PERSONALITY AND TEACHER EFFECTIVENESS OF HIGH SCHOOL TEACHERS

Dr. A.R. Anandha Krishnaveni
Principal
Arulmigu Kalasalingam College of Education, Krishnankoil

D. Gnana Priya
M.Ed. Scholar
Arulmigu Kalasalingam College of Education, Krishnankoil

Abstract
The main objective of study was carried out to find out whether there is any significant relationship between personality and teacher effectiveness of high school teachers. Normative Survey method was used and random sampling technique was employed for the study. Personality scale and Teachers effectiveness scale were used as tools to collect data from the sample of 150 high school teachers. The findings of the study reveal that i) the level of personality of high school teachers (68.0%) is average ii) the level of teacher effectiveness of high school teachers (69.8%) is average. iii) there is a significant relationship between personality and teacher effectiveness among high school teachers.

Introduction

The effectiveness of high school teachers is a pivotal element in shaping the educational experiences and academic success of students. Effective teaching not only involves imparting knowledge but also encompasses the ability to engage, inspire, and manage a diverse classroom environment. While numerous factors contribute to teacher effectiveness, one of the most significant yet often overlooked aspects is the personality of the teacher. Personality traits influence teaching styles, classroom interactions, and the overall learning atmosphere, ultimately impacting student outcomes. This paper explores the relationship between personality traits and teacher effectiveness, highlighting the key personality traits that enhance teaching performance and proposing strategies for integrating personality development into teacher training programs.

Significance of the Study

The personality traits of high school teachers can significantly influence their effectiveness in the classroom and their ability to positively impact students' learning outcomes. Understanding how various personality traits manifest in teaching styles and interactions with students can provide valuable insights into teacher effectiveness. Teachers who are organized, detail-oriented, and reliable tend to be more effective in managing classroom activities, planning lessons, and providing timely feedback to students.

Openness to Experience: Teachers who are curious, imaginative, and open-minded are more likely to incorporate innovative teaching methods, adapt to diverse student needs, and foster creativity and critical thinking among students.

Teachers who are compassionate, empathetic, and cooperative tend to create a supportive and inclusive classroom environment, build positive relationships with students, and effectively manage conflicts and discipline issues. Teachers who are outgoing, energetic, and sociable often excel in engaging students, facilitating class discussions, and providing dynamic and interactive lessons. Teachers who remain calm, resilient, and emotionally balanced in challenging situations are better equipped to handle stress, maintain positive relationships with students and colleagues, and provide a stable and nurturing learning environment.

The significance of studying the relationship between teacher personality and effectiveness lies in its potential to inform teacher recruitment, training, and professional development initiatives. By identifying which personality traits are associated with greater effectiveness in the classroom, education policymakers and school administrators can make informed decisions about hiring practices, teacher support programs, and strategies for promoting teacher well-being and job satisfaction.

Furthermore, understanding how teacher personality influences student outcomes can also guide efforts to enhance student engagement, motivation, and academic achievement. For example, teachers who possess certain personality traits may be more effective in fostering positive student-teacher relationships, cultivating a growth mindset, and creating a culture of learning and collaboration in the classroom.

Overall, investigating the link between teacher personality and effectiveness can contribute to the ongoing efforts to improve the quality of education and enhance the overall learning experience for students.

Objectives
1. To find out the level of personality among high school teachers
2. To find out the level of teacher effectiveness among teacher effectiveness among high school teachers
3. To find out whether there is any significant relationship between personality and teacher effectiveness among high school teachers

Methodology
A descriptive survey method was adopted by the investigator to conduct this study

Population for the Study
The population of the present study is the high school teachers of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study
The investigator used the simple random sampling technique for selecting the sample. The sample for the present study comprises of 150 teachers from high school, 12 high school of Srivilliputtur, Virudhunagar district of Tamilnadu.

Tool
1. Personality scale was developed by Rajan (1990).
2. Teacher effectiveness scale was prepared and validated by the investigator and the guide (2023).

Statistical Techniques

The statistical techniques such as Mean, standard Deviation, 't' test and "F" test were computed.

Analysis of Data
1. The level of Personality among high school teachers average   .

Table 1 The Level of Personality among High School Teachers

Low		Average		High	
Count	*%*	*Count*	*%*	*No.*	*%*
20	13.3	102	68.0	28	18.7

The above table shows that, 13.3% of the high school teachers have low, 68.0% of them have average and 18.7% of them have high level personality

2. The level of teacher effectiveness among high school teachers average.

Table 2 The Level of Teacher Effectiveness among High School Teachers

Low		Average		High	
Count	*%*	*Count*	*%*	*No.*	*%*
17	11.4	104	69.8	28	18.8

The above table shows that, 11.4% of the high school teachers have low, 69.8% of them have average and 18.8% of them have high level teacher effectiveness

3. There is no significant relationship between Personality and teacher effectiveness among high school teachers.

Table 3 Relationship between Personality and Teacher Effectiveness among High School Teachers

Personality		Teacher effectiveness		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
54369	154235	2345	126504	138321	0.175	S

The above table shows that the calculated 'r' value (0.175) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is a significant relationship between personality and teacher effectiveness among high school teachers.

Major Findings of the Study
1. The above table shows that, 13.3% of the high school teachers have low, 68.0% of them have average and 18.7% of them have high level personality.
2. 11.4% of the high school teachers have low, 69.8% of them have average and 18.8% of them have high level teacher effectiveness
3. There is a significant relationship between personality and teacher effectiveness among high school teachers.

Recommendations of the Study

On the basis of the findings of the study and observations made by the investigator during the study, here are a few educational implications which may help us to understand the problem and improve the primary educational system.
1. Utilize established measures of personality traits and teacher effectiveness to ensure the validity and reliability of the data collected. Choose assessment tools that have been rigorously tested and validated for use in educational research contexts.
2. Collect data from multiple sources, including self-assessment surveys, student evaluations, peer assessments, and administrative observations, to obtain a comprehensive understanding of both personality traits and teacher effectiveness.
3. Consider employing a longitudinal study design to examine the relationship between personality and teacher effectiveness over an extended period. Longitudinal data can provide insights into how personality traits evolve over time and their impact on teaching practices and student outcomes.
4. Control for potential confounding variables that may influence the relationship between personality and teacher effectiveness, such as teaching experience, subject area expertise, school context, and student demographics. Use statistical techniques such as regression analysis to isolate the unique contributions of personality traits to teacher effectiveness.
5. Ensure that the sample of high school teachers is diverse in terms of demographic characteristics, teaching specialties, and school contexts to enhance the generalizability of the findings. Consider recruiting participants from a range of urban, suburban, and rural school settings to capture variation in teaching environments.

Conclusion

In conclusion, the relationship between personality and teacher effectiveness among high school teachers is multifaceted and dynamic, with various personality traits influencing teaching practices and student outcomes in complex ways. While research suggests a significant relationship between certain personality traits and teacher effectiveness, it's essential to recognize that effectiveness is influenced by a multitude of factors beyond personality alone.

Personality traits such as communication skills, adaptability, motivation, interpersonal relationships, and leadership abilities have been found to play important roles in shaping

teacher effectiveness. Teachers who exhibit characteristics such as empathy, organization, enthusiasm, and resilience tend to be more effective in engaging students, managing classrooms, fostering positive relationships, and promoting student learning and achievement.

However, it's important to acknowledge the diversity of teachers' personalities and teaching styles, as well as the unique needs and characteristics of students and school contexts. Effective teaching is not a one-size-fits-all endeavor, and teachers may demonstrate effectiveness in different ways based on their individual strengths, experiences, and preferences.

Furthermore, while personality traits can contribute to teacher effectiveness, they are not static or immutable. Teachers can develop and enhance their personality traits through self-awareness, professional development, reflective practice, and ongoing support.

In light of these findings, efforts to support effective teaching practices and student learning outcomes should focus on recognizing and leveraging the unique strengths and qualities that teachers bring to their roles. Providing opportunities for professional development, mentorship, collaboration, and self-reflection can empower teachers to maximize their effectiveness and make meaningful contributions to student success.

Overall, the relationship between personality and teacher effectiveness underscores the importance of understanding and valuing the diverse qualities and capabilities of high school teachers. By fostering a supportive and inclusive educational environment that celebrates the contributions of all teachers, we can promote positive teaching practices and enhance student learning experiences.

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