

TEACHER EFFECTIVENESS AND TEMPERAMENT

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In the present study, an attempt has been made to understand the relationship between teacher effectiveness and temperament. Descriptive survey method of research was used for this study. The sample consisted of 427 secondary school teachers, which were randomly selected. Teacher Effectiveness and Gender constituted the independent classificatory variables while Temperament was criterion variable. Teacher Effectiveness Scale (TES) prepared by Kumar and Mutha (1974) and Dimensions of Temperament Scale (DTS) by Chadha and Chandana (1984) were used to collect data from the teachers. For testing the hypotheses, two-way-analysis of variance technique was employed. The analysis revealed that most effective teachers were found to be higher on three traits of temperament i.e. 'Ascendant', 'Accepting' and 'Tolerance' than least effective teachers. Gender differences were found on two temperaments viz. 'Cooperative' and 'Warmth'.

KEYWORDS: Temperament, Teacher Effectiveness, Secondary School Teachers.

INTRODUCTION

Teaching is a highly skilled job and requires proper training and preparation on the part of teacher. Teaching includes all activities required for providing education to others. Cronin (1992) while highlighting the importance of teaching excellence observed that, great teachers give us a sense not only of who they are, but more important, of who we are, and who we might become. They unlock our energies, our imaginations and our minds. Effective teachers pose compelling questions, explain options, teach us to reason, suggest possible directions, and urge us on. The best teachers, like the best leaders, have an uncanny ability to step outside themselves and become liberating forces in our lives. Successful teachers are vital and full of passion. They love to teach, as a painter loves to paint, as a writer loves to write, as a singer loves to sing. They have a serious purpose and yet enjoy enormously what they do. They can get excited about their subject no matter how many times they have dealt it earlier. They vivify their subject and rise well above the mechanical, dry, or routine teaching. They push themselves just as they push their students, and their courses become memorable learning experiences. The place and importance of the teacher in a society can never be over estimated. As a person who imbibes,

interprets and disseminates the culture and traditions of the past, and as the maker of one and all, his position is unique and second to none. He influences his pupils by what he says, and even more by what he does. His attitude toward his pupils, toward his world of work and life in general, his philosophy of education put into practice, his interest, ideals and aptitude are, therefore, important for the growth of the pupil. He has to keep a balance between his duty to serve state and the society, and his task of advancing learning in such a way that it is used to criticize, control and guide the actions of the sovereign, the state and the society.

CONCEPT OF TEMPERAMENT

The term "temperament" refers to a form of emotional response that is inborn. Allport (1961) defined "temperament" as the characteristic phenomena of an individual's nature including his susceptibility to emotional situations, his customary strength of mood, and all the particularities of fluctuations and intensity of mood, these being phenomena regarded as dependent on constitutional make up and therefore, largely heredity in origin. Hilgard and Atkinson (1952) defined temperament as one of the aspects of personality, which reveals in the tendency to experience mood changes in characteristic ways. It is the general level of 'reactivity and energy'. Lindgren (1956) defined temperament as the general emotional responsiveness of the individual. Chadha and Chandana (1984) suggested that a person's temperament is to describe such qualities abstracted from his behaviour as dullness or alertness, gentleness, sympathy, apathy, emotionality, restlessness and so on. They also enumerated 15 dimensions of temperament viz. sociability, ascendance, secretiveness, reflective, impulsivity, acceptance, responsible, vigorous, cooperative, persistence, warmth, aggressiveness, tolerance and tough minded. There is a difference between temperament and personality. Temperament represents only emotional traits of personality whereas personality covers intellectual, motivational, creativity, physical and social aspects etc.

CONCEPT OF TEACHER EFFECTIVENESS

What constitutes effective teaching? What are the distinguishing characteristics of an effective teacher or competent teachers? These are provocative and recurring questions. Unfortunately, no universally acceptable definitive answers can be given to these complex queries. However, it should be recognized that effectiveness is a many-sided term; that is, to some extent, effectiveness is in the eye of the beholder. Ryans (1960) teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work, habits,

desirable attitudes, value judgments and adequate personal adjustment of the pupils. Dickson (1980) observed that teaching effectiveness as a demonstrated repertoire of competencies involved with (i) teaching plans and material, (ii) classroom procedures, (iii) interpersonal skill, and learner's reinforcement and involvement reflected in teaching behaviour.

Excellence in teaching is not something that one inherits. Good teachers are born but more of them are made by hours of hard work, hours of reflection and positive attitude towards teaching and their pupils. Teacher effectiveness is not a function of single behaviour but depends on a variety of teacher behaviours, e.g. their personality, attitudes, morale, teacher-pupil interactions, classroom climate they create and their good mental health and adjustment etc. Although number of research studies has been undertaken by investigators on temperament of students at various levels of education, there is a scarcity of studies in temperament of teachers.

OBJECTIVES

The present study has the following objectives:

1. To analyse the differences in temperaments of most and least effective secondary school teachers.
2. To analyse the differences in temperaments of male and female secondary school teachers.
3. To analyse the differences in temperaments of secondary school teachers as a joint function of teacher effectiveness and gender.

HYPOTHESES

The following research hypotheses were tested in the present study:

1. There are significant differences in temperaments of most and least effective secondary school teachers.
2. There are significant differences in temperaments of male and female secondary school teachers.
3. There are significant differences in temperaments of secondary school teachers as a joint function of teacher effectiveness and gender.

METHODOLOGY

In the present study descriptive survey method of research was used. All the teachers serving in secondary schools of district Mandi of Himachal Pradesh state constituted the population of the study. Using the random cluster

sampling technique the sample was drawn for this study. The sample consisted of 427 male and female teachers who were teaching classes' ninth to twelfth from 30 different schools. Teacher Effectiveness and Gender constituted the independent variables. Temperament was taken as the on criterion variable. Teacher Effectiveness Scale and Dimensions of Temperament Scale were used to study the relationship between teacher effectiveness and temperament of the teachers. For testing the hypotheses two-way-analysis of variance technique was employed.

TOOLS USED

In the present investigation, the Teacher Effectiveness Scale (TES) and Dimension of Temperament Scale (DTS) were used for data collection. The description of these scales is as under:

Teacher Effectiveness Scale (TES) prepared by Kumar and Mutha (1974) consisting of 69 items was used. TES is a self-administered scale. Items are given a score of 5, 4, 3, 2, 1 for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The reliability of the test is reported to be ranging between 0.75 to 0.85.

Dimension of Temperament Scale (DTS) developed and standardized by Chadha & Chandana (1984) consisting of 15 dimensions of temperament and 152 items in a 'Yes' or 'No' format was also used. The test - retest reliability for the whole scale was found to be 0.94. The scale has got a validity coefficient of 0.73.

RESULTS

The Dimensions of Temperament scale consists of fifteen traits. The summary and tables of Two-Way-ANOVA for scores of ten traits of temperament i.e. Sociability, Secretiveness, Reflective, Impulsivity, Placid, Responsible, Vigorous, Persistence, Aggressiveness and Tough Minded in respect of secondary school teachers based on teacher effectiveness and gender are not given in detail in this paper. This is because that teacher effectiveness (most and least) and gender (male and female) in all the ten dimensions of temperament do not differ significantly. Further there was no significant interaction between teacher effectiveness and gender in all the ten traits of temperaments. The summary and tables of Two-Way-ANOVA for the scores of five traits of temperament i.e. Ascendant, Accepting, Tolerance, Co-operative and Warmth in which significant results were found has been presented in Tables 1 to 5.

Table 1

Summary of Two Way ANOVA for Scores of “Ascendant” Trait of Temperament in Respect of Secondary School Teachers Based on Teacher Effectiveness and Gender

S.No.	Source of Variation	Sum of Squares	df	Mean Squares	F-ratio
1	A (Teacher Effectiveness)	18.40	1	18.40	6.79**
2	B (Gender)	7.00	1	7.00	2.58 NS
3	AXB (Teacher Effectiveness & Gender)	0.67	1	0.67	0.24 NS
4	Within	314.23	116	35.64	
	Total	340.32		119	

** = Significant at 0.01 Level, NS = Not Significant at 0.05 Level

It is evident from Table 1 that F-ratio of 6.79 for the main effect of A (Teacher Effectiveness) came out to be significant ($p < 0.01$, df 1 and 116). This implies that means of A_1 and A_2 (Most Effective and Least Effective Teachers) differed significantly. Since the mean difference of ascendant is in favour of most effective teachers ($M=6.32 > M= 5.53$), it may be concluded that most effective teachers were significantly higher on ascendant trait of temperament than least effective teachers. Table 1 further discloses that gender differences (B) were not found to be significant at 0.05 level with df 1 and 116 and also that AxB interaction was also not found to be significant ($p > 0.05$, df 1 and 116). In other words male and female teachers did not differ significantly with regard to ascendant trait of temperament.

Table 2

Summary of Two Way ANOVA for Scores of “Accepting” Trait of Temperament in Respect of Secondary School Teachers Based on Teacher Effectiveness and Gender

S.No.	Source of Variation	Sum of Squares	df	Mean Squares	F-ratio
1	A (Teacher Effectiveness)	23.40	1	23.40	12.27**
2	B (Gender)	0.20	1	0.20	0.10 NS
3	AXB (Teacher Effectiveness & Gender)	0.07	1	0.07	0.03 NS
4	Within	221.22	116	1.90	
	Total	224.92	119		

** = Significant at 0.01 Level, NS = Not Significant at 0.05 Level

It is evident from Table 2 that F-ratio of 12.27 for the main effect of A (Teacher Effectiveness) was found to be highly significant ($p < 0.01$, df 1 and 116). This implies that means of A_1 and A_2 (Most Effective and Least Effective Teachers) differed significantly. Since the mean difference of accepting is in

favour of most effective teachers ($M=4.4 > M=3.53$), it may be concluded that most effective teachers were significantly higher on accepting trait of temperament than least effective teachers. Table 2 further discloses that F-ratio for gender (B) came out to be 0.10 which is not significant at 0.05 level with df 1 and 116 and also that AxB interaction was not significant.

Table 3

Summary of Two Way ANOVA for Scores of "Tolerance" Trait of Temperament in Respect of Secondary School Teachers Based on Teacher Effectiveness and Gender

S.No.	Source of Variation	Sum of Squares	df	Mean Squares	F-ratio
1	A (Teacher Effectiveness)	27.07	1	27.07	8.56**
2	B (Gender)	1.40	1	1.40	0.44 NS
3	AXB (Teacher Effectiveness & Gender)	3.00	1	3.00	0.95 NS
4	Within	366.50	116	3.15	
	Total	397.99	119		

**= Significant at 0.01 Level, NS = Not Significant at 0.05 Level

It is evident from Table 3 that F-ratio of 8.56 for the main effect of A (Teacher Effectiveness) came out to be significant ($p < 0.01$, df 1 and 116). This implies that means of A_1 and A_2 (Most Effective and Least Effective Teachers) differed significantly. Since the means score of "Tolerance" trait of temperament of most effective teachers was greater than that of least effective teachers ($M=6.71 > M= 5.76$), it may be concluded that most effective teachers were significantly higher on tolerance trait of temperament than least effective teachers. Table 3 further reveals that F-ratio for gender (B) came out to be 0.44 which is not significant at .05 level with df 1 and 116 and also that AxB interaction was not found to be significant ($p > 0.05$, df 1 and 116).

Table 4

Summary of Two Way ANOVA for Scores of "Co-operative" Trait of Temperament in Respect of Secondary School Teachers Based on Teacher Effectiveness and Gender

S.No.	Source of Variation	Sum of Squares	df	Mean Squares	F-ratio
1	A (Teacher Effectiveness)	14.70	1	14.70	2.06 NS
2	B (Gender)	43.20	1	43.20	6.08*
3	AXB (Teacher Effectiveness & Gender)	2.70	1	2.70	0.38 NS
4	Within	824.20	116	7.10	
	Total	884.80	119		

*= Significant at 0.05 Level, NS = Not Significant at 0.05 Level

It is evident from Table 4 that F-ratio of 2.06 for the main effect of A (Teacher Effectiveness) came out to be not significant ($p > 0.05$, df 1 and 116). This implies that means of A_1 and A_2 (Most Effective and Least Effective Teachers) did not differ significantly. It leads to the conclusion that most and least effective teachers were more or less equally "Cooperative". Table 4 further discloses that F-ratio for gender (B) came out to be 6.08, which is significant at 0.05 level with df 1 and 116. This implies that means of B_1 and B_2 (male and female teachers) differed significantly. Table 4 further reveals that AxB interaction was not significant.

Table 5

Summary of Two Way ANOVA for Scores of "Warmth" Trait of Temperament in Respect of Secondary School Teachers Based on Teacher Effectiveness and Gender

S.No.	Source of Variation	Sum of Squares	df	Mean Squares	F-ratio
1	A (Teacher Effectiveness)	22.53	1	22.53	3.20 NS
2	B (Gender)	40.83	1	40.83	5.80*
3	AXB (Teacher Effectiveness & Gender)	4.03	1	4.03	0.57 NS
4	Within	816.60	116	7.04	
	Total	884.00	119		

* = Significant at 0.05 Level, NS = Not Significant at 0.05 Level

It is evident from Table 5 that F-ratio of 3.20 for the main effect of A (Teacher Effectiveness) came out to be not significant ($p > 0.05$, df 1 and 116). This implies that means of A_1 and A_2 (Most Effective and Least Effective Teachers) did not differ significantly. It leads to the conclusion that most and least effective teachers more or less possessed the same level of "Warmth" trait of temperament. Table 5 further reveals that F-ratio for gender (B) came out to be 5.80 which is significant at 0.05 level with df 1 and 116. This implies that means of B_1 and B_2 (male and female teachers) differed significantly. Table 4 further reveals that AxB interaction was not significant.

DISCUSSION OF RESULTS

It is clear from the foregoing analysis and interpretation that main effect 'A' was found to be significant in case of three traits of temperament namely 'Ascendant', 'Accepting', and 'Tolerance'. Therefore, research hypothesis 1 was accepted in case of the above-mentioned three traits of temperament of most and least effective teachers. With reference to other 12-temperament traits research hypothesis 1 anticipating significance differences between most and least effective teachers was rejected. The main effect of B factor (Gender) was found to be significant on only two traits of temperament viz.,

'Cooperative' and 'Warmth'. Hence research hypothesis 2 was accepted in case of two traits of male and female teachers. In case of rest of the temperamental traits, this hypothesis stood rejected. As regards hypothesis 3, it was rejected in case of all the 15 interactions of AXB with regard to temperament traits. In context of temperament, most effective teachers were found to be higher on three traits 'Ascendant', 'Accepting' and 'Tolerance' than least effective teachers. Gender differences were found on two temperaments viz. 'Cooperative' and 'Warmth'. In both the cases, the mean score of female teachers was found to be higher than male teachers.

Since no research study seems to have been undertaken on temperamental traits of effective teachers using the same tool of temperament, the findings related to temperaments do not get support from the research literature. However, one study by McMillan (1987) reported that the teachers with Sanguine and Melancholic temperaments were most effective while teachers with Phlegmatic temperament were least effective. Shelfer (1987) observed that most male and female teachers had the Choleric temperament while few male and female teachers had a Sanguine temperament. Due to lack of similar studies, non-significant interaction of AXB (teacher effectiveness and gender) with reference to fifteen traits of temperaments could not be empirically supported. All this warrants that there is a great need to undertake similar studies using such types of temperaments to reach at conclusive results. The finding pertaining to temperaments of most and least effective teachers reveal that most effective teachers were higher in the three above said temperaments than the least effective teachers. This implies that these traits of temperaments should be cultivated during training of teachers by organizing various co-curricular activities so that their teacher effectiveness may be enhanced. Thus the findings of the study have important implications for educational administrators of schools, policy makers of teacher education system and as well as teacher educators themselves.

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