CHAPTER I
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Education is the most crucial investment in human resource development. The quality of manpower in any nation ultimately determines the sustainable well being of its people. Education has been a determining factor in achieving rapid development and technological progress and is the principal instrument for developing human capabilities for creation of social order founded on values of freedom, social justice and equal opportunity.

The quality of school education is one of the important indicators for development since high level of knowledge, competencies and skills are considered to be the very basic conditions for active citizenship, employment and social cohesion. Further, school quality affects students’ learning through training and talent of teaching force, what goes on in the classrooms and the overall culture and atmosphere of the school. Teachers act as mentors pursuing all round development of learners and have the highest influence on the evolution of the society. The importance of teachers in the educational process is unquestionable. Obtaining capable teachers is an intrinsic interest and obligation of education. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. Entire edifice of education is shaky if the teacher is weak and ineffective. In the words of Humayun Kabir (1961), “If education trains the future citizens, it also determines the shape of future society, the value of such education depends upon the character and competence of the teachers who impart it, that is why, the fate of society depends upon the quality of teachers.”

A teacher is a person engaged in interactive behaviour with one or more students for the purpose of effecting change in the students. The change, whether it is to be in knowledge (cognitive), skill (psychomotor) or feeling state (affective) is intentional on the part of the teacher (McNeil and Popham, 1973). An effective teacher is amongst the foremost factors contributing to educational development. Improved physical facilities, teaching
techniques and excellent material resources, no doubt, supplement a teacher’s efficiency but these cannot be the substitute for an effective teacher. If a satisfactory description of the characteristics of an effective teacher could be devised, it will be a valuable contribution to the educational process and will be of immense value to teacher training institutions and educational administrators. The problem of identification of effective teacher is, therefore, a prime importance for realizing desirable educational goals.

Teacher effectiveness is the competence and ability of a teacher to teach effectively. It is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Effective teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes in student learning (Goel, 1977; Mahesh, 1975 and Medley, 1968). The effectiveness of learning depends on the effectiveness of teacher and is related to development of basic skills, desirable attitudes and adequate personal adjustment of pupils (Ryan, 1969). Teacher effectiveness causes change in the overt and covert behaviour of the learner, for learning is nothing but a change in the behaviour of the learner suiting the social and cultural expectations and norms of the society of which he is a member. The teacher effectiveness mainly depends on the teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness; the student characteristics such as opportunity to learn and academic work; the teaching factors such as lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomenon such as environment and climate; organization and management. The teachers have to consider the above factors to improve their teacher effectiveness. The better a teacher can manifest this change in the students, the more effective he is. Researchers like Barr (1929), Jensen (1951) and Ryan (1969) have reported classroom behaviour in terms of personal, professional and social qualities that appear to be associated with effective and ineffective teachers.

An effective teacher is one who not only imparts the entire educational curricula allotted to him in the best and the most efficient manner, but also
ensures the best possible academic performance, high degree of moral good interpersonal relationships, active involvement in the decision making process and an optimal development of all round personality of students. Other essential attributes for an effective teacher are that he is a repertoire of skills, knowledge, attitudes, values and abilities which help him/her effectively to perform the tasks. Medley and Shannon (1994) distinguished between teacher effectiveness, teacher competence and teacher performance. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. Teacher performance is the way in which a teacher behaves in the process of teaching, while teaching competence is the extent to which the teacher possesses the knowledge and skills (competencies) defined as necessary or desirable qualifications to teach. Teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals (Digumarti, 2004).

Research studies conducted by Joshi & Parija (2000), Mary & Soundarajan (2004), Mathews (1980) and Roberts et al. (2007) have indicated that teaching competency is significantly influenced by teacher personality characteristics. Certain traits that are associated with personality significantly contribute to the learning outcomes of an individual and can be beneficial to the teacher for selection of appropriate methods and techniques of teaching. Variables of teacher characteristics, student characteristics, institutional characteristics and community characteristics interact in combination to influence the process and product of teacher education. Teacher effectiveness is an area of research which is concerned with the relationship between characteristics of teachers, teaching acts and their effects on educational outcomes of classroom teaching (Flanders and Simon, 1969).

Each teacher is unique in many ways. Teachers vary from one another in their specific traits and characteristics displayed and practiced in the teaching learning process. Some teachers lecture, others demonstrate or discuss, some focus on principles and others on applications, some emphasize memory and others understanding. How much a student learns in a class is governed not
only by that student’s native ability and prior preparation but also by the compatibility of his or her characteristic approach to learning and the instructor’s approach to teaching. Teacher characteristics are relatively stable traits that are related to and influence the way teachers practise their profession. A growing body of evidences suggest that schools can make a great difference in terms of student achievement and a substantial portion of that difference is attributable to teachers. Specifically, teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in terms of class size and class heterogeneity (Darling-Hammond, 2000). Students who are assigned to one ineffective teacher after another have significantly lower achievement and learning than those who are assigned to a sequence of several highly effective teachers (Sanders and Rivers, 1996). Thus, the impact of teacher effectiveness seems to be additive and cumulative.

Cortis (1973) and Ryans (1969) have suggested that the combination of personal and social characteristics is not identical for elementary and secondary school teachers and that in the secondary schools the pattern of characteristics is not the same for teachers of different subject matter. The interests, attitude and view points of teachers appear to vary with the teaching areas. Most of the research studies conducted by Beck (1967), Khan (1989), Kulandaivel & Rao (1968), Sultana & Bano (1987) and Thakur (1976) assessed teacher effectiveness focussed on reported perceptions by the students rather than direct observation by the researchers or self evaluation of teachers by themselves. Further, the research findings reported by Arora (1978), Digumarti, (2004), Biswas and De (1995) and Ghali (2005) show inconsistency in the results so far on the variable of teacher effectiveness with respect to various demographic factors such as gender, teaching subject, type of management and teaching experience of teachers. These findings indicate that this area needs to be further explored.

Effective teaching is a complex process of reflective practice whereby the teacher plans, prepares and orchestrates in a sensible and sensitive fashion a variety of methods, materials and motivating experiences meeting student’s
learning needs (Darling-Hammond & Sclan, 1992; Eby, 1992; Ralph, 1994). Teaching and learning are inseparable, learning is a criterion and product of effective teaching. Someone has not taught unless someone else has learnt. In fact teaching is part of a whole that comprises of the teacher, the learner, the disciplinary content, the teaching-learning process and the evaluation of both the teacher and learner. Effective teaching takes into account unique learning modalities of learners and preferred teaching styles as the personal attributes of the teacher. Teaching style is a label associated with various identifiable sets of classroom teaching behaviours, which are consistent even though the content that is being taught may change (Conti & Welborne, 1986). The interest in student learning has prompted educational experts to explore factors believed to impact the teaching-learning process basically instructor’s individual teaching style (Conti, 1989; Dunn & Dunn, 1972; Grasha, 1996 and Joyce & Weil, 1992).

In both teaching and learning, people can be identified with distinctive qualities of behaviour that are consistent through time and carry over from situation to situation (Fischer & Fischer, 1979). Teaching style is an external characteristic that can be manipulated to match student learning modalities and refers to an educator’s specific traits and characteristics displayed and practiced in teaching-learning process (Dunn & Dunn, 1972; Fischer & Fischer, 1979 and Grasha, 2002). Studies conducted by Sands (1994), Smith (1988) and Soliven (2001) have proved varied classroom behavior patterns as exhibited through different teaching styles of teachers and influencing teaching-learning process significantly.

Researches conducted by Avery (1985), Dunn & Dunn (1979), Gregorc (1979), Koppelman (1980), Shulman (1987), Tobin et al.(1994) and Witkin (1973) indicate that teachers teach in a manner consistent with their own way of learning. A few investigations have been conducted to study individual differences in personality as used in the assessment of teaching style prediction (DeNovellis & Lewrence, 1983; Hoffman & Betkouski, 1981) and their over all effect on teacher effectiveness. Consequently, due to lack of research work
with regard to these characteristics, teacher education professionals do not possess all the necessary information needed to train and supervise prospective teachers more effectively. Teaching styles, learning preferences of students and classroom processes are interdependent as reported by Grasha (1994), use of expert/formal authority teaching styles in the content of traditional lecture and discussion method of teaching encouraged and reinforced the dependent/participant/competitive blend of learning preferences by the students. If the teachers have insight about their teaching style preferences it may lead to increased self awareness that promotes flexibility in teaching. This line of research is important because knowledge of their teaching styles could help teachers better understanding the teaching process and identify parts of their teaching styles that are either effective or problematic, thus, enhancing an educator’s sensitivity as to how individuals approach and manage learning process (Grasha, 2002).

Teaching is complex and many sided, demanding a variety of human traits and abilities. Teacher’s personality is a crucial factor in arranging the conditions of the learner’s environment so that the process of learning is activated, supported, enhanced and maintained (Gagne, 1976). Teacher’s 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, methods selected and learning experiences chosen (Murray, 1972). The teacher whose personality helps create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality (Callahan, 1966). The teacher with passive authoritarian characteristics, for example, is likely to reflect them in his relationships with students and in the techniques he uses in his instruction (Morrison and McIntyre, 1972).

Personality traits are the key antecedent of an individual’s cognition and affective states that may influence his or her task and interpersonal or socio-emotional role behaviour in teams (Moynihan & Peterson, 2001). Personality
type is the behaviour displayed in a characteristic way which is the character of a similar group and forms the basis of psychological classification of different types of people. The present study is concerned with the effect of a particular dimension of personality type called introversion-extraversion on teacher effectiveness of secondary school teachers. Introversion and extraversion preference tells us how people are energized. The extraverted attitude represents an orientation towards the external world. The introverted attitude involves an orientation towards inner, subjective world. Both are ordinarily present in the personality of an individual but one of them is dominant and conscious which becomes the basis of classification of personality. According to type theories there are two types of people, introverts and extroverts. According to trait theories, introversion and extroversion are part of a continuous dimension, with many people in the middle. Type and trait approaches involve a search for separable components of personality and for the ways those components fit together to form a personality structure.

The effectiveness of a teacher depends as much on his understanding of himself through continuous reflection and self assessment as it does on his understanding of his students. Hence, understanding the psychology of being a teacher; the numerous roles a teacher has to play, contributes to his effectiveness in the profession. Teachers as capacity builders and visionary leaders are expected to perform many functions in an interlocking and overlapping manner. Teachers differ with the kind of school, the teaching subject and they differ with the individual teacher in personality patterns. The varied duties, functions and problems for which the teacher is responsible require him to enact varied teaching styles depending upon their personality types. Effective teachers may possess unique teaching styles which have enormous impact on cognitive and non-cognitive behaviour of students. Personality typing is another major predictor of teaching effectiveness. Understanding of personality type contributes or detracts in a co-operative learning environment. Knowledge of the instructor’s typology coupled with the
knowledge of the typology of students in a class, underscores the need for instruction variability. In the same way, the learners prefer to learn in certain ways, instructors prefer to teach in certain ways. Studies undertaken by Busato (1999), Gagerholm (1996), Gordon & Yock (1999), Konopka (1999) and Miller (1991) have indicated that knowledge of personality profiling can be an important element in addressing individual differences in teaching-learning process with the ultimate goal to improve teaching effectiveness.

Research has been conducted in several disciplines with regard to the selected teacher characteristics of teaching style (Avery, 1985; Dunn & Dunn, 1979; Gregorc, 1979; Koppleman, 1980 and Witkin, 1973) and personality types (Carlyn, 1976; DeNovellis & Lawrence, 1983; Duch, 1982; Hoffman & Betkouski, 1981; Lawrence, 1984; Meyers & Meyers, 1980 and Sugarman, 1985). However, relatively little information is available about the teacher characteristics in the composite as personality of the teacher. Total personality of teacher is found to be influencing effective and ineffective teaching. Though the researchers like Barret (1991), Gordon & Yock (1999), Joshi & Parija (2000), More (1988) and Parkay (1980) have reported that teacher effectiveness is significantly related to personality types, yet, there is need to further investigate personality types influencing teacher effectiveness. A negligible number of studies have been carried out to explore relationship of teachers’ teaching styles with their personality types. Studies conducted by Cano, Garton and Raven (1992), Felder and Silverman (1988) and Ladd (1995) have explored teaching styles of teaching community from agricultural education, vocational and technical education, engineering education, business education and health and occupation areas in relation to personality types. Practising secondary school teachers might be unable to fully utilize the results of research findings regarding teaching styles and personality types. Because school teachers were not included in the samples of previous research,
consequently due to lack of research with regard to these selected teacher characteristics, teachers do not possess all the essential information required to educate pupils more effectively. The results of attempts made in other occupational and professional fields suggest the feasibility of such an approach in the teaching area at secondary level. There is need to ascertain what relationship exists between teachers’ personality types and teaching styles and the effects it may have on teacher effectiveness of secondary school teachers. This motivated the researcher to probe into this neglected area or lacuna of research. No such study could be traced which might have attempted to unravel relationship of teacher effectiveness of secondary school teachers with various teacher characteristics such as individual differences in personality types and teaching style preferences. Thus, the investigator felt motivated to study teacher effectiveness in relation to teaching styles and personality types of secondary school teachers.

STATEMENT OF THE PROBLEM

“A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO TEACHING STYLES AND PERSONALITY TYPES OF SECONDARY SCHOOL TEACHERS.”

OBJECTIVES

The major objectives of the study were:

1. a) To study the relationship of teacher effectiveness with teaching styles.
   b) To study the relationship of teacher effectiveness with personality types.
   c) To study the relationship of teaching styles with personality types.
2. a) To compare the teacher effectiveness of government and private secondary school teachers.
   b) To compare the teaching styles of government and private secondary school teachers.
   c) To compare the personality types of government and private secondary school teachers.
3. a) To compare the teacher effectiveness of male and female government secondary school teachers.
   b) To compare the teaching styles of male and female government secondary school teachers.
   c) To compare the personality types of male and female government secondary school teachers.
4. a) To compare the teacher effectiveness of male and female private secondary school teachers.
   b) To compare the teaching styles of male and female private secondary school teachers.
   c) To compare the personality types of male and female private secondary school teachers.
5. a) To compare the teacher effectiveness of school teachers teaching science and humanities subjects.
   b) To compare the teaching styles of school teachers teaching science and humanities subjects.
   c) To compare the personality types of school teachers teaching science and humanities subjects.
6. a) To compare the teacher effectiveness of male and female secondary school teachers teaching science subjects.
   b) To compare the teaching styles of male and female secondary school teachers teaching science subjects.
c) To compare the personality types of male and female secondary school teachers teaching science subjects.

7. a) To compare the teacher effectiveness of male and female secondary school teachers teaching humanities subjects.
   b) To compare the teaching styles of male and female secondary school teachers teaching humanities subjects.
   c) To compare the personality types of male and female secondary school teachers teaching humanities subjects.

8. a) To study the teacher effectiveness of secondary school teachers in relation to teaching styles.
   b) To study the teacher effectiveness of secondary school teachers in relation to personality types.
   c) To study the teacher effectiveness of secondary school teachers in relation to teaching experience.

9. a) To study the interactional effects of
   i) Teaching style x personality type
   ii) Teaching style x teaching stream
   iii) Personality type x teaching stream
   iv) Teaching style x type of school
   v) Personality type x type of school
   vi) Type of school x teaching stream
   on teacher effectiveness of secondary school teachers.
   b) To study the interactional effects of
   i) Teaching style x personality type x type of school
   ii) Teaching style x personality type x teaching stream
   iii) Teaching style x teaching stream x type of school
   iv) Personality type x teaching stream x type of school
   on teacher effectiveness of secondary school teachers.
c) To study the interactional effect of teaching style x personality type x teaching stream x type of school on the teacher effectiveness of secondary school teachers.

DELIMITATIONS OF THE STUDY

The present study was delimited to:

1. Government and private schools of Chandigarh only.
2. Schools affiliated with Central Board of Secondary Education (C.B.S.E.) only.
3. Sample of 400 secondary school teachers teaching science and humanities subjects to secondary classes (6th to 10th class students) only.