

Effect of Higher Qualification Teachers' Personality, Teachers' Attitude and Teaching Effectiveness on Academic Achievement in Social Science Among Secondary School Students

Hussainmiya D. H.^[1]

Dr. R. H. Naik^[2]

Abstract: *The purpose of the study was to analyze Independent and Combined effects of Variables viz., Higher Qualification Teachers' Personality (Introversion and Extroversion), Teacher's attitude (Favourable and Unfavourable) and Teaching Effectiveness (Effective and Ineffective) on Academic Achievement in Social Science. The sample of the present study includes 52 teachers teaching Social Science subject who were rated by the total number of 156 students selected randomly from 81 morarji desai residential secondary schools. The study revealed that, (i) The higher qualification teachers with Favorable attitude will influence more on academic achievement of students in social science than the higher qualification teachers with Unfavorable attitude towards the teaching profession; (ii) The higher qualification teachers with Favorable attitude towards profession and Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Unfavorable attitude towards profession and Ineffective teaching; and (iii) The higher qualification teachers with Introversion personality type, Favorable attitude and Ineffective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type, Favorable attitude towards profession and Ineffective teaching*

Keywords: *Higher Qualification, Teachers' Personality, Teachers' Attitude and Teaching Effectiveness, Academic Achievement and Secondary School Students.*

I. INTRODUCTION

The education is the process of instruction and for the all round development of individual. It provides the necessary tools and knowledge to understand and participate in day to day activities of today's world. Education is the backbone of the country and entire development process of any nation depends upon the quality of the education (Ponmelil, 2007).

Success of educational process to a great extent depends on the commitment, attitude, character, ability and personality of the teacher. A teacher has to have exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility. A Teacher is the model in the classroom, whose attitude and personality are imitated by the students consciously and unconsciously.

The teacher's entire personality is reflected on the minds of students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as 'Ideal Conduct' unconsciously. Teacher's personality leaves an indelible mark in the young mind of the child. So the teacher must be competent and able to steer the ships of destinies of those who are entrusted to him. The teacher is not only an instructor, but a model for his students at all levels of education. The role of the teacher has assumed greater significance with universalization of education.

People's attitude towards their professionals has an effect on their performance. This case is also valid for the profession of teaching. In teaching how a teacher perform his duty as a teacher depends to a great extent on his attitude. Attitude of a teacher towards teaching becomes influential so far as

children can perceive the nature of feelings the teacher has towards them and there is evidence to show the presence of such a perception. If a teacher has dominant and autocratic attitude, the children are likely to be aggressive or over submissive. They show little pride in their work and do not cooperate well with one another. In a class where a teacher has democratic and socially integrative attitude, the children feel relaxed and friendly. They work together and they are interested in what they are doing. A warm, sympathetic, friendly and understanding teacher is more likely to have a positive influence on student as compared to the one who is cold, unfriendly and autocratic.

II. RATIONALE FOR THE STUDY

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. Mallik (1984) showed that personality factors like intelligence, emotional stability, tender minded-ness, 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 in science. 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

^[1]Principal, SVR College of Education, Harugeri, and Research Scholar, Karnatak University College of Education, Dharwad Karnataka State, India

^[2]Associate Professor & Research Guide Karnatak University College of Education, Dharwad Karnataka State, India

teaching than the teachers of non-residential schools. Annamalai University (2000) studied the attitude of teachers and found that men and women teachers did not differ in their attitude towards teaching. Further, the location of the school, age and level of teaching did not influence on teachers' attitude. 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. 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. 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. Ramaswamy (1988) found that, academic achievement was found positively related to personality, achievement-motivation, self-concept, study habits, and socio-economic status among high and low achieving boys and girls. Zacharia (1977), found that, there was high positive correlation between the secondary school pupils' achievement in social studies and their attitude. The above studies form the basis for the present study.

III. OBJECTIVES

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

1. To study the effect of higher qualification teachers' personality on achievement in social science.
2. To study the effect of higher qualification teachers' attitude towards teaching profession on achievement in social science.
3. To study the effect of higher qualification teachers' teaching effectiveness on achievement in social science.
4. To study the interaction effect of higher qualification teachers' personality and higher qualification teachers' attitude towards teaching profession on achievement in social science.
5. To study the interaction effect of higher qualification teachers' personality and higher qualification teachers' teaching effectiveness on achievement in social science.
6. To study the interaction effect of higher qualification teachers' attitude towards teaching profession and higher qualification teachers' teaching effectiveness on achievement in social science.
7. To study the interaction effect of higher qualification teachers' personality, teachers' attitude towards teaching profession and higher qualification teachers' teaching effectiveness on achievement in social science.

IV. HYPOTHESES

In pursuance of the objectives (1-7), the following null hypotheses were set up.

1. There is no significant difference between the effects of higher qualification Teachers' Introversion and

Extraversion personality types in terms of their influence on academic achievement in social science.

2. There is no significant difference between the effects of higher qualification Teachers' Favorable and Unfavorable attitudes towards profession in terms of their influence on academic achievement in social science.
3. There is no significant difference between the effects of higher qualification Teachers' Effective and Ineffective teaching in terms of their influence on academic achievement in social science.
4. There is no significant difference between the interaction effects of higher qualification Teachers' personality types x Teachers' professional attitudes in terms of their influence on academic achievement in social science.
5. There is no significant difference between the interaction effects of higher qualification Teachers' personality types x Teachers' teaching effectiveness in terms of their influence on academic achievement in social science.

V. RESEARCH DESIGN

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

VI. METHOD

Sample

Using purposive and random sampling technique 52 teachers teaching Social Science rated by 156 students from 81 morarji desai residential secondary school students in around the Belagavi division forms sample of the study.

Tools

The following tools were used to collect the essential data:

- i) *Introversion- Extraversion Inventory (1976)* developed by Ramanath Kundu. The inventory consists of 70 items with uneven number of response choices divided into 5 blocks. The validity coefficients, in terms of the block-total correlation range from 0.41 to 0.77.
- ii) *Teacher Attitude Inventory(1974)* developed by S. P. Ahluwalia. It consists of 90 items distributed among 6 sub-scales (with 15 items in each area), viz., teaching profession, classroom teaching, child-centered practices, education process, pupils and teachers. Reliability was estimated by split-half (odd-even) method and found to be 0.79 (Corrected to 0.88) for a sample of 239 prospective teachers. The test-retest reliability coefficients after the interval of 3 months and 9 months are found to be 0.59 (N=102) and 0.64 (N=290).
- iii) *Students Rating of Teaching Effectiveness Scale (2001)* by Shashikala Deshpande. The final form of the rating scale consists of 42 items (15-favourable and 27-

Unfavourable). The students has to rate teachers on the 5-point scale. The items are distributed among 10 areas, viz., socio-emotional climate, competence, communication, systematic/business like behaviour, classroom management, clarity, structure, warmth, enthusiasm and opportunity to learn. The corrected split-half reliability coefficient was 0.77.

iv) *Academic achievement*, The academic achievement in Social Science was constructed by the investigator. It consists of 65 items and the stability reliability was 0.9502 (n=100) and consistency reliability was 0.9197 (n=100).

Procedure

Data relating to teachers’ personality, teachers’ attitude, teachers’ teaching effectiveness and academic achievement in Social Science were collected by administering the above tools to the 52 teachers teaching social science, working in 81 morarji desai residential secondary schools rated by 156 students.

Results

The data were analyzed using 3 –way ANOVA technique with a view to identify independent and combined effect of selected variables on Academic Achievement. The results of the analysis are given in Tables 1 to 2.

Analysis of Data Pertaining to ‘Higher Qualification Teachers’

Table 1: Summary Table of ANOVA with Respect to ‘Higher Qualification Teachers’

Source variation	DF	SS	MSS	F-value	P-value	Signi.
Main effects						
A	1	677.9179	677.9179	87.1738	<0.01	S
B	1	309.9991	309.9991	39.8629	<0.01	S
C	1	32.9563	32.9563	4.2379	<0.05	S
2way interactions						
A x B	1	69.8529	69.8529	8.9824	<0.01	S
A x C	1	17.7665	17.7665	2.2846	>0.05	NS
B x C	1	32.8493	32.8493	4.2241	<0.05	S
3way interactions						
A x B x C	1	41.3569	41.3569	5.3181	<0.05	S
Error	44	342.1714	7.7766			
Total	51	1524.8703				

NS - Not Significant

VII. FINDINGS

The analysis of Table-1 reveals the following:

- (i) The higher qualification teachers with Introversion personality type will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type.
- (ii) The higher qualification teachers with Favorable attitude will influence more on academic achievement of students in social science than the higher qualification teachers with Unfavorable attitude towards the teaching profession.
- (iii) The higher qualification teachers with Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Ineffective teaching.
- (iv) There is a significant difference between the interaction effects of higher qualification Teachers’ Introversion/ Extraversion personality type and Favourable/ Unfavourable attitude towards profession in terms of

their influence on academic achievement of students in social science.

- (v) There is no significant difference between the interaction effects of higher qualification Teachers’ Introversion/ Extraversion personality type and Effective/Ineffective teaching in terms of their influence on academic achievement of students in social science.
- (vi) There is a significant difference between the interaction effects of higher qualifications Teachers’ Favourable/ Unfavourable attitude towards profession and Effective/ Ineffective teaching in terms of their influence on academic achievement of students in social science.
- (vii) There is a significant difference between the interaction effects of higher qualification Teachers’ Introversion/ Extraversion personality type, Favourable/Unfavourable attitude towards profession and Effective/Ineffective teaching in terms of their influence on academic achievement of students in social science.

In order to identify the combination of variables which is having highest influence on academic achievement further comparison of means was carried out by using Scheffe’s test.

Multiple Comparisons of Means – ‘Higher Qualification Teachers’

Scheffe’s simultaneous confidence intervals for all the possible treatment groups pertaining to the Higher Qualification teachers are given below:

Table 2: Comparison of Means of Treatment Groups on Higher Qualification Teachers Scheffe’s Simultaneous Confidence Intervals

	Comparison of treatment groups		Corresponding means		95% CI		p-value	Significance
1	a1	b1	64.24	59.00	-7.94	-2.55	<0.05	S
2	a1	b2	64.24	51.30	-15.64	-10.25	<0.05	S
3	a1	c1	63.24	60.00	-6.16	-0.32	<0.05	S
4	a1	c2	63.24	56.43	-8.95	-4.67	<0.05	S
5	b1	c1	63.24	56.37	-9.11	-4.63	<0.05	S
6	b1	c2	60.00	56.37	-5.87	-1.39	<0.05	S
7	a1b1c1	a2b1c2	64.29	55.80	-11.33	-5.64	<0.05	S
8	a1b1c1	a2b2c1	64.29	51.00	-16.38	-10.19	<0.05	S
9	a1b1c1	a2b2c2	64.29	51.60	-15.53	-9.84	<0.05	S
10	a1b1c2	a2b1c2	64.20	55.80	-11.86	-4.94	<0.05	S

Note:

- 1. Comparison of other treatment groups of male teachers were found to be not significant.
- 2. Higher means scores indicates higher influence of predictor variables on criterion variable.

The above table reveals the following:

- (i) The higher qualification teachers with Introversion personality type and Favorable attitude will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type and Favorable attitude towards the teaching profession.
- (ii) The higher qualification teachers with Introversion personality type and Favorable attitude will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type and Unfavorable attitude towards the teaching profession.

- (iii) The higher qualification teachers with Introversion personality type and Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Favorable attitude towards profession and Ineffective teaching.
- (iv) The higher qualification teachers with Introversion personality type and Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Unfavorable attitude towards profession and Effective teaching.
- (v) The higher qualification teachers with Favorable attitude towards profession and Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Unfavorable attitude towards profession and Ineffective teaching.
- (vi) The higher qualification teachers with Favorable attitude towards profession and Ineffective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Unfavorable attitude towards profession and Ineffective teaching.
- (vii) The higher qualification teachers with Introversion personality type, Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type, Favorable attitude towards profession and Ineffective teaching.
- (viii) The higher qualification teachers with Introversion personality type, Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type, Unfavorable attitude towards profession and Effective teaching.
- (ix) The higher qualification teachers with Introversion personality type, Favorable attitude and Effective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type, Unfavorable attitude towards profession and Ineffective teaching.
- (x) The higher qualification teachers with Introversion personality type, Favorable attitude and Ineffective teaching will influence more on academic achievement of students in social science than the higher qualification teachers with Extraversion personality type, Favorable attitude towards profession and Ineffective teaching.

VIII. CONCLUSIONS

1. The finding of the present study clearly reveals that, Introvert personality type of teachers has more influence on achievement in Social science than Extravert personality type. This may be due to that Introvert

teachers are the individual with predominantly subjective outlook have higher degree of cerebral activity than the Extraverts and they generally appear cold, aloof, silent and hard to understand.

2. The findings of the present study revealed that Favorable attitudes of teachers towards teaching profession has more influenced than the Unfavorable attitude. This may be due to that a Favorable attitude makes the work not only easier but also more satisfying and professional rewarding. An Unfavorable attitude makes the teaching task harder, more tedious and unpleasant.
3. The study clearly revealed that teachers with effective teaching influence more on Academic achievement in Social science than the teachers with Ineffective teaching. This may be due to that, the teaching learning process is essentially a live process, in the sense that, it is a warm interaction between two living organisms and hence, while exploring the effectiveness of teaching one should take into account the non cognitive dimensions such as warmth, understanding, empathy, concern, sharing, sympathy, deep understanding, mutual psychological explorations which are all routed in the philosophical view of life one holds. As well as teachers are cheerful, good nature, patience, not-irritable, friendly, companionable, not-aloof, impartial, has teaching skills and fair in grading and marking.

IX. REFERENCES

- Annamalai, A.R. (2000). *Attitude of Teacher Towards Teaching*. **Experiments in Education**, Vol.XXVIII, No.4, pp.69-70.
- Gupta, V.P. (1977). *Personality Characteristics, Adjustment Level, Academic Achievement and Professional Attitude of Successful Teacher*. Ph.D., Punjab University.
- Kerlinger, F.N. (1964). *Foundations of Behavioural Research*. New York: Holt, Rinehart and Winston Inc.
- Singh, S. (1978). *Relationship between Teachers' Personality, Teaching Success and Behavioural Changes in Students*, Ph.D., Udaipur University.
- Venkata Rami Reddy, A. and Rama Mohan Babu, V. (1994). *Attitude of the Residential and Non-Residential School Teachers Towards Teaching*. *Perspective in Education*, Vol.X, No.3, pp.155-162.
- Mutha, D.N. (1980). *An Attitudinal and Personality Study of Effective Teachers*. Ph.D., Jodhpur University.
- Kamala Arora (1976). *A Study of Characteristics Differences between Effective and Ineffective Higher Secondary School Teachers*. Indian Dissertation Abstracts, ICSSR, Vol.II, No.1, pp.27-30.
- Ramaswamy, R. (1988). *An Inquiry into the Correlates of Achievement*. Ph.D., South Gujarat University.
- Scheffe, H. (1959). *Analysis of Variance*. New York : John Wiley and Sons.
- Zacharia, T. (1977). *Impact of Attitude and Interest on Achievement of Secondary School Pupils in Social Studies*. Ph.D., Kerala University.