Teacher effectiveness as related to enthusiastic-non enthuslastic trait

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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 60 teachers. Personality factors were studied by administering Dimensional Personality Inventory (DPI) developed by Dr. Mahesh Bhargava. Teaching Effectiveness was studied by using Teacher Effectiveness Scale developed by Dr. Pramod Kumar and Dr. D. N. Mutha. After analysis it was found that teachers with enthusiastic trait having more teacher effectiveness, whereas, teachers with non-enthusiastic trait having low teacher effectiveness. Thus enthusiastic trait was found to affect teacher effectiveness. Teaching Effectiveness depends upon the individuality, methods of teaching, person's intelligence, skills, devotions, faith, attitudes, overall personality and its traits.

Keywords: Teacher Effectiveness, Enthusiastic-Non Enthusiastic Trait

"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)

In the present time teachers have an important role to play. A teacher not only attempts to influence and modify the behavior of learners but his dedication and devotion towards his profession impacts the general public.

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."

Teaching profession

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.

Teaching Effectiveness

Effective teachers have a good command of their subject matter and a solid core of teaching skills. They have excellent instructional strategies supported by methods of goal setting, instructional planning, and classroom management. They know how to motivate, communicate, and work effectively with students from culturally diverse backgrounds. They also understand how to use appropriate levels of technology in the classroom. Effective teachers have good strategies for helping students become self-motivated to teach (Zimmerman, B. J., 2000).

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 dominative, 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).

Teachers are loaded important responsibilities in educational process. The productivity and effectiveness of them are influenced by promotion, charging, job security, technological level, course load and working schedule which all are determined mostly by their institutions and influenced by non-cognitive characteristics such as age, gender, family structure and finally influenced by personality types and characteristics, attitudes and behaviors, social values, competency and other personality characteristics of teachers.

Work performance of the individual who spends a big portion of life in the working environment is a joint function of the personality characteristics s/he has and the situation s/he is included in, like in all other aspects of human behavior.

Enthusiastic and Non-Enthusiastic Trait

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).

It 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. This is indicated by the cyclothymic temperament and higher score indicates the greater tendency. On the other hand lower score indicates non-enthusiastic trend by expressing reservedness, shyness, inhibited cold keeping aloof feeling, difficulty to contact other people, slow spoken, non-participation of various functions and also known as schizotymic personality. Tonelson (1981) suggests that teacher personality can affect student learning outcomes via the psychological environment of the classroom.

Method

Problem

To study the effect of enthusiastic and non- enthusiastic trait on teacher effectiveness.

Hypothesis

There is no significant effect of enthusiastic and non- enthusiastic trait on teacher effectiveness.

Sample

Scales were administered on a group of 60 teachers both male and female of the secondary schools in the city of Haridwar in 2010. The selection of the sample is made on the basis of Random Sampling method.

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: x^2 was used to test the effect of enthusiastic and non- enthusiastic trait on teacher effectiveness.

Results and discussion

Table 1 presents the different frequency levels of teacher effectiveness in enthusiastic and non-enthusiastic trait. The results show a significant relationship between teacher effectiveness and enthusiastic and non-enthusiastic trait. Table 1 shows the percentage relationship in teacher effectiveness and enthusiastic and non-enthusiastic trait. The null hypothesis is rejected at 0.05 level of significance and there is a significant effect of enthusiastic and non-enthusiastic trait on teacher effectiveness.

Table shows the result that the chi-square(x^2) value has been found to be 11.71. The given x^2 value suggests that the result is significant at 0.05 level. Our null hypothesis which states "There is no significant effect of enthusiastic and non-enthusiastic trait on Teacher Effectiveness" is rejected. A clear basis is obtained to state that there exist a significant relationship between the level of enthusiastic and non-enthusiastic trait and Teacher Effectiveness. Enthusiastic teachers have a good teaching ability and their teaching effectiveness was also good. Enthusiastic teachers are energetic, active, regular, persistent and busy with ability to

concentrate for long duration of time. On the other hand Non-enthusiastic teachers are dull, inactive, slow and irregular in working, deviation with constructive output, delayed reactions in work, unwillingness to act. So these two personality traits i.e. Enthusiastic-Non enthusiastic trait effects the teacher's teaching quality.

Researches show that Tutor's Role, Personality, and Classroom Environment also affects the teaching effectiveness and student's performance. Tutor personality is a major factor affecting how they communicate and deal with their students (Mattsson & Kenneth, 2009). Other research indicates that a teacher's motivating style is an important educational construct (Deci *et al*, 1981a; Ryan & Grolnick, 1986) because it affects students' developmental and academic outcomes (Deci & Ryan, 1987; Deci, Vallerand, Pelletier, & Ryan, 1991; Reeve, 1996). A number of researchers (Deci *et al*., 1981a; Reeve, 1998; Ryan & Grolnick, 1986) suggest that teachers motivate students using interpersonal styles that range from highly controlling to highly autonomous and supportive. Autonomy/ supportive teachers encourage students to pursue self-determined agendas, and foster and support students' initiatives and intrinsic motivation (Deci *et al*., 1981b). Their goal, in this instance, is to strengthen students' autonomous self-regulation. 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, & Holt, 1984) as well as higher academic performance (Boggiano *et al*., 1993) and achievement (deCharms, 1976; Flink *et al*., 1992). 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).

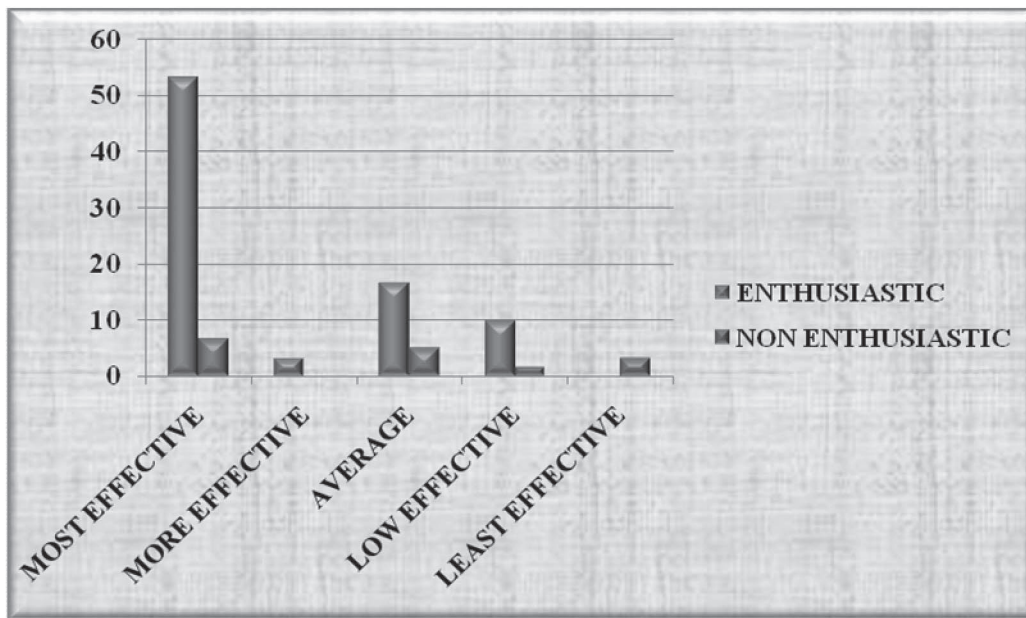**Table 1:** Teacher Effectiveness in Enthusiastic-Non enthusiastic Trait (Frequency)

	Levels of Teacher Effectiveness					
	Most Effective	More Effective	Average	Low Effective	Least Effective	X^2
Enthusiastic	32	2	10	6	0	11.71*
Non-Enthusiastic	4	0	3	1	2	

* = Significant at 0.05 level, df = 4, N = 60

Table 2: Teacher Effectiveness in Enthusiastic-Non enthusiastic Trait (Percentage)

	Personality Dimensions				
	Most Eeffective	More Eeffective	Average	Low Eeffective	Least Eeffective
Enthusiastic	53.33	3.33	16.67	10	0
Non-Enthusiatic	6.67	0	5	1.67	3.33

Conclusion

Conclusion of this study is that enthusiastic and non-enthusiastic trait 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.

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