CHAPTER-1

INTRODUCTION

Education is vitally important to all nations as it plays crucial role in economic, cultural and social development. It is considered as national responsibility and has always been designed as structure for production, transfer and dissemination of advanced knowledge as it is the mirror in which the entire development process finds its reflection. It is the education that determines the level of prosperity, welfare and security of people. Now a day’s education is not regarded as merely imparting bookish knowledge but is considered as never ending process of inner growth and development and its period stretches from cradle to grave. So education is life and life is education. It is the process through which an individual is developed into individuality and person into personality. It is through education that man develops his thinking, reasoning, problem solving, creativity, intelligence, sentiments, skills, good values and attitude. Thus everything which influences human behaviour and personality is education. ‘To provide quality education’ is one of the important goal and only a teacher, can help the nation to achieve this goal properly as the quality and effectiveness of any education system depends on the quality, commitment and expertise of its teachers who sustain it. Importance of teaching profession is reflected in the words of Aristotle. He said “those who educate children well are to be honored more than those who produce them, for, those who produce children give them only life but those who educate them give them the art of living well” (Bucher & Koenig, 1983). Teacher act as 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 creator of new knowledge and exponents of expansion of knowledge. They are the incarnates of inventions and discoveries to bring positive changes for leading better life of individuals as well as of nations.

The teacher plays an important role in developing personality of the child and in shaping the society as they transfer not only education but a set of values that are carried forward by one generation to another. So, it is very important that the teacher should be effective. The teacher’s personality is reflected in their students as they are the ideals for their
students. Every teacher adopts different methods, strategies, techniques depending upon their personality type which distinguishes a teacher from other teacher and the student described one teacher as effective and other as non effective. Effective teachers are capable of exploring and exposing the potentialities of those who come in their contact. So, efficient teacher in an educational system is more important than all other educational factors taken together. When a teacher teaches, the kind of environment he provides will determine the changes he produces in his students. Whatever he does, it will make a difference in the way they behave.

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 thus able to foster self-regulation in their students. As pointed out by Chhaya (1974) that an effective teacher possess better personality adjustment and favourable attitude. Also Cooper (1977) found significant relationship between job satisfaction and teacher effectiveness.

In this changing Era today teacher’s faces new challenges calling for greater effort from teachers. The teacher should be an integrated individual, skilled in the art and science of human relations and conscious of the wide variety of behavior 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 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. As reported by Sharma (2008) who studied to explore the personality and adjustment correlates of organizational commitment among college teachers of Haryana found that socially bold, trusting, adaptable, practical, controlled, high in self-concept have home, health, emotional and occupational adjustment and they tends to be more committed to their working institution.
1.1 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 an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on education and discriminating between more or less effective teachers. A teacher is said to be effective when the teacher has attained the necessary competence in their roles and functions such as preparation and planning for classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relationship. Maximizing teacher effectiveness is a major goal of education.

Teacher effectiveness is the product of a 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.

K.Patrica Cross remarked, “The task of the excellent teacher is to stimulate ‘apparently ordinary’ people to usual effort. The tough problem is not in identifying. It is in making winners out of ordinary people.”

Barr (1952) remarked, “Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation.”

Bending (1953) found significant relationship between the rating of a teacher and his student’s achievement.
Good (1959) observed teaching effectiveness as the degree of success of a teacher in performing instructions and other duties specified in his contract and demanded by the nature of his position.

Flander and Simon (1969) defined teacher effectiveness as an area of research which is concerned with relationship between characteristic of teacher’s teaching act and their effect on the educational outcome of classroom teaching.

Ryan described it as “Teaching can be effective to the extent the teacher act in ways that are favourable to the development of basic skills, understandings, work habits, desirable attitude, value judgment and adequate personal adjustment of the pupils.”

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

Medley and Shannon (1994) recommended that all evaluations of teachers be based on information about teacher effectiveness but noted that as direct information about teacher effectiveness is not available, many teacher evaluations are based on information about teacher competence or teacher performance.

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.

Campbell and Wahl (1998) reported that teachers were the leaders and shapers of the classroom and should be vested in making education work.

Elliott et al. (2000) stated that effective teachers need to know their students well and be able to adapt their teaching styles to particular classroom and to individual students.

Gaubatz (2000) stated that there is high correlation between students’ rating of the amount learned in the course and their overall ratings of the teacher and course.

According to Carr (2000), teachers regardless of subject area, have a moral role to play in education. Effective teachers are perceived to be fully equipped naturally and professionally to lead the students to success in competitive standardized tests, as well as
inculcate in them, values that would make them exhibit behaviour that is generally desirable and acceptable.

Goldenberg (2001) viewed that effective teachers build strong relationships with the parents of their students. They communicate regularly with parents, treat them with respect and make them feel welcome, in their classrooms.

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 students’ progress and potential.

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

Rose (2005) has examined the role of educators as role models in formal and informal education and stressed that role models can expose group to specific attitudes, lifestyles and outlooks. Children often see teachers as important role models on par with parents.

Jayanthi et al. (2006) emphasized that an effective teacher plays an important role in shaping and molding the habits, manners and strong character of the students.

Leigh (2006) opined that teaching experiences of teachers are positively correlated with teacher effectiveness, but find no positive effects of teacher qualifications on test scores of students. The effective teacher is the planner, messenger, supervisor, evaluator, motivator, guide and human architect.

Carlo (2007) stated that practicing learner centered approaches use their self efficacy in order to be effective in teaching. The use of learner centered practices was seen as effective warrant having ratings based on student’s assessment.
Parihar (2011) viewed that effective teachers are the avenues of effective teaching who consistently achieve their goals that are either directly or indirectly related to student learning and the strategies adopted for achieving this purpose needs orientation and reorientation with changing needs and priorities in teacher education.

Kelley and Fiske (1951) classified teacher effectiveness criteria as Presage criteria, Process criteria and Product Criteria.

1. Presage Criteria: 4 types of presage variables in common use as criterion in teacher effectiveness research are teacher personality attributes, teacher characteristics in training, teacher knowledge and achievement and in service teacher status characteristics.

2. Process Criteria: Process criteria obtained from observation of teacher behaviour would be to the extent to which teacher discipline students effectively, maintain rapport with students or provide individualized instructions consistent with student’s personalities and achievements.

3. Product Criteria: Orleans et al (1952) suggested measuring student growth as the most effective approach to assessing teacher effectiveness.

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching.

1.1.1 Structure of Teacher Effectiveness by Mitzel (1982)

Mitzel (1982) gave teacher effectiveness model in which five cells in the top define five types of variables, each of which has been used at one time or another as a criterion for evaluating teachers. The four cells in second row (offline) define four additional types of variables that affect outcomes of teaching and that are not controlled by the teachers. The
arrows in the diagram indicate the flow of influence from one variable to the next. Each cell is joined by an arrow.

Fig. 1.1 shows in a systematic form, nine important types of variables in the definition of teacher effectiveness proposed as basis for planning future in the research itself and in making decisions about teacher effectiveness.

Mitzel’s Structure of Teacher Effectiveness is presented below in the fig:

**MITZEL (1982) STRUCTURE OF TEACHER EFFECTIVENESS**

![Diagram of teacher effectiveness structure](image)

Figure: 1.1 Structure of teacher effectiveness by MITZEL (1982)

Source: MITZEL (1982)

**1.1.2 Important indicators of teacher effectiveness given by Chayya (2001)**

Indicators of teacher effectiveness given by Chayya (2001) are:

- 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.

1.1.3 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.

1.1.4 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.
1.1.5 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.

- Teacher Characteristics: It includes the personality make up and its behavioral manifestations that have their own level of acceptability or unacceptability in the teaching profession.

- Interpersonal Relations: The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis of this area.

1.2 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
the 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 influences the behaviour of a person in various ways, such as interface with the students, method selected and learning experience chosen (Murray 1972). The successful use of teacher’s personality is vital in conducting instructional activities. According to Hogan (1991) a person personality is a relatively stable precursor of behavior, it underlies an enduring style of thinking, feeling and acting. However Guthrie et al. (1998) stated that personality can be defined as a predisposition to act or behave in a characteristic fashion in response to one’s environment. According to Pervin et al. (2005) “personality refers to the characteristics of the person that account for consistent patterns of feeling, behaving or thinking”. Magno and Sembrano (2008) mentioned that personality plays a role in the way teachers are rated on their being effective in teaching. Young and Shaw (1999) explained that the behaviour attributed to good teaching concludes with certain personality characteristics such as being friendly, approachable, warm, kind, appreciating and inspiring. (Yeh 2006) suggested that “personality types such as intrapersonal intelligence, critical thinking dispositions and judicial thinking styles results in a more reliable outcome in reflective teaching and mastery performance”. To Arulmani and Arulmani (2004) It is a person’s unique and relatively stable patterns of behaving. It refers to particular combinations of abilities, interest, values, hopes, reactions, patterns, likes and dislikes, preferences and habits that make a person unique. Anyin (2004) and Larsen and Buss (2005) saw it as the more or less stable and enduring organization’s of a person character, temperament, intellect and physique which determines his unique adjustment to the environment.

Personality can be defined as ‘the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment’. (Allport, 1937).

Eysenck (1971) defined personality as, more or less stable and enduring organizations 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 it might change at any point in his life due to his environment or changing circumstances which may either support or negates one’s preference.

Lawrence (2000) opined that psychological type is just one aspect of personality. As a person cannot have both type of a pair at the same time, an assessment such as MBTI scale can suggests which type is naturally preferred (Grutter & Kummerow, 2003).

1.2.1 Personality Type Theory of Carl Jung

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 behaviour 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 describes 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 toward 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 contra rely 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 a judgment. 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. A person preferring judging process typically uses either Thinking or Feeling when dealing with outer world whereas a person who prefers a Perceiving process reports a preference for using either Sensing or Intuition when dealing with the outer world. So these four preferences direct the use of perception and judgment by an individual. The particular preferences that interact in a person affect not only what is attended to in any given situation but also how conclusions are drawn about what has been perceived. 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. The preference for one alternative of each dichotomy does not mean that the opposite less preferred alternative is never used. Both the theory and practical observations describe individuals as using each of the eight preference categories at least some of the time.

1.2.2 The 16 types of Personality

A preference on any one dichotomy is designed to be psychometrically independent of the preferences on the other three dichotomies. Therefore, preferences on the four dichotomies yield 16 possible combinations called types, which are denoted by the four letters identifying poles preferred. The theory postulates specific dynamic relationships among the preferences. For each type, one process is leading or dominant process and a second process serve as an auxiliary process that provides balance in the personality.
1.2.3 Characteristics of 16 distinctive personality types resulting from interactions among the preferences:

ENTJ (Extroverted Intuitive Thinking Judging) – Mostly people of this type quickly see illogical and inefficient procedures and policies and then develop & implement comprehensive systems to solve organizational problems. They enjoy long term planning and goal setting and are usually well informed, frank, decisive, assume leadership, well read, and enjoy expanding their knowledge and passing it on to others.

ENTP (Extroverted Intuitive Thinking Perceiving) – People having this personality type are quick, ingenious, stimulating, alert, outspoken, and resourceful in solving new and challenging problems. They adapt at generating conceptual possibilities and then analyzing them strategically. They are good at reading other people, bored by routine and seldom do the same thing the same way and always apt to turn to one new interest after one another.

ENFJ (Extroverted Intuitive Feeling Judging) – Mostly people belonging to this type are warm. They are empathetic, responsive, and responsible. They are highly attuned to the emotions, needs and motivations of others. They find potential in everyone and want to help others to fulfill their potential. They may act as catalysts for individual and group growth and are loyal, responsive to praise and criticism, sociable, facilitate others in a group and provide inspiring leadership.

ENFP (Extroverted Intuitive Feeling Perceiving) – Mostly people belonging to this type are warmly enthusiastic and imaginative and see life as full of possibilities. They make connections between events and information very quickly and confidently, based on the patterns they see. They want a lot of affirmation from others and readily give appreciation and support. They are spontaneous and flexible; often rely on their ability to improvise and verbal fluency.

ESTJ (Extroverted Sensing Thinking Judging) – They are more practical, realistic as a matter of fact, decisive and quickly move to implement decisions. They organize projects and people to get things done and focus on getting results in the most efficient way.
possible. They take care of routine details. They have clear set of logical standards which they follow systematically and want others also to follow. They are forceful in implementing their plans.

**ESTP (Extroverted Sensing Thinking Perceiving)** – They are flexible and tolerant and takes pragmatic approach focusing on immediate results. They are bored by theories and conceptual explanations. They want to act energetically to solve the problem and focus on here and now. They are spontaneous, enjoy each moment that they can be active with others and learn best through doing. They enjoy material comforts and style.

**ESFJ (Extroverted Sensing Feeling Judging)**- They are warmhearted, conscientious and cooperative. They want harmony in their environment and work with determination to establish it. They like to work with others to complete tasks accurately and on time. They are loyal, follow through even in small matters and noticed what others need in their day to day life and try to provide it. They want to be appreciated for who they are and for what they contribute.

**ESFP (Extroverted Sensing Feeling Perceiving)**– They are outgoing, friendly, accepting, exuberant lovers of life and like people and material comforts. They enjoy working with others to make things happen. They bring common sense and a realistic approach to work, and make work fun. They are flexible and spontaneous, adapt to new people and environments and learn by trying a new skill with other people.

**INTJ (Introverted Intuitive Thinking Judging)** – They have original minds and great drive for implementing their ideas and achieving their goals. They quickly see patterns in external events and develop long range explanatory perspectives. When committed, organize a job and carry it through. They are skeptical and independent and have high standards of competence and performance for themselves and others.

**INTP (Introverted Intuitive Thinking Perceiving)** – They seek to develop logical explanations for everything that interests them. They are theoretical and abstract and are interested more in ideas than in social interaction. They are quiet, flexible and adaptable. They have unusual ability to focus in depth to solve problems in their area of interest and are skeptical, sometimes critical and always analytical.
INFJ (Introverted Intuitive Feeling Judging)– They seek meaning and connection in ideas, relationships and material possessions. They want to understand what motivates people and are insightful about others. They are conscientious and committed to their firm values. They develop a clear vision about how best to serve the common good. They are organized and decisive in implementing their vision.

INFP (Introverted Intuitive Feeling Perceiving)- They are idealistic, loyal to their values and to people who are important to them. They want an external life that is congruent with their values. They are curious, quick to see possibilities and can be catalysts for implementing ideas. They seek to understand people and help them to fulfill their potential. They are adaptable, flexible and accepting unless a value is threatened.

ISTJ (Introverted Sensing Thinking Judging)- They are quiet, serious; earn success by thoroughness and dependability, practical, matter of fact, realistic and responsible. They decide logically what should be done and work toward it steadily, regardless of distractions. They take pleasure in making everything orderly and organized – their work, their home, their life and value traditions and loyalty.

ISTP (Introverted Sensing Thinking Perceiving) – They are tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. They analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems and are interested in cause and effect; organize facts using logical principles and value efficiency.

ISFJ (Introverted Sensing Feeling Judging) – They are quiet, friendly, responsible and conscientious. They are committed and steady in meeting their obligations. They are thorough, painstaking, accurate, loyal, considerate, and remember specifics about people who are important to them and are concerned with how others feel. They strive to create an orderly and harmonious environment at work and at home.

ISFP (Introverted Sensing Feeling Perceiving) – They are quiet, friendly, sensitive and kind. They enjoy the present moment, what’s going on around them. They like to have their own space and to work within their own time and frame. They are loyal and
committed to their values and to people who are important to them. They dislike disagreements and conflict and do not force their opinions or values on others.

So each type has its own pattern of dominant and auxiliary processes and the attitudes (E or I) in which these are habitually used. For example, if they prefer the extraverted attitude they are likely to be more confident and effective in dealing with the outer world than with the introverted world of concepts, ideas, and inner experiences. If they prefer the perceiving process of sensing (S) they are likely to be more confident and effective in dealings with facts and realities than in dealing with theories and possibilities, which are in the sphere of intuition (N). If they prefer the judgment process of thinking (T) they are likely to rely more heavily on objective thinking judgments’ than on the values that underline feeling (F) judgments. And if they prefer to use judging (J) rather than perceiving (P) in interacting with the world around them, they are likely to be more comfortable when they can organize the events of their lives than when they can only experience and adapt to them.

1.3 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 and hence 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 a 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.

In the encyclopedia: Adjustment is explained as the process of behaviours by which man and other animals maintain equilibrium in their needs and demand of the environment. Adjustment is a process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs.

According to Oxford Dictionary the meaning of adjustment is, to arrange, to put in order, to harmonize discrepancies or to adapt to standard or purpose.

In Webster’s New Collegiate Dictionary, it is stated that adjustment is to achieve mental or behavioral balance between one’s own needs and the demands of others as a result of which the individual is to put to a more satisfactory state.

Teyord (1963) defined adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs, the process of adjustment starts right from the birth of the child and continues till his death.

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. In the opinion of William Clark (1970), “Adjustment is a harmonious relationship with the environment in which most individual needs are satisfied in socially acceptable ways, and resulting in forms of behavior which may range from passive conformity to vigorous action.”
Carter V. Good (1959) says, Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or to the 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 the changes 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.

Thus we may say that:

- Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs.
- Adjustment is a continuous process to produce harmonious relationship between a man and his environment.
- Adjustment implies proper degree of social feelings and sense of social responsibility. Adjustment is a state, which promotes happiness and efficiency in an environment.
- Adjustment is a process through which a man can change his environment according to his needs.
- Adjustment leads to the modification of one’s behavior and attitude.
1.3.1 Criteria of Good Adjustment

(i) Psychological Comfort: One of the most important fact which is essential for better adjustment is that individual has no psychological disease as obsession, compulsion, anxiety and depression etc.

(ii) Physical Health: Sometimes only evidence of inadequate adjustment appears in the form of damage to body tissues. The individual should be free from physical ailments like headache, ulcers indigestion and impairment of appetite.

(iii) Work Efficiency: Well adjusted person has more work efficiency because he can use his full occupational and social capacities.

(iv) Social Acceptance: A man is only well adjusted when he obeys social norm, belief’s and set of values. If someone satisfies his needs with anti-social norms then he is called maladjusted. But different societies decide that which one is an accepted criterion of good behaviour.

(v) Flexibility in behaviour: A well adjusted person shows flexibility in his behaviour. He adjusts himself in changing circumstances by making changes in his behaviour.

(vi) Healthy attitudes and interests: A well adjusted person possesses healthy habits attitudes and interests.

Healthy philosophy of life: A well adjusted person possesses healthy philosophy of life that governs his conduct and activities. He possesses enough courage and power of tolerance for facing failures in his life.

1.3.2 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 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 all the spheres of life.

1.3.3 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.

1.4 SIGNIFICANCE OF THE STUDY

The goal of any education system is to provide sound knowledge based on quality education on which student will be able to build as they are exposed to different life experiences. Quality of Education is of utmost importance 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. 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 student and 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 teachers are the most important factors affecting teacher effectiveness. 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). Also teachers with varied personalities interact differently with the students which depend upon the degree of adjustment of the teacher with himself and his own environment. Adjusted teachers will do his work with best talent which will reflect the behaviour of a person whereas maladjustment will lead to mental tension and unrest leading to possibility of missing his class, misbehaving with students or teachers, complaining about the working conditions etc. 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. Type was not found to have a relationship with competence or capability in a chosen career path, but, it was found to be useful in examining career interest tendencies”. Tieger and Barron – Tieger (1995) argued that “individuals should correlate their personality dispositions with work expectations, basically suggesting that individuals operate from a position of strength while at work, thus allowing them to rely on their skills and preferences that are most natural, and subsequently can lead to the greatest success”. Teachers with increased awareness of preferences may choose to restructure schedules, tasks, methods of communication, and work interactions in meaningful ways. For example if an introverted teacher has an upcoming speech before a large audience, the teacher knows in advance the energy this will take and can plan accordingly (Jessup, 2002). Finding a proper level of calibration between an individual’s ability and preferences and occupational challenges can also reduce the guilt an individual might feel of not being able to do everything in life equally well (Kennedy, & Kennedy, 2004). The advantages to knowing ones natural strengths include allowing individuals to seek situations that allow personality to be used to its fullest advantage (Tieger, & Barron-Tieger, 1995) and open the possibility of finding constructive values instead of conflicts in the differences that might be encountered with someone with different preferences (Kennedy, & Kennedy, 2004). ‘By analyzing themselves in terms of type concepts, an individual can gain insights into personal strengths and weaknesses and get clues for planning ways to develop themselves’ (Lawrence, 1984). Holland (1973) found that “individuals choose careers because their personality characteristics are similar
to those displayed by individuals working in that career area. Those who leave a field usually have a different personality from that which is typically displayed in that field”.

So an attempt to study has been made to compare the various combinations of Personality type with teacher effectiveness competencies to see which combination may have the most predictive power for teacher effectiveness and to check the adjustment of various personality types of teachers as to find which personality type has better adjustment. Keeping the importance of teacher effectiveness in mind, this study is carried to understand the teacher effectiveness of teachers. This study will help in understanding when we will call the teacher to be effective, what is lacking in teacher effectiveness, how they adjust in their environment and role of conducive environment for teachers and students, due to which they would be able to handle varying situations effectively and efficiently. So an effort has been made to study Teacher Effectiveness in Relation to Personality Types and Adjustment of Secondary School Teachers.

1.5 STATEMENT OF THE PROBLEM

The present problem is stated as follows:

“Teacher Effectiveness in Relation to Personality Types and Adjustment of Secondary School Teachers”

1.6 DELIMITATIONS OF THE STUDY

The present study is delimited to the following areas:

1) It is restricted to Jalandhar and Kapurthala (Phagwara) districts of Punjab only.
2) It is restricted to teachers of rural and urban secondary school teachers only.

1.7 OPERATIONAL DEFINITIONS OF THE TERM USED

Teacher Effectiveness: Teacher Effectiveness is regarded as a product of the interaction between certain teacher characteristics and other factors that changes according to the situations in which the teacher works.
**Adjustment**: It refers to the harmonious relationship between the person and his environment. It is the relationship that comes across the organisms, the environment and the personality.

**Personality**: Personality refers to a collection of emotions, thoughts, thinking style way of seeing the world, interaction and behavioural patterns unique to a person. It includes an individual thought, behaviour, feelings, emotions, attitudes, habits etc. which determine his unique adjustment to environment.

### 1.8 OBJECTIVES OF THE STUDY

The present study has been designed to achieve the following objectives:

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.

### 1.9 HYPOTHESES OF THE STUDY

The following hypotheses have been designed to achieve the objectives 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.