



A study of teacher effectiveness as a function of extraversion and neuroticism: With reference to female teachers of secondary schools

Dr. Nazia Abid Khan

Principal (Education), Sandipani Academy, Achhoti, Durg, Chhattisgarh, India

Abstract

The present study was conducted to find out the effect of extraversion and neuroticism on teacher effectiveness. To conduct the study 320 female teachers working in government schools operational in and around Raipur were selected as sample. Stratified random sampling was employed to meet the demand of 2x2 factorial design. Hindi version of Eysenck Personality Questionnaire (EPQ) prepared by Jitendra Mohan (1985) was used to assess extraversion and neuroticism while teacher effectiveness scale prepared by Kumar and Mutha (1983) were used to assess effectiveness of teacher. Results showed significant main effect of extraversion and neuroticism on teacher effectiveness but interaction effect of these two variables was not observed on teacher effectiveness. It was concluded that extraversion and neuroticism alone and not in interaction with each other influence teacher effectiveness in a group of female teachers.

Keywords: teacher effectiveness, extraversion, neuroticism, female school teachers

Introduction

The axis of education system is a teacher. Teacher carries huge responsibility as far as shaping the life and career of an individual. The responsibility of making the nation is on teacher more than the other members of society. National development highly depends on the contribution of the teachers. In classroom situation the teacher imparts the knowledge to his pupils. Each child is guided to develop his peculiar potentialities. Human resources development is the work of the teacher, and it is altruism that no nation can develop her human resource without teachers. Hence effective teachers are required in this context. According to Eggen and Kouchak (1994) ^[4] "teacher effectiveness is defined as the set of teacher behaviour that is associated with high student achievement." Alton Lee (2003) ^[2] has provided ten clearly defined and research-supported characteristics of quality teaching - a focus on student achievement, pedagogical practices that create caring, inclusive and cohesive, learning communities, effective links between school and the cultural context of the school, quality teaching is responsive to student learning processes, learning opportunities are effective and sufficient, multiple tasks and contexts support learning cycles, curriculum goals are effectively aligned, pedagogy scaffolds feedback on students' task engagement, pedagogy promotes learning orientations, student selfregulation, metacognitive strategies and thoughtful student discourse and teachers and students engage constructively in goal oriented assessment. Thomas Kane (2013) ^[21] also said on this matter that if we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light. Public school systems across the country have been re-thinking how they describe instructional excellence and let teachers know when they have achieved it. The opinion "good teachers are born, not made" is contrary to both the wide

range of personalities observed among effective teachers and the acknowledgement that professional knowledge, skills, and attitudes are acquired for effective teaching. While "personality" characteristics can influence perceptions of effective teaching and may lead to individual preferences for teaching and learning, the essential qualities associated with effective teaching are acquired, refined, and renewed over a teaching career.

There are several reasons for attributing such immense importance to the personality of a teacher. The first and foremost is that the personality of the teacher influences his/her relationship with pupils. One is aware that faulty/pathological interaction patterns stemming from the disturbed personality of the teacher can cause immense harm to the mental and physical health status of pupil. In fact, in a survey of 1,000 adolescent school children, Sehgal (1955) found children liking those teachers best who were calm and relaxed, gave them a feeling of security, and used to physical punishment. A well balanced, non-anxious teacher can create a healthy emotional climate of learning and would be at ease with his/her pupils. Researches show that learning in the classroom is an emotional experience, and the younger the people, the more true is this statement (Sehgal, 1955). The process of learning in the classroom is accompanied and accelerated by positive affect and relaxed atmosphere. Fear of teachers can inhibit learning. In another study, Sehgal (1994, 1996) ^[16] discovered that pupils rated those teachers as most effective who were mentally healthy, stable, warm, and nurturant; and pupils scored maximum marks in subjects taught by the teachers they liked the most. An over-anxious teacher with negative attitude towards pupils may unconsciously transfer his/her tensions and unresolved neurotic conflicts to pupils via his/her disturbed emotional interactions with pupils. For example, he/she may

continuously denigrate good pupils, and be overcritical, nagging, cynical, over-restrictive, and oppressive in the class. Such a teacher is also aggressive and hostile. Unresolved neurotic conflicts may force the teacher to suppress creativity and spontaneity of pupils. An egocentric and narcissistic teacher may undermine brilliant students. (Sehgal and Kaur, 1995; Sehgal, 1996) [18, 17].

Number of studies have been conducted by researchers to find out the personality correlates of effective teachers. Notable among them were Renauld and Murray, 1996 [13]; Gordon and Yocke, 1999 [8]; Teacout, 2001 [20]; Niehoff, 2006 [12]; Suplicz, 2009 [19]; Aidla, 2010 [11]; Klassen and Tze, 2014 [9]; Buela and Joseph, 2015 [3]. Surprisingly not a single has been made till now in which the paradigmatic approach has been followed. On the basis of a single personality theory teacher effectiveness has not yet been explained. So, in the present study effect of Eysenck's personality dimensions namely extraversion and neuroticism have been observed on teacher effectiveness in a group of female teachers.

Objective

The objective of the present study is to assess main and interaction effect of extraversion and neuroticism on effectiveness of female school teachers.

Hypothesis

It was hypothesized that the normal, extroverted female teachers would score significantly higher on teacher effectiveness scale than neurotic and introvert female teachers.

Methodology

Sample: To have homogenous and unbiased sample, in the present study the sample has been drawn from the population of the female teachers working in government schools situated in Dharsiwa Block of Raipur district. 320 female teachers (Ave. age 36.12 yrs) working in government schools operational in and around Raipur were selected as sample Stratified random sampling was employed to meet the demand of 2x2 factorial design.

Tools: Hindi version of Eysenck Personality Questionnaire (EPQ) prepared by Jitendra Mohan (1985) [11] used to assess extraversion and neuroticism dimension of personality. This test is based on original EPQ constructed by H.J. Eysenck (1978) and mainly useful to tap E and N dimensions in adults ranging in age from 17 years and above. The overall split-half reliabilities of E, N, P and L scales of EPQ (Hindi version) are 0.69, 0.86, 0.36 and 0.78 respectively. The test-retest overall reliability for scale E is 0.93, for scale N is 0.96, for scale P is 0.85 and for scale L is 0.96 after a one month time gap between test and retest.

Teacher effectiveness scale prepared by Kumar and Mutha (1983) were used to assess effectiveness of female teachers. It consists of 69 positive worded items which covers area such as academic, professional, social, emotional, moral and personality. The split-half reliability of the scale, applying the Spearman-Brown formula is found to be 0.67 (N=100) with an index of reliability of 0.82. The face validity of the measures is fairly high. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevance to teacher effectiveness are included

in the scale.

Procedure: To get a final sample of at least 80 cases in each cell of 4 cells of 2x2 factorial design, stratified random sampling method was used. From initial population of 1200 female teachers of Raipur district, Hindi version of Eysenck's personality questionnaire prepared by Jitendra Mohan (1985) [11] was administered. The printed instructions given on the cover page of the questionnaire were explained to the subjects before the administration. Generally, the subject took 20 to 30 minutes to complete the test. After this the scoring was completed according to the scoring system prescribed by the authors of the tests. Then after, subjects were classified into neurotic and normal and extraverted and introverted groups by using two opposite extreme groups technique with the help of Q3 and Q1, as cutting point. Thus, using stratified random sampling technique, final samples were selected having 80 cases in cell of 4 cells design, making a total of 320 subjects. Finally, identified 320 cases were subjected on teacher effectiveness scale by Kumar and Mutha (1983) to measure their teacher effectiveness.

The obtained results are presented in table 1.

Results

Table 1: Effect of Extraversion (A) x Neuroticism (B) on Teacher Effectiveness (N=320)

		Neuroticism (B)		Marginal Mean
		Normal (b ₁)	Neurotic (b ₂)	
Extraversion (A)	Extravert (a ₁)	N=80 M=309.55 S.D. = 11.85	N=80 M=296.15 S.D.=17.50	302.85
	Introvert (a ₂)	N=80 M=299.81 S.D.=17.15	N=80 M=285.28 S.D.=15.18	292.55
Marginal Mean		304.68	290.71	

Table 2: ANOVA Summary

Source of Variation	SS	DF	MS	F
A	8487.200	1	8487.200	34.92**
B	15596.113	1	15596.113	64.18**
AB	25.313	1	25.313	0.10 (NS)
Within treatment(Error)	76782.575	316	242.983	

** Significant at .01 level; NS Not Significant

Table 1 reveals the following facts-

- The main effect of extraversion on teacher effectiveness was found to be statistically significant at .01 level (F=34.92, p<.01). It reveals that extraverted female teachers showed significantly more magnitude of effective teaching (M=302.85) as compared to introverted female teachers (M= 292.55).
- The main effect of neuroticism on teacher effectiveness was found to be statistically significant at .01 level (F=64.18, p<.01). It reveals that normal female teachers showed significantly more magnitude of effective teaching (M=304.68) as compared to female teachers showing neurotic tendencies (M= 290.71).
- The F of 0.10, an indicator of interaction effect of extraversion and neuroticism on teacher effectiveness in a group of female teachers was not found to be statistically

significant. It shows that extraversion and neuroticism were jointly incapable of generating variance upon teacher effectiveness in a group of female teachers.

Discussion

The results reveal that extraverted Ss are found to be significantly better in teacher effectiveness than the introverted Ss. As Eysenck (1982) ^[6] has very clearly indicated that extraverts have lower level of cortical arousal and they tend to seek out stimulation where as introverts are over aroused and are highly sensitive to the incoming stimulation. This is because of the function of cortical arousal level as governed by reticular formation. This excitement enhance the performance of extroverts where as it interferes the performance of introverts (Wilson, 1978) ^[22]. Because of the over arousal level, introverts are much excited. This is the major reason that can be attributed to the poor level of teacher effectiveness in introverts as compared to their counterparts, i.e. extroverts teachers.

The factor of neuroticism was found to have significant main effect and differential variance upon on teacher effectiveness. The neurotics subjects were found to be significantly poor in teacher effectiveness than the normal subjects. The phenotype manifestation of neuroticism shows the people high in neuroticism tend to be emotionally unstable, easily aroused, anxious, worrisome and frequently complaining about anxieties and body ache, whereas people low in neuroticism are emotionally stable, reliable, calm, less easily aroused and even-tempered (Eysenck and Reichen, 1965) ^[7]. Since neurotics are over sensitive and more anxious, they respond very quickly to a novel situation. Because of these characteristics the subjects of the present study, teachers of neurotic category show poor teacher effectiveness. Results reveal that both extraversion and neuroticism are potentially enough to generate variance independently upon dependent variable rather than being jointly with any other independent variable. This may be attributed to the independence of each of the two factors for interaction.

Conclusion

On the basis of results and associated discussion it may be concluded that extraversion and neuroticism alone but not in interaction with each other able to influence teacher effectiveness in a group of female school teachers.

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