CHAPTER 5

SUMMARY

5.1 INTRODUCTION

Education is vitally important to all nations as it plays crucial role in economic, cultural and social development. It has always been designed as structure for the production, transfer and dissemination of advanced knowledge as it is the mirror in which the entire development process finds its reflection. The quality and effectiveness of any education system largely depends on capacity of education system which in turn depends on the quality, commitment and expertise of its teachers who sustain it. Teacher acts as a pivot for transmission of intellectual tradition and technical skills from generation to generation and helps to keep the lamp of civilization burning (Radhakrishnan Commission, 1948). It is the teacher who actually guides the destiny of child. In fact teachers are the creators of new knowledge and exponents of expansion of knowledge. The role of teacher in our modern and complicated system of education today is indeed an important one because it is the teacher as a person and as an instructor who determines the quality of teaching learning process. Efficient teachers are capable of exploring and exposing the potentialities of those who come in their contact. Since ages, the teacher’s role is regarded as an important one not only in molding personality of the child but also in shaping the society. As pointed out by Chhaya (1974) “an effective teacher possessed better personality adjustment and favorable attitude”. The teacher should be an integrated individual, skilled in art and science of human relations and conscious of wide variety of behaviour patterns in the world to which he may has to adjust. The adjustment of teacher to his workplace determines teacher effectiveness to a large extent as her maladjustment with the profession not only has adverse effect on her personality but also produces maladjustment among the children whom she teaches. Teachers having different personalities react differently to a given situation or adapt to a situation differently which affects their teaching competencies also. Also Cooper (1977) found significant relationship between Job satisfaction and teacher effectiveness. Hence Effective teachers do not rely only on teacher directed instruction rather they provide a substantial amount
of coaching in form of support and feedback to their students and foster self regulation in their students.

**5.2 TEACHER EFFECTIVENESS**

Teacher effectiveness plays an important role in teaching learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Teacher effectiveness is the product of number of variables namely academic, subject mastery, intellectual level, love for children, job satisfaction, teaching experience, professional growth, age of teacher, techniques used in teaching etc. Among all these variables the most important variable is teacher’s knowledge, Personality and above all his interaction with the students. So Effective teachers are those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students.

Anderson (1991) described “An effective teacher is the one who quite consistently achieves goals which either directly or indirectly, focuses on learning of their students”.

Cotton (1995) described Effective teacher as that who has clear standards for classroom behaviour, clear and focused instruction, and use effective questioning techniques, provides feedback, and used a variety of assessment strategies.

Stronge (2002) enlisted the qualities of effective teachers as:

- Verbal ability, content knowledge, teaching experience etc.

- Teacher should be reflective, motivating, fair in his dealings, etc.

- Classroom management and organization.

- Proper planning and implementation of instructions.

- Monitoring student’s progress and potential.
Strong, Tucker and Ward (2003) defined teacher effectiveness as a measure of the academic growth demonstrated by students during the year spent in a teacher’s classroom.

5.3 Chayya (2001) has given following important teacher effectiveness indicators:

- An effective teacher takes personal responsibility for student’s learning and have positive expectations for every learner.

- An effective teacher matches the difficulty of the lesson with the ability of the student and gives the necessary level of difficulty to attain moderate to higher success rates.

- An effective teacher gives the opportunities to students to practice newly learned concepts and to receive timely feedback on their performance.

- An effective teacher maximizes instructional time to increase content coverage and to give students the greatest opportunity to learn.

- He provides direction and control student learning through questioning, structuring and probing.

- He uses a variety of instructional and verbal methodology and visual aids to foster the use of student’s ideas and engagement in learning process.

- An effective teacher elicits responses from students each time a question is asked, before making on to the next student or question.

- An effective teacher present material in small steps with opportunities for practice.

- An effective teacher encourages students to reason out and elaborate upon the correct answers.

- An effective teacher encourages students’ verbal questions and answers.

- Effective teacher uses naturally occurring classroom dialogue to assist students to elaborate, extend and comment on the content being learnt.
- Gradually shift some of the responsibility for learning to the students, encouraging independent thinking, problem solving and decision making.

- Provides learning with mental strategies for organizing and learning the content being taught.

5.4 Model of teacher effectiveness report by HayMcBer to the department of education and employment- JUNE 2000

This research unveils several other aspects of qualities of an effective teacher as listed:

- More effective teachers’ make most of his professional knowledge in two ways. One is the extent to which they deploy appropriate teaching skills consistently and effectively in the course of lesson. Other being range and intensity of professional characteristics they exhibits.
- Effective teachers create the time to review lesson objectives and learning outcomes at the end of each lesson.
- Teachers, who employ ‘Tactical Lesson Planning Approach’ which describes objective and content of lesson, achieve better results.
- Effective teachers employ variety of teaching strategies and techniques to engage pupils and keep them on task.
- Effective teachers have a clear strategy for pupil management. They establish clear boundaries for pupil behaviour.

5.5 Four aces of effective teaching

Ace1: Outcomes: - Enable students to focus their attention on clear learning goals. Outcome provides teachers with a framework for designing and delivering the course content. They enable teachers to assess students learning as a measure of their own instructional effectiveness.

Ace2: Clarity: - Involves clarity of instructions. More effective teachers typically provide students with highly explicit directions and explanations concerning course organization and content. When delivering instructions, nothing should be left to chance. This strategy is referred to as curricular scaffolding.
Ace3: Engagement: - This principle suggests learning by doing. Teachers must create a dynamic educational environment that provides students the opportunity to participate in every concept they are learning. More effective teacher utilizes instructional strategies that engage students repeatedly throughout entire lesson.

Ace4: Enthusiasm: - Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher’s subject matter knowledge and instructional experience.

5.6 Areas of teacher effectiveness given by Umme Kulsum

Study given by Umme Kulsum on teacher effectiveness deals with five areas which cover all aspects of teacher functions and hence have the merit of adequate conceptual framework and content validity.

- Preparation and planning for teaching: This area includes the ability of teacher in preparing, planning and organizing in accordance with the course objectives by using different source material.

- Classroom Management: It includes the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic setup.

- Knowledge of subject-matter: This area includes the ability of the teacher in acquiring retaining and interpreting the use of the contents of the subject he/she is dealing within the classroom situation.

A survey on effectiveness of secondary school teachers in Tripura was conducted and it was found that male and female teachers differed significantly on teaching effectiveness and the female teachers had comparatively greater mean scores indicating that the female teachers were comparatively more effective. (Biswas & De1995). Significant difference was found in level of teaching effectiveness between rural and urban teachers. (Idrsi 1987, Sharma & Malik 2005, Rao 1987, Parkasham 1988, Shah 1991, Malik 2005). Teacher Effectiveness depends upon teacher performance. (Borich 1996, Anderson
Mahapatra (1987) reported that sex had a significant effect on teaching success but regional background did not have significant effect. In another study no significant effect of the sex, socio-economic status and locality of teachers on teacher effectiveness was found (Krishnan & Singh 1995). Sharma & Malik (2005) investigated level of classroom performance of male and female, urban and rural senior secondary school teachers of Haryana on the sample 400 teachers and found the teachers to be highly effective in their classroom performance as teachers. The findings also revealed that Gender does not affect the classroom performance of teachers but locality has significant effect on their performance. Kalra (2010), Madhisudhana & Mani (2010) & Kamalpreet Kaur Toor (2014) in his study found that there exists no significant difference between male and female teachers in relation to their teaching effectiveness.

5.7 Personality

Personality is one of the most dominating factors in human life as everyone is continuously striving for good personality. Prospective teacher getting training under teacher education system develops his unique personality which makes him an effective as well as successful teacher in the society. Teacher’s Personality affects their own and pupil’s behaviour, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions. Personality refers to an integrated behaviour which is result of an interaction between inherited potentials and environmental influences. It depends on the psychophysical development of a person. It includes a person’s nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc.

Personality can be defined as ‘the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment (Allport, 1937). Eysenck (1971) defined personality as is more or less stable and enduring organization of a person’s character, temperaments, intellect, and physique, which determines his unique adjustment to the environment. Elias (2001) stated that Personality is the set of abilities that helps us to get along in life with other people in all kinds of life situations. It’s our ability to express emotions, detect emotions in others and to regulate our strong feelings when we have them. Jessup (2002) wrote that by
definition, “an individual tends to prefer one pole for each of the four dimensions to the other pole, and the intent is to sort individuals into types, rather than to measure traits. Jung and Myers believed that type did not change, although the self report of it might change, as individuals focus on developing different mental processes at various stages in life. Preferences are viewed as inborn, but one’s environment at any point throughout life can change, supporting or negating one’s preference.” Murray (1972) viewed that personality is based on the assumption that the teacher as a person is a significant variable in the teaching-learning process. Personality influences the behaviour of the teacher in diverse ways, such as interaction with students, method selected and learning experiences chosen. Isabel Briggs Myers and her mother, Katharine Briggs, make insight of type theory accessible to individuals and groups. The MBTI personality inventory is based on Jung’s ideas about how different ways of perceiving and judging, in combination with different attitudes, describe different types of people. Jung, an eclectic psychoanalyst and disciple of Sigmund Freud, realized that behavior that seemed unpredictable could be anticipated if the underlying mental functions and attitudes of an individual are understood properly. Personality types result from interaction among four MBTI dichotomies. These dichotomies encompass four opposite domains of mental functioning and describe 16 types that result from interactions among the four preferences – Extroversion versus Introversion, Sensing versus Intuition, Thinking versus Feeling and Judging versus Perceiving. In the Introverted attitude energy is directed mainly towards the inner world of experiences and ideas so one focuses their energy on concepts, ideas, and internal experiences. In extraversion energy is directed mainly towards outer world of people and objects so they tend to focus their energy on people and objects in the environment. The Sensing type personalities observe facts or happenings through one or more of the five senses whereas Intuition types on the contrary more upon the less obvious process of Intuition which attends to meanings, relationships, or possibilities that have been worked out by indirect perception by way of unconscious incorporation of ideas coming from outside which is beyond the reach of conscious mind. Another difference exists in two contrasting ways of making judgements. One may decide logically solely on the basis of Thinking aiming at impersonal finding or on the other hand one may decide on the basis of Personal or social
values which one feels to be desirable by bestowing a personal subjective value to things. The Judging and Perceiving identify the process a person tends to use in dealing with the outer world. The MBTI classifies the first (E-I) and the fourth (J-P) dichotomies listed as attitudes or orientations and the middle two dichotomies as functions or processes.

Different studies done by the researchers on Personalities of the people are as follows

Rushton et al. (1983) examined personality, research creativity, and teaching effectiveness in university professors. 52 Professors at the University of Western Ontario were evaluated on 29 trait dimension using four assessment techniques. The findings indicate that effective teachers were liberal, sociable, showing leadership, extraverted, supporting, non authoritarian, non defensive, intelligent and aesthetically sensitive.

Malik (1984) conducted a study on 72 higher secondary schools located in Rajasthan to compare personality factors and learning environments of successful and unsuccessful science teachers. The findings revealed significant relation of personality factors with teaching success. Also successful science teachers had clarity of goals and their students found less difficulty with class work than students of unsuccessful science teachers and teaching success was negatively correlated with dimensions of friction, difficulty, apathy and disorganization whereas classroom environment of unsuccessful science teachers was full of tensions, quarreling among students and confusion in class activities.

Elshout & Veenman (1992) in his study found that Introverts have high correlation with Intelligence.

Adrian Furnham, Joanna Moutafi, & Laurence Paltiel (2005) investigated to find correlation of Intelligence with Jung ‘Personality types. Myer Briggs type indicator is also based on Jung’s theory and both the test measures the four personality dimensions. A sample of 4547 participants were included consisting of 3720 males and 819 females. The findings were that Extraversion-Introversion (EI), Sensing-Intuition (SN), Thinking–Feeling (TF) and Judging Perceiving (JP) is significantly correlated with General Intelligence, indicating an advantage for Introversion, Intuition, Thinking and Perceiving.
Sugiritham (2009) on a sample of 716 teachers explored personality development of high and higher secondary school teachers in Tuticorin district of Tamil Nadu state. Multivariable personality inventory was employed. The findings revealed that in personality dimension index male dominate over the female at 5% level of significance and no significant difference was found between any pairs of age at 1% and 5% level. Also there exist no significant difference between teachers teaching through English and Tamil Medium. Between married and unmarried teachers no significant difference was found in personality dimension index. There was no significant difference in the personality dimensions index in all the three types of teachers.

Sowmyah and Ningamma (2010) studied emotional intelligence in relation to personality. Significant difference was found among extroverts and introverts. The findings indicated significant difference between urban extroverts and urban introverts also Emotional intelligence among urban extroverts was more than urban introverts which may be due to the fact that extroverts’ continuous interaction allows them to understand the feelings of others, and hence they respond to it frequently and introverts have less interaction with the people and hardly respond to the feeling of others. On comparing rural introverts and urban introverts no significant difference was found which may be because Introverts are least bothered about other’s feelings.

5.8 Adjustment
The term adjustment means regulating, adapting, settling, accommodate, or to fit. It means to adjust something according to requirement of environment. To be successful in any sphere of life one needs to adjust according to the changes in the environment. To gratify the needs one tries to bring changes in his circumstances in order to overcome the difficulties in realization of his needs or reduces the quantum of his needs so that he may feel satisfied within the limited resources of his environment maintaining the balance between his needs and the capacity of realizing these needs. So adjustment is a process of living itself or a dynamic equilibrium of the personality. It is a lifelong and continuous process in which one enters into relationship of harmony with one’s environment. Vonhalller takes cues from Darwin’s theory of evolution who maintained that only those
organisms, which are most fitted to adapt to the changing circumstances survive. Therefore, the individuals who are able to adjust themselves in harmony lead a happy life. So adjustment implies a satisfactory adaptation to the demands of day-to-day life.

Arher Gates and others (1958) says “Adjustment is a continuous process by which a person varies his behaviour to produce more harmonious relationship between himself and his environment”.

L.S. Shaffer says “Adjustment should always be viewed as dynamic process and never as a static condition. No person is ever free from the necessity of meeting varied conditions. Some of them new and some old and with each variation there must be modification of response”.

Carter V. Good (1959) says “Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or to changes in environment”.

James Drever (1952) defines adjustment as “the modification to compensate for or meet special conditions”.

Morgan (1995) in his ‘Dictionary of education’ has defined psychological adjustment as

1. “Process of finding and adopting modes of behaviour suitable to the environment or to change in environment.
2. Any operation where by an organism or organ becomes more favourable related to the environment or to the entire situation, environment and internal.
3. Biologically a change or acquired characteristics in an organism that enables it to meet the requirements of its environment”.

5.9 Principles of Adjustment

Principle of knowing the self: To adjust in any situation one should know themselves, their own strength and weakness so that one can mould according to the changing requirements of the society.

Principle of accepting one’s self: To be adjusted one should accept himself and have faith in one’s own self otherwise he will always use defense mechanism to blame on others.
Principle of understanding others. One should not only know oneself but tries to understand others also so that one can adjust properly.

Principle of Self control: Autocratic discipline and aggressive control leads to maladjustment, so one should be self disciplined to have proper adjustment in the society.

Principle of integrating the self: People with disintegrated personality are not able to take decision and do not sticks to a particular decision, so one should have integrated personality to adjust in changing circumstances.

Principle of balanced and harmonious development: Development is necessary in all dimensions of personality namely social, physical, mental, emotional and moral as it leads to adjust better.

Principle of self drive and shaping: Sometimes imposed decision by influential person leads to maladjustment in an individual. So one should shape its own destiny to have better adjustment in the spheres of life.

5.10 Factors affecting adjustment of Teachers

1. Economic Hardships: One of the major factors of adjustment is the financial condition of the teacher. The teachers who do not get adequate salary and benefits feels frustrated as they cannot meet their needs properly which leads to maladjustment.

2. Low social status: Now a day’s teachers are not getting due respect and status in the society which develops social insecurity and develops feeling of inferiority in the teacher, thus impairing his adjustment.

3. Overburdened: Also the increased burdened added pressures on the teachers which leads to mental fatigue and emotional tensions thus damaging the mental health of teachers and hence maladjustment.

4. Interference of Private authorities: The management sometimes interfere a lot and their attitude towards the teachers is not good which sometimes hurts the self respect of teachers and leads to frustration among teachers and hence maladjustment.
5. Lack of facilities: Lack of facilities like audio visual aids, science laboratories and recreational facilities often lead to frustration and maladjustment of teachers.

6. Harsh attitude of students: Now a day’s students do not show respect towards their teachers and most of the causes of indiscipline are beyond the control of the teachers due to which teachers feel helpless and frustrated which often leads to maladjustment.

Few studies done by the researchers are

Singh (1998) studied creativity and adjustment as correlates of attitudes of public teachers towards teaching profession and found that factors of creativity and adjustment as term rather than individually are significant predictors of attitude of student teachers towards teaching profession.

Shakuntala and Satapathy (1999) in his study found significant and positive correlation between adjustment of secondary school teachers and their interest and attitude towards teaching. Females, government and experienced teachers, were found to be better adjusted than male, private and less experienced teachers. Also married teachers were found to have better adjustment than unmarried teachers and Teachers younger in age have better adjustment than older teachers.

Thukral and Kaur (2010) found no significant difference of gender in the level of adjustment and job satisfaction. The studies also revealed no significant difference in the level of adjustment and job satisfaction among science as well as arts teachers.

Singh (2010) studied the Academic records, Adjustment and Attitude or correlates of job satisfaction among the central school teachers and found male school teachers to be satisfied with their job whereas female central school teachers were less satisfied, whereas they were having better academic records than males but on comparing attitude towards teaching, male teachers were found to have favourable attitude. Also significant positive correlation was found of job satisfaction with its correlates namely academic records, adjustment and attitude towards teaching.

Singh B.P. (2013) conducted study on adjustment of teachers working in secondary schools in Haryana in relation to sex, place of working, marital status and academic
results . Significant difference in the scores of males and females and rural/urban teachers were found. Female teachers were better adjusted than male teachers and teachers working in urban area were found to be better adjusted than teachers working in rural area.

5.11 Significance of the Study

Quality of Education is of utmost important for development of a nation which in turn depends upon the quality or Effectiveness of Teachers. An Effective teacher helps the students in achieving intended learning outcomes. The effectiveness of teachers becomes vital to face the emerging challenges of globalization, privatization, commercialization, liberalization and mushrooming of educational institutions. These challenges are increasing manifold amidst chaotic situations and violent changes that are stemming up due to virulent competition. There is dire need to do something prolific to help students to face these challenges particularly in the field of education. Only effective teachers can explore hidden capacities of students and mould their behaviour into desirable directions. In this technologically advance society one of the major challenge is the need to adjust to various and sometimes conflicting, social systems such as family, friendship networks, work or school groups. Adjustment in the environment will lead to satisfaction and better performance of an individual whereas maladjustment will lead to dissatisfaction which will ultimately affects teacher performance also. If a person is well adjusted As stated by Curtis and Lying (2001)“teacher performance is influenced by teacher personality characteristics.”Research studies revealed that Teacher effectiveness includes characteristics of a teacher, his Personality and attitudes (Chhaya 2001, Kulsum 2006). Significant Correlation exists between adjustment of Secondary school teachers and their interest in and attitude towards teaching (Saxena 1995, Shakuntala and Satapathy 1999). Teacher effectiveness depends upon teacher Performance (Borich 1996, Anderson 2001). Relationship between the student and the teacher is one of the important components of teaching effectiveness (Kher 1999, Elliot, Kratochwill, Cook and Travers 2000). It is now widely recognized that interaction with students and personality of the teachers are the most important factors affecting teacher effectiveness. In many studies Personality was considered as one of the factor affecting teacher effectiveness but no special focus is
given on it. As stated by Schmidt et al. (1991) there are numerous studies showing that personality is an important indicator of teacher effectiveness. So understanding personality will help the teachers in implementing the strategies easily. As mentioned by Fisler and Firestone (2004) teacher performance is influenced by the teacher’s personality characteristics and their efficacy belief in teaching. Teacher’s Personality traits affect the teacher effectiveness (Stronge 2002). Effective teachers had traits which were positively helpful and valuable for mental health of the teachers whereas ineffective teachers had traits which lead to maladjustment (Khanna1985, Srivastava 2005). Classroom management and classroom organization influenced the effectiveness of teachers (Cotton 1995, Stronge 2003, Thompson 2010). Studies have shown that individuals identified as having particular combinations of these function E/I, S/N, T/F, J/P exhibit predictable preferences toward certain occupational or academic choices (Kuder 1968, Campbell & Hansen 1981,Barrett,Sorenson & Hartung 1985). Jesup (2002) found that individuals typically select occupations that correspond with their psychological types. Individuals of different psychological types interact differently with each other. So the present study has been undertaken to find which psychological types of individuals chooses for teaching profession or which Personality type has better teacher effectiveness and how the teachers with varying personalities interact with the students (which depend upon the degree of adjustment of the teacher with himself and his own environment). So an effort has been made to study Teacher Effectiveness in Relation to Personality Types and Adjustment of Secondary School Teachers.

5.12 Statement of the Problem

Teacher Effectiveness in Relation to Personality types and Adjustment of Secondary School Teachers

5.13 Delimitations of the problem

The study was delimited to 400 teachers (200 males and 200 females) situated in rural and urban areas of Jalandhar and Kapurthala (Phagwara) districts of Punjab only.
5.14 Objectives of the Study

1. To study the various Personality Types of teachers.

2. To study the effect of Personality Types on Teacher Effectiveness of Secondary School teachers.

3. To study the effect of Gender and Locale on Teacher Effectiveness of Secondary School teachers.

4. To study the effect of Personality Types on Adjustment of Secondary School teachers.

5. To study the effect of Gender and Locale on Adjustment of Secondary School teachers.

6. To study the relationship between Teacher Effectiveness and Adjustment of Secondary School teachers.

5.15 Hypotheses of the Study

1. There exist varied Personality types of teachers.

2. There exists significant effect of Personality types on Teacher Effectiveness of Secondary School Teachers.

3. There is no significant effect of Gender on Teacher Effectiveness of Secondary School Teachers.

4. There is no significant effect of Locale on Teacher Effectiveness of Secondary School Teachers.

5. There exists significant effect of Personality types on Adjustment of Secondary School Teachers.

6. There is no significant effect of Gender on Adjustment of Secondary School Teachers.

7. There is no significant effect of Locale on Adjustment of Secondary School Teachers.

8. There exist significant relationship between Adjustment and Teacher Effectiveness of teachers working in rural and urban areas.
5.16 Sample

The study made use of representative sample of 400 secondary school teachers, 200 males and 200 females each divided into rural and urban areas of Jalandhar and Kapurthala(Phagwara) districts. Questionnaire were given to the teachers with clear instructions after explaining to them the purpose, nature and importance of the study.

5.17 Design of the Study

To test the hypotheses of the present study Type S Experimental design was used in which Teacher Effectiveness and Adjustment were taken as dependent variable and Personality Type, Gender and Locale were taken as independent variable. Each Independent variable has two level i.e. two type of personality, Male/Female, Rural /Urban. Apart from main effects of the Independent variable, Interaction effects were also calculated.

5.18 Statistical Techniques Employed

The following statistical techniques had been employed to analyze the obtained data

1. Mean and Standard deviation was computed of the dependent variable.

2. Bar graphs and pie charts were prepared to show distribution of various types of Personality.

3. 2×2×2 way ANOVA were applied on scores of Teacher effectiveness of Extrovert/Introvert Teachers, Locality and Gender.

4. 2×2×2 way ANOVA were applied on scores of Teacher effectiveness of Sensing/Intuition Teachers, Locality and Gender.

5. 2×2×2 way ANOVA were applied on scores of Teacher effectiveness of Feeling/Thinking Teachers, Locality and Gender.

6. 2×2×2 way ANOVA were applied on scores of Teacher effectiveness of Judging/Perceiving Teachers, Locality and Gender.
7. 2×2×2 way ANOVA were applied on scores of Adjustment of Extrovert/Introvert Teachers, Locality and Gender.

8. 2×2×2 way ANOVA were applied on scores of Adjustment of Sensing/Intuition Teachers, Locality and Gender.

9. 2×2×2 way ANOVA were applied on scores of Adjustment of Feeling/Thinking Teachers, Locality and Gender.

10. 2×2×2 way ANOVA were applied on scores of Adjustment of Judging/Perceiving Teachers, Locality and Gender.

11. t-test was applied to test the significant difference in the mean scores of teacher effectiveness of teachers with respect to gender.

12. t-test was applied to test the significant difference in the mean scores of teacher effectiveness of teachers with respect to locale.

13. t-test was applied to test the significant difference in the mean scores of adjustment of teachers with respect to gender.

14. t-test was applied to test the significant difference in the mean scores of adjustment of teachers with respect to locale.

15. Karl Pearson’s Coefficient of Correlation was computed to assess the relationship between Teacher Effectiveness and Adjustment of Secondary School Teachers.

5.19 Tools

In present study following instruments were used


2. Adjustment of teachers as measured by Mangal Teacher Adjustment Inventory by S.K. Mangal (1982).

3. Personality types have been assessed using Myer Briggs Type Indicator.
**Teacher Effectiveness scale by P.Kumar and D.N.Mutha (1985)**

This scale is developed by Pramod Kumar and D.N.Mutha for identifying Effective/Ineffective teachers both for applied and research objectives. There are 69 items of the scale which are positively worded. Items are given a score of ‘5’, ‘4’, ‘3’, ‘2’, ‘1’ for ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’, and ‘strongly disagree’ respectively. The sum of these values gives the teacher effectiveness score for the subject. The split half reliability of the scale, applying the Spearman-Brown formula is found to be .67 (N=100) with an index of reliability of .82.

**Mangal Teacher Adjustment Inventory by S.K. Mangal (1982)**

Teacher Adjustment Inventory has been designed for the preliminary assessment of the adjustment or maladjustment of the teachers of both the sexes having 70 items with the ‘Yes’ or ‘No’ mode of response. The mode of response provides only two alternatives in the form of yes or no. In the Inventory the 10 items are such where the response ‘yes’ shows adjustment. For the remaining 60 items, the response ‘no’ shows adjustment. The scoring is done on adjustment side by assigning one mark for the response showing adjustment and zero for the response showing maladjustment. Reliability of the Inventory was estimated through test-retest and split –half methods with the reliability coefficient .969 (N=100) and .983.

**Myer Briggs Type Indicator**

This test is developed by Isabel Briggs Myers and her mother, Katharine Briggs with the aim to make the insights of type theory accessible to individuals and groups. The Myers Briggs Type Indicator (MBTI) instrument is a self reported personality measure consisting of 93 forced choice items. Its typology is composed of four pairs of opposite preferences called dichotomies: Extraversion (E) / Introversion (I), Sensing (S) /Intuition (N), Thinking (T) / Feeling (F), Judging (J) / Perceiving (P). The MBTI assessment combines an individual’s four preferences- one preference from each dichotomy, denoted by letter to yield one of the 16 possible personality types (e.g. ESTJ, INFP, etc.) Each type is equally valuable, and an individual inherently belongs to one of the 16 types. Each of the four preference scales has internal consistency reliability of .90 or greater. The
validity of the four preference scales of the MBTI was examined through factor analyses.

5.20 Procedure

The tools were administered on the sample under standardized conditions: their responses were collected on the three inventories. In the present study Descriptive Statistics were applied, dependent variables were Adjustment and Teacher Effectiveness and independent variable was Personality, Gender and Locale. Data was collected from the teachers on the entire questionnaire. In MBTI test teachers were supposed to circle their choice on the answer sheet and then templates were used and then number of answers were counted shown through the openings in the template to obtain raw points for each of the type. For each individual dichotomy raw points for each pole were counted and it was determined which has the larger point value. Thus the individual personality type is obtained using the four templates and thus the 16 types of personality are determined. For examining the teacher effectiveness and adjustment of the teacher’s raw scores on both the test were counted which gives a final score of adjustment and teacher effectiveness of teachers. For further examining the effect of personality types four main dichotomy as given by Myer Briggs Type Indicator i.e. Extrovert/Introvert, Sensing/Intuition, Thinking/Feeling, Judging/Perceiving were examined further. Scores on teacher effectiveness gained by the individual preferring one pole of the dichotomy were compared with the scores gained by the individuals on other pole of the dichotomy. Statistical techniques were then used to find whether Personality type affects the teacher effectiveness. Similarly Scores on adjustment gained by the individual preferring one pole of the dichotomy were compared with the scores gained by the individuals on other pole of the dichotomy and Statistical techniques were then used to find whether Personality type effects the adjustment of secondary school teachers. Similarly the teachers were classified into Rural and Urban category and Male and female and their scores were calculated separately for teacher effectiveness and adjustment and efforts were made to study whether Rural or Urban teachers have better Teacher Effectiveness/Adjustment or Males or Females have better Teacher Effectiveness/Adjustment.
5.21 Findings of the study

1. It is found that dominant type for an teacher is INFP (Introverted Intuitive Feeling Perceiving) followed by ISFP, ESFP, ISTP, ESTP, ENFP, ESTJ, ESFJ, ENTP, ENFJ, ISFJ & INTP, ENTJ, INFJ, INTJ, ISTJ.

2. The ISTJ (Introverted Sensing Thinking Judging personality type represented the lowest number of teachers).

3. The dominant personality type i.e. INFP (Introverted Intuitive Feeling Perceiving) is more prevalent in teachers working in urban areas than rural areas.


5. On studying the teacher effectiveness of Extrovert/Introvert teachers the findings revealed:

(a) Introverts teachers have better Teacher Effectiveness than Extrovert teachers.

(b) Locality has significant effect on Teacher Effectiveness as teachers working in urban area schools exhibit more Teacher Effectiveness than teachers working in rural area schools.

(c) Female teachers exhibit more Teacher Effectiveness than male teachers.

(d) There exist no significant interaction effect of Personality Type (E/I) and Locality (R/U) on Teacher Effectiveness.

(e) There exist no significant interaction effect of Personality Type (E/I) and Gender (M/F) on Teacher Effectiveness.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on Teacher Effectiveness.

(g) There exist no significant interaction effect of Personality Type (E/I), Locality (R/U) and Gender (M/F) on Teacher Effectiveness.
6) On studying the teacher effectiveness scores of Intuition/Sensing teachers, the findings revealed:

(a) Teachers with Intuition Personality Type exhibit more Teacher Effectiveness than Sensing teachers.

(b) Locality has significant effect on Teacher Effectiveness as teachers working in urban area schools exhibit more Teacher Effectiveness than teachers working in rural area schools.

(c) Female teachers exhibit more Teacher Effectiveness than male teachers.

(d) There exist no significant interaction effect of Personality Type (N/S) and Locality (R/U) on Teacher Effectiveness.

(e) There exist no significant interaction effect of Personality Type (N/S) and Gender (M/F) on Teacher Effectiveness.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on Teacher Effectiveness.

(g) There exist no significant interaction effect of Personality Type (N/S), Locality (R/U) and Gender (M/F) on Teacher Effectiveness.

7) On studying the teacher effectiveness of Feeling/Thinking Personality type of teachers, the findings revealed:

(a) Teachers with Feeling Personality Type exhibit more Teacher Effectiveness than Sensing teachers but the difference between Feeling/Thinking teachers is not significant.

(b) Locality has significant effect on Teacher Effectiveness as teachers working in urban area schools exhibit more Teacher Effectiveness than teachers working in rural area schools.

(c) Female teachers exhibit more Teacher Effectiveness than male teachers.
(d) There exist no significant interaction effect of Personality Type (F/T) and Locality (R/U) on Teacher Effectiveness.

(e) There exist significant interaction effect of Personality Type (F/T) and Gender (M/F) on Teacher Effectiveness.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on Teacher Effectiveness.

(g) There exist no significant interaction effects of Personality Type (F/T), Locality (R/U) and Gender (M/F) on Teacher Effectiveness.

8) On Studying teacher effectiveness of Judging/Perceiving type teachers, the findings revealed:

(a) Teachers with Perceiving Personality Type exhibit more Teacher Effectiveness than Judging Personality Type teachers.

(b) Locality has significant effect on Teacher Effectiveness as teachers working in urban area schools exhibit more Teacher Effectiveness than teachers working in rural area schools.

(c) Female teachers exhibit more Teacher Effectiveness than male teachers.

(d) There exist no significant interaction effect of Personality Type (J/P) and Locality (R/U) on Teacher Effectiveness.

(e) There exist significant interaction effect of Personality Type (J/P) and Gender (M/F) on Teacher Effectiveness.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on Teacher Effectiveness.

(g) There exist no significant interaction effect of Personality Type (J/P), Locality (R/U) and Gender (M/F) on Teacher Effectiveness.

So, the scores of Teacher effectiveness revealed that:
• All the personality types have significant effect on teacher effectiveness except feeling and thinking personality type.

• Rural and urban teachers differ significantly in their teacher effectiveness, the difference being in favour of urban.

• Interaction Effect of Personality type (Extrovert/Introvert, Intuition/ Sensing, Judging /Perceiving, Feeling/Thinking) and Locale is not significant.

• There exist significant difference between Male and Female teachers with regard to Teacher Effectiveness in all the preferred style Extrovert/Introvert, Intuition/ Sensing , Judging /Perceiving and Feeling/Thinking , which goes in favour of females.

• Interaction Effect of Personality type (Extrovert/Introvert and Intuition/ Sensing) and Gender is not significant. In case of Judging/Perceiving and Feeling/Thinking interaction effect of Personality types and Gender is significant.

9. The scores of adjustment of Extrovert/Introvert teachers revealed that:

(a) Introverts teachers have better Adjustment than Extrovert teachers.

(b) Locality has significant effect on Adjustment as teachers working in urban area schools exhibit more Adjustment than teachers working in rural area schools.

(c) Female teachers exhibit more Adjustment than male teachers.

(d) There exist no significant interaction effect of Personality Type (E/I) and Locality (R/U) on scores of Adjustment.

(e) There exist no significant interaction effect of Personality Type (E/I) and Gender (M/F) on scores of Adjustment.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on scores of Adjustment.

(g) There exist no significant interaction effect of Personality Type (E/I), Locality (R/U) and Gender (M/F) on scores of Adjustment.

10. The scores of adjustment of Intuition/Sensing teachers revealed that:
(a) Intuition teachers have better Adjustment than Sensing teachers.

(b) Locality has significant effect on Adjustment as teachers working in urban area schools exhibit more Adjustment than teachers working in rural area schools.

(c) Female teachers exhibit better Adjustment than male teachers.

(d) There exist no significant interaction effect of Personality Type (N/S) and Locality (R/U) on scores of Adjustment.

(e) There exist no significant interaction effect of Personality Type (N/S) and Gender (M/F) on scores of Adjustment.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on scores of Adjustment.

(g) There exist no significant interaction effect of Personality Type (N/S), Locality (R/U) and Gender (M/F) on scores of Adjustment.

11. The scores of adjustment of Feeling /Thinking teachers revealed that:

(a) Thinking Personality type teachers have better Adjustment than Feeling Personality type of teachers but the difference is not significant.

(b) Locality has significant effect on Adjustment as teachers working in urban area schools exhibit more Adjustment than teachers working in rural area schools.

(c) Female teachers exhibit better Adjustment than male teachers.

(d) There exist no significant interaction effect of Personality Type (F/T) and Locality (R/U) on scores of Adjustment.

(e) There exist no significant interaction effect of Personality Type (F/T) and Gender (M/F) on scores of Adjustment.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on scores of Adjustment.
(g) There exist no significant interaction effect of Personality Type (F/T), Locality (R/U) and Gender (M/F) on scores of Adjustment.

12. The scores of adjustment of Judging/Perceiving teachers revealed that:

(a) Perceiving Personality type teachers have better Adjustment than Judging Personality type of teachers but the difference is not significant.

(b) Locality has significant effect on Adjustment as teachers working in urban area schools exhibit more Adjustment than teachers working in rural area schools.

(c) Female teachers exhibit better Adjustment than male teachers.

(d) There exist significant interaction effect of Personality Type (J/P) and Locality (R/U) on scores of Adjustment.

(e) There exist no significant interaction effect of Personality Type (J/P) and Gender (M/F) on scores of Adjustment.

(f) There exist no significant interaction effect of Locality (R/U) and Gender (M/F) on scores of Adjustment.

(g) There exist no significant interaction effect of Personality Type (J/P), Locality (R/U) and Gender (M/F) on scores of Adjustment.

So, the scores of Adjustment revealed that:

- Extrovert/Introvert and Intuition/Sensing type teachers had significant effect on adjustment of the teachers whereas Feeling/Thinking and Judging/Perceiving does not have significant effect on adjustment of the teachers.

- Rural and urban teachers differ significantly in their Adjustment, the difference being in favor of urban.

- Interaction Effect of Personality type (Extrovert/Introvert, Intuition/Sensing, Feeling/Thinking) and locale is not significant.

- Interaction Effect of Personality type (Judging/Perceiving) and locale is significant.
• There exist significant difference between Male and Female teachers with regard to Adjustment in all the preferred style Extrovert/Introvert, Intuition/ Sensing, Judging /Perceiving, and Feeling/Thinking, which goes in favour of females.

• Interaction Effect of all the Personality type (Extrovert/Introvert, Intuition/ Sensing, Judging /Perceiving and Feeling/Thinking) and gender is not significant.

13. There exist significant positive correlation between scores of teacher effectiveness and adjustment.
5.22 Discussion of the Study

1. Based on the findings the overall majority personality type of teachers were found to be INFP (Introverted Intuitive Feeling Perceiving) followed by ISFP, ESFP, ISTP, ESTP, ENFP, ESTJ, ESFJ, ENTP, ENFJ, ISFJ&INTP, ENTJ, INFJ, INTJ, ISTJ. The ISTJ personality type represented the lowest number of teachers. It is determined that dominant type for an teacher is INFP.

2. The mean scores of Teacher Effectiveness for the Introvert teachers was found to be significantly greater than that of Extrovert teachers indicating that Introverts have better Teacher Effectiveness than Extrovert Teachers. The above findings can be interpreted due to the fact that Introverts shows greater academic aptitude due to their capacity to deal intensively with concepts and ideas also boosted by spending time alone which gives them opportunities for self reflecting, reasoning, speculating, monitoring, arranging, reading, research and writing and stay focused. And also individuals whose mental orientation is towards the internal world instead of external world tends to score high on Intelligence as they devote time to thinking, preparing for queries and hence able to teach effectively.

3. Intuition teachers have better teacher effectiveness than Sensing teachers. Studies conducted by Adrian Furnham, Joanna Moutafi, & Laurence Paltiel (2005), Kaufhian, McLean and Lincohi (1996) and Moutafi et al.(2003) also reported the fact that Individuals who scores higher on Intuition pole scores higher in measures of general intelligence which implies that individuals who scores high on intuition tends to go beyond the information provided by their senses, to discover possibilities which may not be directly obvious from senses, so it helps in teaching effectively.

4. On comparing Feeling/Thinking Type teachers it was found that teachers do not differ significantly in their teaching effectiveness. In others words teachers with Feeling Personality type and Thinking Personality type does not differ significantly on scores of teacher effectiveness. Studies conducted by Kaufman et al. (1996) also reported no significant difference between Thinking and Feeling pole.
The teachers were found to differ significantly in their teacher effectiveness in Judging/Perceiving type. So teachers with Perceiving Personality type were found to have better Teacher Effectiveness than teachers with Judging Personality type which may be because the perceiving personality types tend to directly perceive information instead of organizing it (Judging) due to the fact that they have the ability to comprehend and deal with it without having to organize it first.

So all the personality types have significant effect on teacher effectiveness except feeling and thinking personality type.

It was found that rural and urban teachers differ significantly in their teacher effectiveness, the difference being in favour of urban. In others words urban teachers possess better teacher effectiveness than rural teachers. This could be because urban teachers have more facilities than their rural counterparts and hence rural teachers has no other way to provide Education except classroom teaching whereas urban area teachings are not limited to four walls only. Also in urban areas teachers are more motivated and career conscious keeping them abreast for new knowledge and their continuous hunt for more knowledge leads to better teacher effectiveness. It may also be the case that adverse conditions are more in rural areas and only fewer teachers get exposed to that than in urban area. Also Interaction Effect of Personality type (Extrovert/Introvert, Intuition/Sensing, Judging/Perceiving, Feeling/Thinking) and locale is not significant.

There exist significant difference between Male and Female teachers with regard to Teacher Effectiveness in all the preferred style Extrovert/Introvert, Intuition/Sensing, Judging/Perceiving, and Feeling/Thinking, which goes in favour of females. The result goes in agreement with the inference made by Patil & Deshmukh (1993), Bishwas & De (1995) who also reported higher teacher effectiveness in females. Interaction Effect of Personality type (Extrovert/Introvert and Intuition/Sensing) and gender is not significant. In case of Judging/Perceiving and Feeling/Thinking interaction effect of Personality types and Gender is significant.

Introverts teachers have better Adjustment than Extrovert Teachers. Also on comparing Intuition and Sensing teachers it was noticed that teachers differ significantly
in their adjustment level, the difference being in favour of teachers whose preferred style is Intuition. But the teachers with Feeling Personality type and Thinking Personality type do not differ significantly on scores of Adjustment. On comparing Judging/Perceiving teachers it was noticed that the difference is not significant showing that (J/P) teachers does not differ significantly in their adjustment level.

So Extrovert/Introvert and Intuition/Sensing type teachers had significant effect on adjustment of the teachers whereas Feeling/Thinking and Judging/Perceiving does not have significant effect on adjustment of the teachers.

9. On comparing Rural and Urban teachers it was found that the rural and urban teachers differ significantly in their adjustment level. The difference being in favor of urban teachers. In others words urban teachers have better adjustment than rural teachers. Studies such as those conducted by Saxena (1995) also found that urban teachers have better adjustment than rural teachers. This could be because urban teachers are fully equipped with learning aids, proper library and research facilities and also congenial environment provided in urban area helps to mitigate adjustment problems whereas rural area teachers lacked these facilities or adverse conditions are more in rural areas and only fewer teachers get exposed to that than in urban area. Also Interaction Effect of Personality type (Extrovert/Introvert, Intuition/ Sensing, Feeling/Thinking) and locale is not significant whereas interaction effect of Judging/Perceiving and locale is found to be significant.

10. On studying the effect of Gender (Male/Female) on Adjustment of Secondary School Teachers significant difference between Male and Female teachers was noticed in all the preferred style Extrovert/Introvert, Intuition/Sensing, Judging /Perceiving Feeling/Thinking and it goes in favour of females. This result goes in agreement with the Inference made by Saxena (1995), Malik (1996), Shakuntala & Satapathy (1999). Interaction Effect of Personality type (Extrovert/Introvert, Intuition/ Sensing, Feeling/Thinking, Judging/Perceiving) and Gender is not significant.

11. There exists positive correlation of teacher effectiveness with adjustment. Studies conducted by Sunita (2008), Khanna (1985) also goes in agreement with this which may
be due to the fact that effective teachers had traits which leads to good mental health and thus better adjustment with the environment or teachers with high adjustment possess social integration which may be due to the congenial environment in urban areas which helps to mitigate adjustment problem and thus helps in enhancing teacher effectiveness of teachers.

5.23 Educational Implications

Findings of present study will not only be useful to researcher in terms of future research but shall have important educational importance for teachers and all the persons who are associated with schools. Through systematic professional development teachers can grow and develop new knowledge, skills and attitudes which in turn promote or improve their teaching performance at different stages of their career. This study suggests that personality is an important variable affecting teacher effectiveness. The theory of personality types contended that each of us has a natural preference which falls into one or other types and our native personality types indicates how we are likely going to deal with different situations that life presents and in which environment we are more comfortable. The key to the satisfied, successful and effective occupational and personal life is to have those personality traits most suited to one’s job, occupation and profession. Because teaching as novel profession demands certain personality types to be essential for efficient and quality performance. By understanding the relationship between Personality of teacher and teacher effectiveness one will be able to identify which personality type influence teacher effectiveness, so that they may use and select the best teaching method that suits their personality to make the teaching more effective as quality and effectiveness of teaching also depend on method of teaching (Fauziah et.al 2005). Along with the other test decided by UGC or Department of Education, certain personality test can also be held so that one would be able to know how effective that teacher would be in the institution. Also one particular type is more prevalent in particular area so posting of various teachers in various schools can be done keeping in view the personality type. As Jessup (2002) says that one chooses his occupation according to his personality type, so if the various appointments are done according to the personality type one will be more satisfied, well adjusted, will work whole heartedly,
reduce job retrenchment, reduced attrition of teachers due to resignation and premature retirement and help in retaining good employees in the institution. Also to increase teacher effectiveness self confidence of teachers should be reinforced by sense of success and approval as effective classroom management depends on the teacher how he/ she is able to carry the class along with him/her. Steps should be taken to provide proper facilities and equip the schools in rural area with latest equipments as it will help in increasing their teacher effectiveness and keep them at par with teachers in urban schools. In service programmes, refresher courses should be organized so that the teachers should be trained which will help in better adjustment of teachers. The teachers should be guided as how to create proper relationship with the children and have proper adjustment so that teacher effectiveness can be increased. Many teachers leave job at the initial stage because of inability to adjust to the school’s environment. So teachers should be guided as to develop skills that will enable them to overcome challenges which they may encounter at the job. Teachers should know how to integrate their personality strength to make the teaching techniques effective which is needed to realize the educational goals. According to Rubin (1985) “every teacher has their own styles and teaching styles involves choices and alternatives and the choice teachers make actually demonstrate their perceived images and roles.” Teachers should try to build atmosphere of love and sympathy and try to nurture responsiveness in students in order to develop proper atmosphere in the class. So, to increase teacher effectiveness and have better adjustment following points should be kept in mind:

1. Various subjects and tasks should be allotted according to Personality types of teachers.

2. Efforts should be made for better adjustment of the teachers in school environment which will leads to better teacher effectiveness also.

3. Various arrangements and proper environment should be provided to have better teacher effectiveness and adjustment of teachers.
5.24 Suggestions for further Research

Research is an unending process and every research work provides clues for further investigation. The success in solving a problem stimulates to solve other unsolved problem through scientific probing. Every investigator after completing the research may feel inspired to do more research. Therefore, the present study opens up certain avenues for further research. The study can further be designed to substantiate the present study. In the present study, the focus was to find teacher effectiveness in relation to personality types and adjustment of secondary school teachers. More studies could be conducted on various types of school i.e. vocational schools, sports school etc. The study can also be done at college level. A comparative study can be conducted on aided, unaided, private and government institutions. The study can be extended to other areas of Punjab. Personality types and adjustment pattern of students can also be studied to provide better results.
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