



THE EFFECT OF TEACHER EDUCATORS PERSONALITY ON TEACHING EFFECTIVENESS: AN ANALYTICAL STUDY

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Abstract:

The educational system of a nation is the true indicator of its strength, its quality of life and well being of its citizens and its potential to find its place in the world. If you want you take a nation to great heights, you have to have an excellent educational system. Teacher effectiveness is considered as the degree to which a teacher achieves the desired effects upon his/her students. It is the capacity of a teacher to possess the requisite knowledge and skills as well as the effect on the students as the level of learning been done by both of them in a given time period to reach as the level understood by the students from the teacher. Objective: The present study was conducted to investigate the relationship between personality and teacher effectiveness. Simple random sampling method was applied for the present study. Single static group design has been used. A sample of 60 teacher educators male and female teaching in B.Ed. & M.Ed. Colleges of Ghaziabad District were selected randomly. Simple random sampling method has been used. To draw the inferences: Teacher Effectiveness developed by Shallu Puri and S.C.Gakkar - Personality Assessment Profile was used. The reliability was found as 0.91 and Validity as .95. Result: The findings reveal that there was a significant and positive relationship between Sattvic personality of teachers and their teaching effectiveness. No significant relationship was found between Sattwic, Rajasic & Tamsic personality of teachers and their Teaching Effectiveness.

Key words: Personality & Teacher Effectiveness.

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Introduction:

“The educational system of a nation is the true indicator of its strength, its quality of life and well being of its citizens and its potential to find its place in the world. If you want you take a nation to great heights, you have to have an excellent educational system”.

The fact that teaching is such a complicated, multifaceted, and individualized process is one of the factors contributing to the divergent views on teaching efficacy. This study focuses on some fundamental ideas about teaching and common perceptions of what makes for good instruction.(1) The effectiveness and efficacy of teachers can have a significant impact on how well students achieve. Active teachers have a direct impact on students' academic performance, their significance cannot be understated. Teacher effectiveness and quality are related to This is caused, in part, by the propensity for more skilled educators to eventually go for work in institutions with high academic standards, ample resources, and solid administrative support. (2)The presumption that teachers' psychological traits are related to their efficacy as teachers, a lot of study has been done. The majority of the research on the subject has focused only on examining the relationships between teachers' self-reported traits and other within-teacher, self-reported outcomes.(3) Yoga karmshukaushlam places a strong emphasis on craftsmanship precision, achieving perfection takes more effort and time, to accomplish your short-term objectives. Think about perfection and focus on it (4) According to Ashvameha parav of Mahabharata there is good interpretation of Gunas in section 37 & 38, this section includes

1. Sattva Guna: The sattva Guna is beneficial to all creatures in the world. The persons with sattvic personality are often with goodness, joy, satisfaction, enlightenment, happiness, absence of fear & disposition of faith & forgiveness, courage, abstention from injuries any creature, live with purity etc.

2. Rajas Guna: A Person with a beauty, toil, pleasure and pain, war, peace, argument, dissatisfaction, endurance, valour, pride, exertion, jealousy, desire etc.

3. Tamas Guna: a personality full of ignorance, illiberality, delusion, indecision in work efficiency, haughtiness, fear, cupidity, grief, unlikeness of judgment, vileness of behavior etc.(5)

This framework is based on the ‘guna’ concept of Bhagavad Gita, an ancient Hindu scripture. The term ‘guna’ indicates the ‘inherent energy’ with which the human mind functions. These three energies are: Positive Energy (*sattva*), Dynamic Energy (*rajas*) and Potential Energy (*tamas*). People work under influence of these three energies all the time and go through various physical, emotional and intellectual experiences. (6) The quality and quantity of these experiences determines their personality, pattern of behaviours and conduct.(7) In Indian Psychology individuals’ psychophysical constitution is reflection of their prakrti but not true self or Atman. The three elements of prakrti such as sattvic, rajasic and tamasic guna are recognized as triguna. Studies indicated that misbalances in terms of expression of these qualities essentially lead to the development of psychological disturbances. (8) The Bhagwat Gita, the Vedas, the Upanishads, the Puranas, and other books on Hindu philosophy do a great job of explaining this complexity. To describe the essence of humans, these ancient books introduce the "Triguna" notion. Sattva (relative to wisdom and spirituality), Rajas (physicality and dynamism), and Tamas (inactivity and state of rest) are three gunas that exist in different ratios depending on an individual's level of development on the physical, mental, moral, and spiritual levels. These three types of characteristics, which humans are known to possess and exhibit in their daily lives, impact and produce a wide range of human actions, behaviors, and emotions. A leader must therefore comprehend this pattern in his or her employees in order to adapt him or her to the organization's objectives. 8-(2). Considerable research has been conducted based on the assumption that teachers’ psychological characteristics are associated with teaching effectiveness. Teaching Effectiveness include a teachers ability to produce the student’s academic achievement in addition to their prier scores. (9) However, the evidence for this assumption is limited: most research on the topic has been limited to investigations of the links between teachers’ self-reported characteristics and other within-teacher, self-reported outcomes. (10) Therefore the Personality is a multi-dimensional context which includes the intellectual, emotional, societal, and physical domain.

It is thus essential for a leader to understand this pattern in his/her subordinates in order to mould him/her towards the organization’s goal. The relationship between teacher effectiveness and students' achievement as measured by test scores.

The study discusses several aspects of each construct, particularly: (1) teacher effects; (2) teaching or teacher effectiveness.

(11) The present work is an attempt to identify what is the impact of teacher's personality (i.e. triguna) on their teaching effectiveness. The findings show that there has been no study made in the region regarding the relationship between teacher effectiveness and students' achievement measured so far.

Methodology & Design:

For the present study the investigator has used the following statistical techniques:

1. Mean
2. Standard Deviation
3. Karl Pearson coefficient of Correlation

Tools Used in the Study

Following standardized tools have been used to collect data of the study.

- Teacher Effectiveness Scale- ShalluPuri and S.C Gakhar
- Personality Assessment Profile- Upinder Dhar, Sapna Parashar and Santosh Dhar

Population of the Study

- Teacher educators teaching in B.Ed. and M.Ed. colleges of Ghaziabad District constituted the population.

Sample:

- For the purpose of present study a sample of 60-60 adolescent students both boys and girls of the Hindu and Muslim of different institutes/colleges of Meerut region were selected by incidental sampling method.

Investigation:

Plan: The researcher visited institutes/colleges to find out a small sample of population of Teacher Educators who were teaching B.Ed. & M.Ed. colleges of Ghazizbad region. Research design consists of Method depends on nature of the problem undertaken for the study. In case of present status of phenomenon Survey method of research is applied to realize the objectives of the present study.

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Interpretation:

Table (1): To study the effect of personality of Sattvic male -female teacher educators on their teaching effectiveness.

S.No.	Variables	Type of Teacher Educators	Mean	S.D.	Correlation
01.	Sattvic Factor of Personality	Male	132.33	16.89	0.307893094
02.	Teaching Effectiveness		302.66	23.13	
03.	Sattvic Factor of Personality	Female	136.86	17.19	0.150813377
04.	Teaching Effectiveness		292	22.33	

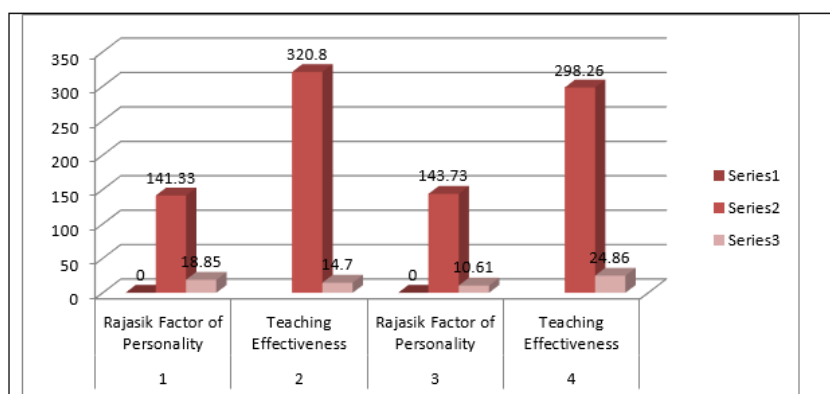
Discussion:

A perusal of Table indicates that the coefficient of correlation between Sattvic factor of personality and teaching effectiveness is 0.589905128, which is positive and not statistically significant at 0.05 level of significance. Thus, the null hypothesis stating that "There is no significant effect of personality of high Sattvic male teacher educators on their teaching effectiveness", is accepted. On the other hand Sattvic factor of personality of female

teacher educators and teaching effectiveness is 0.150813377, which is positive and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There is no significant effect of personality of high Sattvic female teacher educators on their teaching effectiveness", is rejected. It can be interpreted that teaching effectiveness of teacher educators is not associated with increase or decrease in Sattvic factor and vice-versa.

Table 2: To study the effect of personality of Rajasik male -female teacher educators on their teaching effectiveness.

S.No.	Variables	Type of Teacher Educators	Mean	S.D.	Correlation
01.	Rajasik Factor of Personality	Male	141.33	18.85	0.640530479
02.	Teaching Effectiveness		320.8	14.70	
03.	Rajasik Factor of Personality	Female	143.73	10.61	0.589905128
04.	Teaching Effectiveness		298.26	24.86	



Discussion:

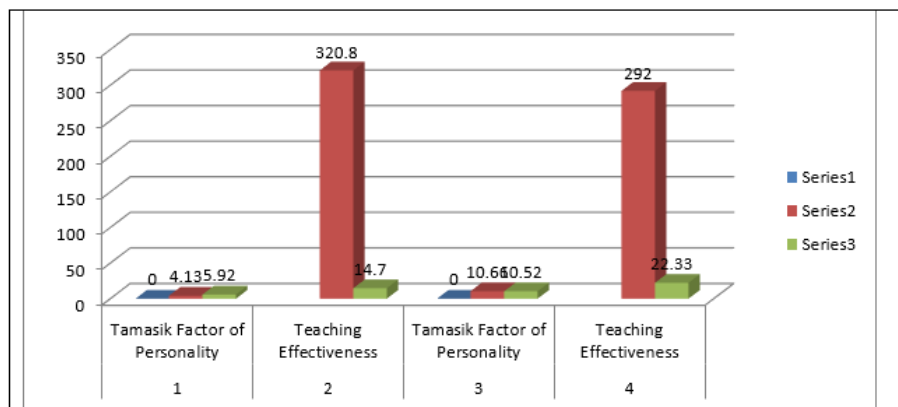
A perusal of Table indicates that the coefficient of correlation between Rajasik factor of personality of male teacher educators and teaching effectiveness is 0.640530479, which is positive and not statistically significant at 0.05 level of significance. Thus, the null hypothesis stating that “There is no significant effect of personality of high rajasik male teacher educators of on their teaching effectiveness”, is accepted. On the other hand the coefficient of correlation between Rajasik factor of personality of female teachers

educators and teaching effectiveness is 0.589905128, which is positive and significant at 0.05 level of significance. Thus, the null hypothesis stating that “There is no significant effect of personality of high Rajasik female teacher educators of on their teaching effectiveness”, is rejected.

In other words, teaching effectiveness of teacher educators is associated with increase or decrease in Rajasik factor and vice-versa.

Table 3: To study the effect of personality of Tamasik male -female teacher educators on their teaching effectiveness.

S.No.	Variables	Type of Teacher Educators	Mean	S.D.	Correlation
01.	Tamasik Factor of Personality	Male	4.13	5.92	0.155421231
02.	Teaching Effectiveness		320.8	14.70	
03.	Tamasik Factor of Personality	Female	10.66	10.52	0.40029785
04.	Teaching Effectiveness		292	22.33	



Discussion:

A perusal of Table indicates that the coefficient of correlation between Tamasic factor of personality of

male teacher educators and teaching effectiveness is 0.155421231, which is positive

but not significant at 0.05 level of significance. Thus, the null hypothesis stating that “There is no significant effect of personality of Tamasic male teacher educators of 0.40029785 on their teaching effectiveness”, is rejected.

On the other hand the coefficient of correlation between Tamasic factor of personality of female teachers educators and teaching effectiveness is 0., which is positive and significant at 0.05 level of significance. Thus, the null hypothesis stating that “There is no significant effect of personality of Tamasic female teacher educators of on their teaching effectiveness”, is rejected.

In other words, teaching effectiveness of teacher educators is associated with increase or decrease in Tamasic factor and vice-versa.

In other words, teaching effectiveness of teacher educators is not associated with increase or decrease in tamsic factor and vice-versa.

Findings:

1. Significant and positive relationship was found between sattvic factor of personality, rajasic factor of personality and tamasic factor of personality and teaching effectiveness.(reason)

With more study on this subject, finer analyses of the relationship between teacher’s personality and results might also be looked into. It may be possible to learn more about the personality traits of teachers by looking at their Big Five at the aspect level. Examining teacher personality using several personality models is an alternate strategy. For instance, the HEXACO model, which includes

six domains of honesty-humility, extraversion, agreeableness, conscientiousness, and openness, has advantages over the Big Five framework in terms of empirical, theoretical, and practical considerations, and it may be worthwhile to investigate in teacher personality research.

Therefore, additional research in this area is needed to improve the generalizability of the results. However, some researchers discovered that teacher effects persist over time, affecting things like students' propensity to drop out, take the SAT, intend to attend college, attend colleges with higher rankings, earn higher salaries, live in neighborhoods with higher SES, and have more retirement savings. Such a review was not possible due to the small number of studies included in our meta-analysis. Future research on teacher personalities should, however, take into account investigating both the short- and long-term impacts of a teacher's personality on students' academic and career results.

The study of teacher personality is developing, and its prospective applications are intriguing. Our research sought to compile the most recent findings related to teacher personality and teaching effectiveness.

Approaching the meta-analysis results with caution is advised, especially the moderator analyses. Small sample sizes were used in some of the research, which might have affected the accuracy of the findings. Additionally, the results might not have been statistically significant due to the minimal number of impact sizes within each group. Even so, the strength of the effect sizes is a promising sign that motivates more research into the relationships between teacher personalities and teaching effectiveness.

Additionally, the majority of investigations included personality in respect to its impact on teaching effectiveness. Before its proper application can be decided, much more research

must be done to understand its role in teaching and learning. Future scholarly efforts in the field of teacher personality would be pertinent and helpful not just to students but also to instructors and the educational system as a whole.

Conclusion:

This can be concluded that this paper would help the researchers to identify that what can be done for teacher's gunas research, secondly practical guidelines for research methodology would also help to make the empirical researches, it is hoped that the basic framework would be available for the expansion and refinement.

Ethical Approval

After receiving approval from the Head of the Department, this study used for secondary data taken from the present situations in various other levels of teacher education in different states to their level of teaching effectiveness. Because the data base so obtained was anonymized for confidentiality purpose, It is impossible to track back the information on various situations. The conclusion made here didn't express mention anyone in particular.

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Conflict of Interest Statement:

Conflict of interest statement always is the disclosure of the author's potential conflict of interest: According to the author, there are no potential conflicts of interest related to the publishing of this article.

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