The split half reliability (correlating the odd/even items) of the scale was found to be .67 (N=100) with an index of reliability of .82. The test-retest reliability of the scale was 0.75 (N=50) with an index of reliability of .85 with two months interval item (Kumar & Mutha, 1974). The scale has been validated against principal's ratings. The correlation between principal's rating and self-rating is found to be .77 (N=50) with an index of reliability of .87.

Statistical Analysis

To study the relationship among personality traits and teacher effectiveness Product Moment coefficient of correlation was calculated. Multiple regressions was used to study the contribution of predictor variables (activity trait, enthusiastic trait, assertive trait, trusting trait, non-depressive trait and emotional stability trait) in predicting teacher effectiveness.

Results

In order to analyze the scores on various components of personality traits and teacher effectiveness, the means and values of standard deviation were calculated and the same have been presented in table - 1.

Table - 1
Mean and Standard Deviation Values on various Personality Traits and Teacher Effectiveness

| Variables | Mean | SD |
|---------------------------|--------|-------|
| Activity Trait | 15.58 | 2.77 |
| Enthusiastic Trait | 15.16 | 3.58 |
| Assertive Trait | 15.36 | 3.86 |
| Trusting Trait | 15.95 | 3.63 |
| Non-Depressive Trait | 16.04 | 3.52 |
| Emotional-Stability Trait | 15.83 | 3.73 |
| Teacher Effectiveness | 281.02 | 49.18 |

Intercorrelations between the Personality Traits and Teacher effectiveness were computed by applying Pearson product moment method. The correlation matrix has been presented in table - 2.

Table - 2
Correlation Matrix Showing Inter Correlation among all Predictors and Criterion Variables

| Variables | Activity Trait | Enthusiastic Trait | Assertive Trait | Trusting Trait | Non-Depressive Trait | Emotional-Stability Trait | Teacher Effectiveness |
|---------------------------|----------------|--------------------|-----------------|----------------|----------------------|---------------------------|-----------------------|
| Activity Trait | 1 | | | | | | |
| Enthusiastic Trait | -0.35024** | 1 | | | | | |
| Assertive Trait | 0.384258** | -0.45673** | 1 | | | | |
| Trusting Trait | 0.506246** | -0.73035** | 0.462849** | 1 | | | |
| Non-Depressive Trait | 0.41414** | -0.66746** | 0.423801** | 0.695419** | 1 | | |
| Emotional-Stability Trait | 0.465869** | -0.71699** | 0.495627** | 0.801959** | 0.771792** | 1 | |
| Teacher Effectiveness | 0.705807** | -0.62738** | 0.621542** | 0.719087** | 0.709765** | 0.751447** | 1 |

**p < 0.01

Correlation matrix indicates inter correlation among separate personality traits such as activity trait, enthusiastic trait, assertive trait, trusting trait, non-depressive trait, emotional-stability trait and teacher effectiveness. Result shows that there is significant positive relationship between activity trait and teacher effectiveness ($r = .70$), assertive trait and teacher effectiveness ($r = .62$), trusting trait and teacher effectiveness ($r = .71$), non-depressive trait and teacher effectiveness ($r = .70$) and emotional-stability trait and teacher effectiveness ($r = .75$). It reveals that if personality trait (activity, assertive, trusting, non-depressive and emotional-stability traits) scores increase teacher effectiveness scores also increase. This means that those who have balanced personality traits and control their emotions have higher teacher effectiveness. But there is a negative relationship was found between enthusiastic trait and teacher effectiveness ($r = -.62$). It shows that as the enthusiastic trait increase teacher effectiveness would decrease. Highest Correlation was found between emotional-stability trait and teacher effectiveness ($r = .75$) and 2nd highest correlation was between trusting trait and teacher effectiveness ($r = .71$). Thus on the basis of the result the hypothesis that “there exists a significant positive relation between personality trait and teacher effectiveness”, is proved.\

It indicates that personality traits are significantly and positively correlated with teacher effectiveness. It reveals that if personality trait scores increase teacher effectiveness scores also increase. This means that those who have balanced personality traits and control their emotions have higher teacher effectiveness. Thus on the basis of the result the hypothesis that “there exists a significant positive relation between personality trait and teacher effectiveness”, is proved. Further, multiple regression analysis was done to examine the extent to which predictor variables independently predict a criterion variable (teacher effectiveness). Multiple regression analysis was shown in table - 3.

Table – 3
Multiple Regression Analysis for Teacher Effectiveness Scores

| Regression Statistics | Values |
|-----------------------|----------|
| Multiple R | 0.893442 |
| R Square | 0.798238 |
| Adjusted R Square | 0.785251 |
| Standard Error | 22.79379 |

Regression Equation

$$Y = A + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6$$

$$= 33.09 + (6.745 \times 15.58) + (-0.637 \times 15.16) + (2.903 \times 15.36) + (1.029 \times 15.95) + (3.057 \times 16.04) + (2.608 \times 15.83) = 33.09 + (105.094) + (-9.656) + (44.59) + (16.41) + (49.03) + (41.28) = 279.84$$

The Result Tables 3 and 5 shows the results of multiple regressions. The value of multiple R of .89. The multiple R^2 of .79 indicated that 79% of the variance in teacher effectiveness is to be accounted for by these predictor variables. The individual contribution of activity trait scores was found to be 26.8% in predicting teacher effectiveness. Further, it can be observed from the Result Table 4 that 2.9% variance out of 79% variance in teacher effectiveness is to be explained due to enthusiastic trait, 14.1% is due to assertive trait, 5.4% is due to trusting trait, 15.5% is due to non-depressive trait and 14.8% is due to emotional-stability trait.

The effect of activity trait was found to be highest than the other five variables that is 26.8% variance in teacher effectiveness is due to activity trait. All predictor variables are found to be positively related with teacher effectiveness except enthusiastic trait. Enthusiastic trait has negative but low contribution in the determination of teacher effectiveness. It shows that all variables were found positive predictor of teacher effectiveness. As shown in table - 4 activities, assertive, non-depressive, emotional-stability is significant predictors of teacher effectiveness. Emotional-stability trait significantly predict teacher effectiveness at .05 level whereas activity, assertive and non-depressive traits at .01 level.

Table – 4
Analysis of Variance

| Variables | df | SS | MS | F |
|------------|----|----------|----------|---------|
| Regression | 6 | 191165.2 | 31860.86 | 61.32** |
| Residual | 93 | 48318.77 | 519.5567 | |

**p< .01

The obtained multiple regression equation states that every unit increase in activity (X_1), assertive (X_3), trusting (X_4), non-depressive (X_5) and emotional-stability (X_6) led to increase in teacher effectiveness by their respective coefficients of .70, .62, .62, .71, .70, .75 and every unit increase in enthusiastic (X_2) led to decrease in teacher effectiveness by their coefficient of -.62 when 33.09 was the value of constant.

Table – 5
Multiple Regression Coefficients for Predictors of Teacher Effectiveness

| Variables | <i>B</i> | <i>SE</i> | β | <i>t</i> | <i>r</i> | Coefficient of Determination |
|---------------------------|----------|-----------|--------------|------------|----------|------------------------------|
| Activity Trait | 6.745 | 0.985733 | 0.380569823 | 6.842791** | 0.705807 | 0.268608845 |
| Enthusiastic Trait | -0.637 | 1.02452 | -0.046356226 | -0.62196 | -0.62738 | 0.029082969 |
| Assertive Trait | 2.903 | 0.706533 | 0.228055684 | 4.108414** | 0.621542 | 0.141746186 |
| Trusting Trait | 1.029 | 1.184832 | 0.076015019 | 0.869195 | 0.719087 | 0.054661412 |
| Non-Depressive Trait | 3.057 | 1.068435 | 0.218912156 | 2.86147** | 0.709765 | 0.155376186 |
| Emotional-Stability Trait | 2.608 | 1.225605 | 0.19796766 | 2.127773* | 0.751447 | 0.148762204 |
| Constant | 33.09 | 32.2585 | | 1.025987 | | 0.798237803 |

*p< .05, **p< .01

Discussion

The results of the present research lead to the acceptance of first hypothesis that there is a positive significant relationship between personality traits and teacher effectiveness. Activity trait positively related with teacher effectiveness. Active teachers are energetic, enthusiastic, regular, persistent and busy with ability to concentrate for long duration of time. Researches done by Mattsson and Kenneth (2009), in his research they found that Tutor personality is a major factor affecting how they communicate and deal with their students. Whereas enthusiastic trait is negatively related with teacher effectiveness. Enthusiastic trait indicates the tendency to be happy go lucky, warm hearted, person enjoying life found of being in company of others, social and outgoing, mixing easily in the company of others, witty loves enthusiastic and courageous work open hearted ability to move persons for various functions. Assertive trait is positively related with teacher effectiveness. It indicates the assertiveness of an individual as person is straight forward in all dealing of life, bold having traits of leadership likes to act as a main role player independent nature, non-convincing with other's ideas dominant. Similarly Trusting, Non-depressive and Emotional-stability trait is positively related with teacher effectiveness. These traits indicate good team work, relaxedness, satisfaction with life, emotionally mature and control on emotions. Other researches show that Tutor's Role, Personality, and Classroom Environment also affects the teaching effectiveness and student's performance. Research indicates that a teacher's motivating style is an important educational construct (Deci et al., 1981a; Ryan and Grolnick, 1986) because it affects students' developmental and academic outcomes (Deci and Ryan, 1987; Deci, Vallerand, Pelletier, and Ryan, 1991; Reeve, 1996). Students who have been taught by controlling teachers,

students with autonomy/ supportive teachers report greater perceived academic competence (Deci et al., 1981a; Ryan and Grolnick, 1986), higher academic intrinsic motivation (Deci et al., 1981), greater creativity (Amabile, 1979; Koestner, Ryan, Bernieri, and Holt, 1984). The effective teacher is best described as liberal, sociable, showing leadership, extraverted, non-anxious, objective supporting, non-authoritarian, non-defensive, intelligent and aesthetically sensitive. (Rushton, Murray & Paunonen, 1983).

Conclusion

Conclusion of this study is that personality traits effectively works on facilitating teaching effectiveness of a teacher. Though individuality, methods of teaching, person's intelligence, skills, devotions, faith, and attitudes are also effects teaching quality but activity level plays an important role to determine the teaching effectiveness. So we can say that teaching effectiveness depends upon the overall personality and its traits.

Educational Implications

A teacher's general performance in teaching is influenced by various internal and external factors. These different teaching factors are measured and assessed in order to come up with indicators of successful teaching that would effectively regulate student's learning and serve as success indicators for an institution. Teacher performance is influenced by the teacher's personality characteristics. The result of the present study helps us to find out that how personality traits affect the teacher effectiveness. The present study will be of greatest importance for the teachers because they can improve their teaching in relation to their personality.

References

- Amabile, T. M. (1979). Effects of External Evaluations on Artistic Creativity. *Journal of Personality and Social Psychology*, 37, 221 – 233.
- Bhargava, M., (1997). Dimensional personality inventory (DPI), Agra, India: Nandini Enterprises.
- Carver, C. S., & Scheier, M. F. (2000). *Perspectives on personality* (4th Ed.) Boston: Allyn and Bacon.
- Cohen, P. A., (1981). Student Ratings of Instruction and Student Achievement: A Meta-Analysis of Multisection Validity Studies. *Review of Educational Research*, 51, 281-309.
- Deci, E. L., Schwartz, A., Sheinman, L. & Ryan, R. M. (1981a). An Instrument to Assess Adult's Orientations Toward Control Versus Autonomy in Children: Reflections on Intrinsic Motivation and Perceived Competence. *Journal of Educational Psychology*, 73, 642 – 650.
- Deci, E. L., Nezelek, J., & Sheinman, L. (1981b). Characteristics of the Rewarder and Intrinsic Motivation of the Rewardee. *Journal of Personality and Social Psychology*, 40, 1 – 10.
- Deci, E. L., & Ryan, R. M. (1987). The Support of Autonomy and the Control of Behaviour. *Journal of Personality and Social Psychology*, 53, 1024 – 1037.
- Deci, E. L., Vallerand, R. J., Pelletier L. G., & Ryan, R. M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26, 325 – 346.
- Durrant, W. (1994). *Webster's Book of Quotations*. PMC Publishing Co., Inc.
- Granitz N.A., Koernig, S., K Katrin R Harich K.R (2009). "Now It's Personal: Antecedents and Outcomes of Rapport Between Bsuiness Faculty and Their Students". *Journal of Marketing Education*, (31), 52.
- Koestner, R., Ryan, R. M., Bernieri, F., & Holt, K. (1984). Setting Limits on Children's Behaviour: The differential effects of controlling versus informational styles on intrinsic motivation and creativity. *Journal of Personality*, 52, 233 – 248.
- Reeve, J. (1996). *Motivating Others: Nurturing inner motivational resources*. Boston, MA: Allyn and Bacon.
- Rushton, J.P., Murray, H.G. & Paunonen, S.V. (1983). Personality, Research Creativity, and Teaching Effectiveness in University Professors. *Scientometrics*, 5(2), 93-11.
- Ryan, R. M., & Grolnick, W. S. (1986). Origins and Pawns in the Classroom: Self-Report and Projective Assessment of Individual Differences in Children's Perceptions. *Journal of Personality and Social Psychology*, 45, 736 – 750.
- Sahni R. & Sharma S. K. (2008). Personality factors and Teacher effectiveness. Paper presented in an International Seminar on Health Psychology organized by Dayalbagh Educational Institute, Agra.
- Sharma R.A. (2008). *Essentials of Educational technology guidance and management (Modern technology and Career guidance)*; Surya Publication, Meerut.
- Sharma R.A. (2007). *Fundamentals of Educational Research and Statistics*, Meerut, India : International Publishing House.
- Theall, M. & Jennifer Franklin, J., (2001). Looking for Bias in all the Wrong Places – A Search for Truth or a Witch Hunt in Student Ratings of Instruction? In *The Student Ratings Debate: Are they Valid? How Can We Best Use Them?* Theall, P., Abrami, L. & Lisa Mets (Eds.) *New Directions in Educational Research*, no. 109. Jossey-Bass: San Francisco.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego: Academic Press.