SUCCESS IN TEACHING AS RELATED TO PERSONALITY TYPES ATTITUDE TOWARDS TEACHING AND ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL TEACHERS

A SUMMARY OF THE THESIS
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SUMMARY

INTRODUCTION

In the preceding chapters, introduction about the problem, review of related literature, method and procedure of the study and interpretation of the results have been discussed. The present chapter includes summary and conclusions of the study. For providing background of the findings, a brief description of the purpose, design and procedure along with the conclusions and suggestions for further research have been presented in the following paragraphs.

The quality of a nation is judged by the quality of its citizens. The latter is mostly determined by the educational system of the nation which, in turn is decided by the type of teachers it has. A teacher is indispensable even in the highly equipped system of education. The schools having excellent material resources and the appropriately adopted curriculum prove their worth only if the teachers are effective. The attainment of aims and objectives of education is largely dependent upon the effectiveness of teachers. The pivotal role of a teacher in nation building is universally recognized. According to Crow and Crow (1964). “A good teacher and the quality of his teaching have always been of paramount (importance) to a free man and to a free society.”

‘Teaching is an art, one becomes a good teacher in the same way one becomes a good actor, a good poet, a good musician, a good painter. One develops a unique style, a personalized method; a way of teaching that cannot be mass produced or even replicated…. Some teachers are great: some, average: some, poor. No one has yet been able to identity what makes one person a better teacher than another. We can recognize the art, but we cannot identity its separate common components. A good teacher is one that teaches well, much as a surgeon operates with skill. What makes a good teacher or a good poet or a good surgeon, only the stars know: and they are not, as yet, willing to tell us the secret’ (Pellicer, 1984).

Teaching is a dynamic and complex phenomenon, involving teachers, pupils and subject-matter. Studies of teacher effectiveness have failed to identity a single pattern of effective teaching. Although certain teaching patterns are better than others, there is no kind of good teaching that fits universally into all teaching
situations, all teachers and all pupils. Good teaching cannot be defined because the criteria differ for every instructional situation and every teacher. The way teacher effectiveness is defined impacts how it is conceived and measured and influences the development of education policy. Teacher effectiveness, in the narrowest sense, refers to a teacher’s ability to improve student learning as measured by student gains on standardized achievement tests. Although this is one important aspect of teaching ability, it is not a comprehensive and robust view of teacher effectiveness. Teaching is the organization of learning. The problem of successful teaching is to organize learning for authentic results. It applies to teaching of all kinds and varieties and of all degrees of excellence from very good to very bad.

Knowledge, ability and personality are the three categories that contain professional qualities of effective teachers (Andes, 2011). Personality characteristics are more stable enduring and affect success in teaching. Various personality characteristics that have been reported to be possessed by successful teachers or affect success in teaching include sense of humor (Kelley, 1974; Thompson, Grear and Grear, 2004), flexibility (Kelley, 1974; McBer, 2000), high expectations (Kelley, 1974; McBer, 2000; Thompson, Grear and Grear, 2004; Little, Goe and Bell, 2008; Anderson, 2009; Barry, 2010), consistency and fairness (Kelley, 1974, Mehra, 2000; Thompson, Grear and Grear, 2004), enthusiasm (walls, 1999), optimistic perception (wikieducator, 2011), understanding and compassion (Mehra, 2000; Gourneau, 2005) leadership (McBer, 2000; Anderson, 2009), commitment (McBer, 2000), confidence (McBer, 2000), trustworthiness (McBer, 2000), creativity (Thompson, Grear and Grear, 2004), extraversion (Bousfield, 1940; Symonds, 1953; Ryans, 1960; Peronto, 1961; Bower and Soar, 1962; Crow and Crow, 1964; Richey and Fox, 1964; Turner, 1967; Kuhn, 1982; Feldman, 1986; Basow and Silberg, 1987; Mato, 1988; Mittal, 1988; Mann, 1989; Cravens 1996; Marsh and Roche, 1997; Guerrero and Miller, 1998; Basow, 2000; Best and Addison, 2000; Radmacher and Martin, 2001), drive for improvement (McBer, 2000), initiative (McBer, 2000) and achievement motivation (Sugathakumar, 2005).

Personality and achievement motivation have been found to be correlated (Singh, 2003; Kaur, 2005; Tanja Bipp et. al. 2008; Wong, 2006).
Positive attitude is one of the characteristics of effective teachers (Kelley, 1974; Wikieducator, 2011; Thompson, Grear and Grear, 2004) and a large number of studies by Roy (1971), Chaya (1974), Mutha (1980), Mahapatra (1987), Mathai (1992), Bose (1993), Skariah (1994), Chidolue et.al.(1996), Downing et.al. (1997), Mohan (1998), Cornelius (2000), Devi (2005) and Suja (2007) found positive attitude of teachers towards teaching profession to be a predictor variable of success in teaching/affective teaching. However, majority of the models evolved are in the context abroad.

Thus, there is a need for studying these correlates which have a bearing upon success in teaching of secondary school teachers. Knowledge of the correlates of success in teaching will be helpful in developing essential teaching skills among student-teachers in colleges of education, appointment of teachers in secondary schools and guidance of less successful teachers.

**STATEMENT OF THE PROBLEM**

SUCCESS IN TEACHING AS RELATED TO PERSONALITY TYPES
ATTITUDE TOWARDS TEACHING AND ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL TEACHERS

**OBJECTIVES**

- To study the inter-correlations among the variables of extraversion, achievement-motivation, attitude towards teaching and success in teaching of secondary school teachers.
- To study the effect of extraversion of secondary school teachers on success in teaching.
- To determine the effect of attitude towards teaching of secondary school teachers on success in teaching.
- To study the effect of achievement motivation of secondary schools teachers on success in teaching.
- To study the interactional effect of extraversion and attitude towards teaching on success in teaching of secondary school teachers.
- To study the interactional effect of extraversion and achievement motivation on success in teaching of secondary school teachers.
• To study the interactional effect of attitude towards teaching and achievement motivation on success in teaching of secondary school teachers

• To study the interactional effect of extraversion, attitude towards teaching and achievement motivation on success in teaching of secondary school teachers.

HYPOTHESES

1. There will be significant inter-correlations among the variables of extraversion, achievement-motivation, attitude towards teaching profession and success in teaching of secondary school teachers.

2. There will be significant differences in the success in teaching of secondary school teachers low and high on extraversion.

3. There will be significant differences in the success in teaching of secondary school teachers with low and high achievement-motivation.

4. There will be significant differences in the success in teaching of secondary school teachers with favourable and unfavourable attitude towards teaching profession.

5. There will be significant interactional effect of extraversion and achievement-motivation on success in teaching of secondary school teachers.

6. There will be significant interactional effect of achievement-motivation and attitude towards teaching profession on success in teaching of secondary school teachers.

7. There will be significant interactional effect of extraversion and attitude towards teaching profession on success in teaching of secondary school teachers.

8. There will be significant interactional effect of extraversion, attitude towards teaching and achievement-motivation on success in teaching of secondary school teachers.

DELIMITATIONS

• Secondary teachers from only government schools were taken up for the study.

• The sample was selected from Chandigarh only.
• Only three variables namely; extraversion for personality, achievement motivation and attitude towards teaching profession were studied to see their effect on success in teaching.

DESIGN OF THE STUDY

A 2x2x2 factorial design was used to undertake the study. Extraversion, achievement motivation and attitude towards teaching were varied at two levels. Extraversion and achievement motivation were categorized into two namely high and low and attitude towards teaching was categorized as favourable and unfavourable. Correlational technique was employed to determine the inter-correlations among the variables of extraversion, achievement-motivation, attitude towards teaching and success in teaching of secondary school teachers.

SAMPLE

Multistage random sampling was resorted to select the sample of secondary school teachers. At the initial stage, 28 Govt. High/Senior Secondary Schools were randomly selected from a total of 81 schools in Chandigarh. From each school, fifteen to thirty teachers teaching secondary and senior secondary classes were randomly selected. Initial sample thus comprised randomly selected 500 secondary teachers from the schools of Chandigarh. All the teachers were administered Maudsley Personality Inventory, Achievement motivation scale, and Attitude scale towards teaching in groups of fifteen to thirty teachers. For classification of teachers into high and low groups on extraversion and need achievement variables, M±.5σ cases were left out. For extraversion, teachers with scores above 32.28 constituted the high group (HE) and teachers with scores less than 26.38 were classified as low on extraversion (LE). This resulted in formation of two groups comprising 293 teachers (LE and HE).

Similarly, teachers with scores above 161.15 on achievement motivation formed the group high on achievement motivation (Hn-Ach) whereas teachers with scores less than 138.49 constituted the group low on achievement motivation (Ln-Ach). This led to formation of four groups comprising 189 teachers (LE Ln-Ach, LE Hn-Ach, HE Ln-Ach and HE Hn-Ach). In the same manner, for attitude towards teaching, teachers with scores less than 152.35 were classified as the unfavourable attitude group (UFATTP) and teachers with scores above 169.71 constituted the favourable attitude group.
(F_ATTP). This gave rise to eight groups in the sample comprising 133 teacher (L_E_L_n-Ach_UF_ATTP, L_E_L_n-Ach_F_ATTP, L_E_H_n-Ach_F_ATTP, H_E_L_n-Ach_UF_ATTP, H_E_L_n-Ach_F_ATTP, H_E_H_n-Ach_UF_ATTP, H_E_H_n-Ach_F_ATTP and H_E_H_n-Ach_F_ATTP).

TOOLS USED

The following tools were used to collect data on the variables of Extraversion (Personality), Achievement-motivation (n-Ach), Attitude towards Teaching Profession and Success in Teaching:

- Maudsley Personality Inventory (Eysenck, 1993).
- Modified version of DEO-MOHAN Achievement Motivation (n-Ach) Scale (Deo and Mohan, 2002).
- Attitude Scale towards Teaching Profession (Kulsum, 2005).
- Scale for measuring Teaching Success (Mann, 1989).

DATA COLLECTION PROCEDURE

The investigator sought permission from the Heads/Principals of the selected schools for collection of data for the study. Teachers were administered tests namely Maudsley Personality Inventory, Deo- Mohan Achievement Motivation (n-Ach) Scale and Attitude Scale towards Teaching Profession in groups of fifteen to thirty. Heads/Principals were requested to fill-in Scale for measuring teaching success for each of the selected teacher from their respective schools.

STATISTICAL TECHNIQUES USED

- Descriptive statistics i.e. mean, median, and standard deviation were calculated to study the nature of distribution of scores on extraversion, achievement motivation and attitude towards teaching, success in teaching.
- Inter-correlations were computed to study relationships among different variables.
- Analysis of variance was used to study the effect of independent variables and their interactional effect on the dependent variable.
• Wherever the F-ratios were found to be significant, t-ratios were calculated to find out the significance of differences between means of various groups.

FINDINGS
• The values of inter-correlations among the variables extraversion, n-Ach., attitude towards teaching (ATTP) and success in teaching (SIT) ranged from -.052 to .256. Significant positive correlations were found between Extraversion and ATTP (r = .256), Extraversion and SIT (r = .251), n-Ach and ATTP (r = .495). The results showed that higher the Extraversion more favourable the attitude towards teaching profession (F<sub>ATTP</sub>) and higher is the success in teaching and vice versa. It was also found that teachers who tend to show higher need achievement (set their own goals, take moderate risks and act on feedback) tend to possess more (F<sub>ATTP</sub>) and vice versa. However, the relationships between E and n-Ach (r = .52), n-Ach and SIT (r = .065), and ATTP and SIT (r = -.008) were found to be insignificant.
• F-ratio for the main effect of Extraversion on SIT was found to be significant at .01 level meaning thereby, that there exist significant differences in the SIT of teachers high (mean=488) and low (mean=388.23) on Extraversion. Teachers high on extraversion had significantly higher SIT in comparison to those who were low on extraversion. More extravert teachers tend to be more successful than less extravert teachers.
• F-ratio for the main effect of n-Ach was found to be significant (F= 4.42). Significance of difference between the means of high (mean=462.55) and low (mean=421.75) n-Ach groups indicated that teachers with high n-Ach showed significantly higher success in teaching than those with low n-Ach.
• F-ratio for variable of attitude towards teaching profession (ATTP) was not found to be significant, indicating that their exist no significant differences in the SIT of teachers having favourable or unfavourable attitude towards teaching profession (F<sub>ATTP, UFATTP</sub>)
• F-ratio for the interaction between E and n-Ach on the scores of SIT was not found to be significant at .05 level.
• F-ratio for the interaction effect of ATTP and E on the scores of SIT was found to be significant at 0.05 level. Significant differences were observed in
the SIT between various groups at various levels of E and ATTP except differences between $H_E F_{ATTP}$ and $H_E UF_{ATTP}$ in which case differences were found to be insignificant ($t=0.37$). Teachers high on E and with unfavourable ATTP ($M=491.65$) and favourable ATTP ($M=484.35$) were found to be significantly more successful in teaching than other groups $L_E F_{ATTP}$ ($Mean=416.40$) and $L_E UF_{ATTP}$ ($Mean=360.05$).

- Interaction effect of ATTP and n-Ach of the teachers on the scores of SIT was not found to be significant at 0.05 level.

- Interaction effect of extraversion, need achievement and attitude towards teaching profession of the teachers on the scores of success in teaching was not found to be significant at 0.05 level.

On the basis of the findings of the study, the following conclusions can be drawn pertaining to the acceptance or rejection of the hypotheses:

- The first hypothesis of the study stating that there will be significant intercorrelations among the variables of extraversion, achievement-motivation, attitude towards teaching profession and success in teaching of secondary school teachers, stands accepted.

- The second hypothesis stating that there will be significant differences in the success in teaching of secondary school teachers low and high on extraversion, stands accepted.

- The third hypothesis stating that there will be significant differences in the success in teaching of secondary school teachers with low and high achievement-motivation, stands accepted.

- The fourth hypothesis stating that there will be significant differences in the success in teaching of secondary school teachers with favourable and unfavourable attitude towards teaching profession, stands rejected.

- The fifth hypothesis of the study stating that there will be significant interactive effect of extraversion and achievement-motivation on success in teaching of secondary school teachers, stands rejected.

- The sixth hypothesis stating that there will be significant interactive effect of achievement-motivation and attitude towards teaching profession on success in teaching of secondary school teachers, stands rejected.
• The seventh hypothesis stating that there will be significant interactional effect of extraversion and attitude towards teaching profession on success in teaching of secondary school teachers, stands accepted
• The eighth hypothesis stating that there will be significant interactional effect of extraversion, attitude towards teaching and achievement-motivation on success in teaching of secondary school teachers, stands rejected.

EDUCATIONAL IMPLICATIONS
• Due weightage to the ‘extraversion’ dimension of personality should be given in the entrance test for admission to teacher training colleges and while recruiting the teachers for teaching profession.
• Guidance personnel while providing career guidance to students should take into consideration the trait of extraversion.
• Opportunities for experimentation in teaching learning should be provided to enhance risk taking and initiative among teachers.

SUGGESTIONS FOR FURTHER RESEARCH
• Comprehensive study on SIT can be undertaken by including all other relevant variables such as teacher related-self-concept, intelligence, emotional intelligence, experience and gender: student related-learning styles, aptitude, attitude, academic achievement and personality conducive classroom environment, teaching-learning strategies and curriculum.
• Study can be replicated on a larger sample covering different states of India.
• A comparative study of SIT of teachers working in different types and levels of education can be undertaken
• An experimental study can be undertaken to study the effect of teacher training programmes like orientation and refresher courses, on success in teaching
• In addition to the perceptions of Heads/Principals regarding SIT, perceptions of students and colleagues can also be studied.