CHAPTER - III
THE PROBLEM

3.1 General Statement of the Problem

The Study was undertaken with a view to investigate the main and interaction effects of a few selected teachers’ factors on academic achievement of students in Social Science.

3.2 General Objectives of the Study

The present study was designed with the following general objectives in view:

(i) To study the effect of teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

(ii) To study the effect of male teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

(iii) To study the effect of female teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.
(iv) To study the effect of higher qualification teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

(v) To study the effect of minimum qualification teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

(vi) To study the effect of higher experienced teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

(vii) To study the effect of lower experienced teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

3.3. Variables

3.3.1 Independent Variables

The independent variables considered in the present study were as follows:

(i) Teachers’ Personality (Extraversion – Introversion)

(ii) Teachers’ Attitude Towards Profession (Favourable – Unfavourable).

(iii) Teachers’ Teaching Effectiveness (Effective – Ineffective)
3.3.2 Dependent Variable

(i) Academic Achievement in Social Science.

3.4 Specific Objectives of the Study

The present study was designed with the following specific objective in view:

(i) **Total Sample**

1. To study the effect of teachers' personality on achievement in Social Science.

2. To study the effect of teachers' attitude towards profession on achievement in Social Science.

3. To study the effect of teachers' teaching effectiveness on achievement in Social Science.

4. To study the interaction effect of teachers' personality and teachers' attitude towards profession on achievement in Social Science.

5. To study the interaction effect of teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

6. To study the interaction effect of teachers' personality and teachers' teaching effectiveness on achievement in Social Science.
7. To study the interaction effect of teachers' personality, teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

(ii) Male Teachers

8. To study the effect of male teachers' personality on achievement in Social Science.

9. To study the effect of male teachers' attitude towards profession on achievement in Social Science.

10. To study the effect of male teachers' teaching effectiveness on achievement in Social Science.

11. To study the interaction effect of male teachers' personality and teachers' attitude towards profession on achievement in Social Science.

12. To study the interaction effect of male teachers' attitude towards profession and teachers' teaching effectiveness on academic achievement in Social Science.

13. To study the interaction effect of male teachers' personality and teachers' teaching effectiveness on achievement in Social Science.

14. To study the interaction effect of male teachers' personality, teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.
(iii) **Female Teachers**

15. To study the effect of female teachers' personality on achievement in Social Science.

16. To study the effect of female teachers' attitude towards profession on achievement in Social Science.

17. To study the effect of female teachers' teaching effectiveness on achievement in Social Science.

18. To study the interaction effect of female teachers' personality and teachers' attitude towards profession on achievement in Social Science.

19. To study the interaction effect of female teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

20. To study the interaction effect of female teachers' personality and teachers' teaching effectiveness on achievement in Social Science.

21. To study the interaction effect of female teachers' personality, teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

(iv) **Teachers with Higher Qualification**

22. To study the effect of higher qualification teachers' personality on achievement in Social Science.
23. To study the effect of higher qualification teachers' attitude towards profession on achievement in Social Science.

24. To study the effect of higher qualification teachers' teaching effectiveness on achievement in Social Science.

25. To study the interaction effect of higher qualification teachers' personality and teachers' attitude towards profession on achievement in Social Science.

26. To study the interaction effect of higher qualification teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

27. To study the interaction effect of higher qualification teachers' personality and teachers' teaching effectiveness on achievement in Social Science.

28. To study the interaction effect of higher qualification teachers' personality, teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

(v) Teachers with Minimum Qualification

29. To study the effect of minimum qualification teachers' personality on achievement in Social Science.

30. To study the effect of minimum qualification teachers' attitude towards profession on achievement in Social Science.
31. To study the effect of minimum qualification teachers' teaching effectiveness on achievement in Social Science.

32. To study the interaction effect of minimum qualification teachers' personality and teachers' attitude towards profession on achievement in Social Science.

33. To study the interaction effect of minimum qualification teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

34. To study the interaction effect of minimum qualification teachers' personality and teachers' teaching effectiveness on achievement in Social Science.

35. To study the interaction effect of minimum qualification teachers' personality, teachers' attitude towards profession and teachers' teaching effectiveness on achievement in Social Science.

(vi) Teachers With Higher Experience

36. To study the effect of higher experienced teachers' personality on achievement in Social Science.

37. To study the effect of higher experienced teachers' attitude towards profession on achievement in Social Science.

38. To study the effect of higher experienced teachers' teaching effectiveness on achievement in Social Science.
39. To study the interaction effect of higher experienced teachers’ personality and teachers’ attitude towards profession on achievement in Social Science.

40. To study the interaction effect of higher experienced teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

41. To study the interaction effect of higher experienced teachers’ personality and teachers’ teaching effectiveness on achievement in Social Science.

42. To study the interaction effect of higher experienced teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

43. To study the effect of lower experienced teachers’ personality on achievement in Social Science.

44. To study the effect of lower experienced teachers’ attitude towards profession on achievement in Social Science.

45. To study the effect of lower experienced teachers’ teaching effectiveness on achievement in Social Science.

46. To study the interaction effect of lower experienced teachers’ personality and teachers’ attitude towards profession on achievement in Social Science.

(vii) Teachers with Lower Experience

43. To study the effect of lower experienced teachers’ personality on achievement in Social Science.

44. To study the effect of lower experienced teachers’ attitude towards profession on achievement in Social Science.

45. To study the effect of lower experienced teachers’ teaching effectiveness on achievement in Social Science.

46. To study the interaction effect of lower experienced teachers’ personality and teachers’ attitude towards profession on achievement in Social Science.
47. To study the interaction effect of lower experienced teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

48. To study the interaction effect of lower experienced teachers’ personality and teachers’ teaching effectiveness on achievement in Social Science.

49. To study the interaction effect of lower experienced teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on achievement in Social Science.

3.5 Research Hypotheses

Keeping in view the above specific objectives, the following research hypotheses were framed:

1. Effects of teachers’ extraversion and introversion personality types differ significantly in terms of their influence on achievement in Social Science.

2. Effects of teachers’ favourable and unfavourable attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

3. Effects of teachers’ effective and ineffective teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

4. Interaction effects of teachers’ personality types and teachers’ attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.
5. Interaction effects of teachers’ attitude towards profession and teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

6. Interaction effects of teachers’ personality types and teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

7. Interaction effects of teachers’ personality x teachers’ attitude towards profession x teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

8. Effects of male teachers’ extraversion and introversion personality types differ significantly in terms of their influence on achievement in Social Science.

9. Effects of male teachers’ favourable and unfavourable attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

10. Effects of male teachers’ effective and ineffective teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

11. Interaction effects of male teachers’ personality types and teachers’ attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

12. Interaction effects of male teachers’ attitude towards profession and teachers’ teaching effectiveness differ
significantly in terms of their influence on achievement in Social Science.

13. Interaction effects of male teachers' personality types and teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

14. Interaction effects of male teachers' personality x teachers' attitude towards profession x teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

15. Effects of female teachers' extraversion and introversion personality types differ significantly in terms of their influence on achievement in Social Science.

16. Effects of female teachers' favourable and unfavourable attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

17. Effects of female teachers' effective and ineffective teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

18. Interaction effects of female teachers' personality types and teachers' attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

19. Interaction effects of female teachers' attitude towards profession and teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.
20. Interaction effects of female teachers’ personality types and teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

21. Interaction effects of female teachers’ personality x teachers’ attitude towards profession x teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

22. Effects of higher qualification teachers’ extraversion and introversion personality types differ significantly in terms of their influence on achievement in Social Science.

23. Effects of higher qualification teachers’ favourable and unfavourable attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

24. Effects of higher qualification teachers’ effective and ineffective teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

25. Interaction effects of higher qualification teachers’ personality types and teachers’ attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

26. Interaction effects of higher qualification teachers’ attitude towards profession and teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.
27. Interaction effects of higher qualification teachers’ personality types and teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

28. Interaction effects of higher qualification teachers’ personality x teachers’ attitude towards profession x teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

29. Effects of minimum qualification teachers’ extraversion and introversion personality types differ significantly in terms of their influence on achievement in Social Science.

30. Effects of minimum qualification teachers’ favourable and unfavourable attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

31. Effects of minimum qualification teachers’ effective and ineffective teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

32. Interaction effects of minimum qualification teachers’ personality types and teachers’ attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

33. Interaction effects of minimum qualification teachers’ attitude towards profession and teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.
34. Interaction effects of minimum qualification teachers' personality types and teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

35. Interaction effects of minimum qualification teachers' personality x teachers' attitude towards profession x teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

36. Effects of higher experienced teachers' extraversion and introversion personality types differ significantly in terms of their influence on achievement in Social Science.

37. Effects of higher experienced teachers' favourable and unfavourable attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

38. Effects of higher experienced teachers' effective and ineffective teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

39. Interaction effects of higher experienced teachers' personality types and teachers' attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

40. Interaction effects of higher experienced teachers' attitude towards profession and teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.
41. Interaction effects of higher experienced teachers' personality types and teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

42. Interaction effects of higher experienced teachers' personality x teachers' attitude towards profession x teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

43. Effects of lower experienced teachers' extraversion and introversion personality types differ significantly in terms of their influence on achievement in Social Science.

44. Effects of lower experienced teachers' favourable and unfavourable attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

45. Effects of lower experienced teachers' effective and ineffective teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

46. Interaction effects of lower experienced teachers' personality types and teachers' attitudes towards profession differ significantly in terms of their influence on achievement in Social Science.

47. Interaction effects of lower experienced teachers' attitude towards profession and teachers' teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.
48. Interaction effects of lower experienced teachers’ personality types and teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

49. Interaction effects of lower experienced teachers’ personality x teachers’ attitude towards profession x teachers’ teaching effectiveness differ significantly in terms of their influence on achievement in Social Science.

3.6 Rationale for the Study – Empirical Evidence

The rational for the study is briefly presented in the following paragraphs:

*Kulanthaivelu and Rao (1968)* revealed that a good teacher as viewed by the students was one who teaches well, inspires good qualities, re-teaches a lesson when not understood, treats the students alike, reprimands students for their follies and tries to reform students problematic type. *Debnath (1971)* identified knowledge of the subject matter, sincerity in teaching, mastery of the method of teaching academic qualifications, mode of exposition, sympathetic attitude, discipline, students participation, proper use of instructional aids and the art of questioning as correlates of teaching efficiency. *Samantaroy (1971)* revealed positive relationship between teacher attitude and teaching efficiency. *Quraishi (1972)* noted that teachers’ verbal behaviour in the classroom was related to their personality and attitude. *Chhaya*
found that effective teachers had significantly better personality adjustment and more favourable attitude towards teaching than ineffective teachers. Kamala Arora (1976) found that effective teachers were satisfied with their job, had favourable attitude towards teaching profession, friendly relations, democratic attitude, modern teaching techniques than ineffective teachers. Maheshwari (1976) Effective teachers used the categories of “accepts feeling, praise, uses student ideas, questions student response and initiation” whereas ineffective teachers employed “lecture, direction and authority” categories in the classroom behaviour.

Grewal (1976) found that the main predictors of teacher effectiveness where home, health, social, emotional and total adjustment, dominance, verbal and non-verbal intelligence. Gupta (1976) noted that ‘high’ effective teachers were more intelligent, emotionally stable, assertive, conscientious, adventurous, tender-minded, less suspicious, high self-control, less tense and frustrated. Singh (1976) found that superior teachers were district from average and inferior teachers in cognition, dominance, autonomy and construction. Gupta (1977) found that the personality characteristics, adjustment-home, health, social emotional, professional and total adjustment, attitude towards teaching and sex were found to be the determinants of success in teaching. Goel(1978) found that extravert teacher’s had larger transition from pupil
response to the categories of teacher praise, encourage, acceptance and questions as compared to introvert teachers. Singh (1978) found that the highly successful teachers who possessed better intellectual capacity, higher creative potential and level of aspiration, showed more introversion and better adjustment were able to induce learning, develop interests and foster desirable attitude in their students. Dileep Kumar (1979) studied the personality characteristics of innovative and non-innovative teachers and concluded that innovative teachers were young, active, outgoing and less depressive in mood. Sansanwal and Gurpal Jarial (1979) noted that four factors of cattell 16 PF where the high creative teacher-trainees significantly differed from low creative group were B +, F +, L -, Q4 -. Sharma (1979) suggested that thirty practical lessons, craft work, five assignments, participation in sports and NSA programme, hostel administration, community service are essential for development of teacher competencies. Chandra and Sing (1980) studied the emotive aspects of work and found the values of social service, intellectual challenge and independence appealed to effective teachers, but for ineffective teachers was economic return. Mutha (1980) found that personality variables-ascendance-submission, anxiety, marital adjustment, extraversion, neuroticism, job satisfaction, teaching aptitude, real self-ideal, self-discrepancy, religious, social, theoretical, aesthetic, economic, political values and intelligence significantly predicted the teacher's effectiveness. Goyal (1984) found that teachers'
attitude towards teaching was significantly related to pupil achievement. Mallik (1984) showed that personality factors like intelligence, emotional stability, tender mindedness, self-sufficiency, placidity and relaxedness, environmental factors like physical environment, democracy, goal direction, satisfaction, formality, age and experience were some of the factors associated with successful teaching. The teaching techniques applied and used during the past 20 years are presented by the author Harry Dhand (1990) in his book ‘Techniques of Teaching’.

Venkatarami Reddy and Ram Mohan Babu (1994) compared the attitudes of residential and non-residential school teachers towards teaching. They found that teachers of residential schools had a more favourable attitude towards teaching than the teachers of non-residential schools. Rangarajan (1999) studied the attitude of primary teachers towards competency based lesson plan and found positive/favourable attitude of teachers towards competency based lesson plan. Annamalai(2000) who studied the attitude of teachers found that men and women teachers did not differ in their attitude towards teaching and location of the school, age and level of teaching did not influence on teachers' attitude.

3.7 Scope of the Study

The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum
benefit from the assets already created and to ensure that the fruits of change will reach all sections of the society. Education is the highway to that goal. Education has continued to evolve, diversity and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times.

Education has an acculturating role. It refines sensivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.

The National Policy of 1986 marked a significant step in the history of education in post-Independence India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

Secondary education, in particular, begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to
understand their constitutional duties and rights as citizens. Conscious internalisation of a healthy work ethos and of the values of a human and composite culture will be brought about through appropriately formulated curricula and teaching methods.

The country has placed boundless trust in the educational system. The people have a right to expect concrete results. In this context, teachers will continue to play a crucial role in making the entire education system work. It is said that no people can rise above the level of its teachers (NPE, 1986).

In the teaching profession, success is measured in terms of the academic achievement of the students. Hence, the teacher should develop right type of personality, attitude and teaching style in order to achieve the goals of education. Thus, the questions, which raised are:

a. Whether teachers’ personality type will have an effect on academic achievement of the students;

b. Whether teachers’ attitude towards teaching profession will have an effect on the academic achievement of the students;

c. Whether teachers’ teaching effectiveness will have an impact on the academic achievement of the students; and

d. Whether the interaction of teachers’ personality type, attitude and teaching effectiveness of the students?
Thus, in the present study, the investigator attempts to find out the relationship; between teachers’ personality, teachers’ attitude and teachers’ teaching effectiveness influencing upon academic achievement of students in Social Science.

3.8 Definitions of Technical Terms

A few terms appear frequently in the report of the investigation and they have been used with specific meaning. These are as follows:

(i) Teachers’ Personality

According to Kurt Singer (1978) the importance of teachers’ personality can be seen particularly in his/her relationship is his/her pupil, and in the climate of feeling which he/she is able to produce. He further states that every learning process is accompanied by personal feelings and is affected by the social relationship within the learning group and if the individuals feeling and needs which run parallel to the intellectual learning process are ignored, the whole learning process suffers. This implies that effective teaching depends upon some personality dimensions of the teachers.

Carl Jung (1964) proposed two types of personality dimensions depending upon the inward or outward flow of libido and he named them ‘introversion’ and ‘extraversion’. Eysenck (1982) later expanded these
concepts and used them in his own tests. 'Extraversion' is the tendency of an individual orienting towards the external world, doing rather than thinking and approaching life as oriented by and related to the object rather than to himself (Singh and Singh, 1979). In the present study, teachers' personality will be conceived from 'extraversion' and 'introversion' point of view.

(ii) Teachers' Attitude Towards Profession

The term 'Attitude' is defined by Freeman as "a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one's typical mode of response". It is a tendency to react in a certain way toward a designated class of stimuli. These are the ways in which an individual thinks, feels and acts. Attitude always arouses one's feelings and emotions. Attitude ranges from Positive extreme to Negative extreme. Attitudes vary in the amount of positiveness or negativeness.

In the present study professional attitude of the teachers towards teaching profession is conceived. It is a comparatively stable, emotional and learned pattern of behaviour, which predisposes the individual to act in some consistent way towards his/her profession. It may range between favourable attitudes to unfavourable attitude. A fourable attitude makes the teaching task harder, more tedious and unpleasant.
(iii) **Teachers' Teaching Effectiveness**

*Borich and Fenton (1977)* have identified three forms of teacher competencies—knowledge, performance and consequence. 'Knowledge' competencies specify cognitive understanding the teacher is expected to demonstrate. 'Performance' competencies refer to the ongoing teaching behaviours as measured in terms of its effectiveness in the classroom. 'Consequence' competencies refer to the pupil outcomes provided by the teacher's proper use of an array of knowledge and performance competencies. In the present study, teacher's teaching effectiveness will be conceived and used from the point of view of 'performance' competency.

*Gage (1962)* describes teachers' effectiveness in terms of teacher effects on the realization of some value, where value takes the form of some educational objectives defined in terms of pupil behaviour, ability or characteristics.

*Flanders and Simon (1969)* points out that, teachers' effectiveness is concerned with relationship between the characteristics of teachers' teaching-act and their effects on the educational outcome of classroom teaching. The term teachers' teaching effectiveness, in the present study, has been conceived from the point of view of this definition.
(iv) **Academic Achievement**

Achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. A good number of variables such as personality characteristics of the learners, the SES, the organizational climate of the school, curriculum planning etc., influence achievement in different degrees. These variables are generally referred to as correlates of achievement.

The factors, which influence on academic achievement of student are many. Students’ IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents’ love and affection, family environment, SES etc., are some of the factors which affect the academic achievement of students. In the present study, teachers’ personality, teachers’ attitude towards profession and teacher’ effectiveness are the factors which re-conceived to influence on academic achievement.

The academic achievement in social science, which is considered as dependent variable is the performance of the IX Standard students in the social science subject at the end of the academic year 2001-2002.