

PERSONALITY CHARACTERISTICS ASSOCIATED WITH TEACHER EFFECTIVENESS AS SEEN THROUGH CATELL'S 16 P.F. TEST

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Abstract

The study was carried out to i) identify effective and ineffective teachers on some teacher effectiveness criteria, ii) study and compare the response of the two groups of teachers on Cattell's 16 PF Questionnaire. A sample of 210 teachers was drawn randomly from 12 Government high schools of Anantnag District in Jammu and Kashmir. The study was delimited to male teachers teaching 9th and 10th classes. The age range of teachers was between 28-35 years. The tools for the study were: (i) Headmaster's comment Check List (HCCL) prepared by the investigator, (ii) Annual Examination results; and iii) Catell's 16 P. F. Questionnaire (Adult Form). Mean, SD and t test were applied as statistical techniques. The results revealed that personality factors like Outgoing behaviour, brightness, emotional stability, preference for own decisions, sensitive behaviour, relaxedness and resistance towards frustrating situations as the essential factors associated with teacher effectiveness.

Key Words: Personality Characteristics; Teacher Effectiveness; Cattell's 16 PF Test.

Introduction

After Independence, India has made much progress in the field of education, but the slow rate of progress reveals that it is not properly directed. Today, great importance is attached to the quality of the teacher. He is certainly the hub round whom the whole process of education revolves.

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In recent years, the impact of scientific researches has set in motion a process of re-thinking about selection, training and promotion of teachers. The new approach rejects many old methods based on blindly accepted traditions and adopts scientifically verifiable techniques. There is a great difference of opinion among prominent educationists and researchers with regard to defining the essential characteristics of the effective teachers.

Some of the studies compiled and conducted by researchers like Gage (1963), Hamacheck (1969), Koul (1972), Gupta (1976), Sharma (1976), Maheswari (1976), Misra (1980), Singh (1981), Bhagoliwal (1985), Wangoo (1986), Muthur, (1988) and others have very minutely analysed the characteristics and quality of teachers.

A review of the researches reveals that much has remained in controversy, as Biddle and Ellina (1964), remarked, *"the problem of teaching effectiveness is so complex, that no one knows who the competent teacher is"*. Similarly, Max wingoo (1970) reported, *"no educational topic has engaged more attention from ancient times to the latest professional journal, unfortunately, despite all that has been spoken and written, we still are hard put to explain what good teaching really is"*

Objectives of this Study

1. To identify effective and ineffective teachers, on some teacher effectiveness criteria;
2. To study and compare the response of the two groups of teachers on Cattell's 16 PF Questionnaire

Methodology

A sample of 210 teachers was randomly drawn from 12 Government high schools of Anantnag District in Jammu and Kashmir. The study was delimited to only male teachers teaching 9th and 10th classes. The age range of teachers was between 28-35 years. Only such teachers were included in the study as had Bachelor's Degree, besides B.Ed. Further, only those teachers were considered who have been teaching the same subject in their respective schools for the last three years.

Tools

The tools for the study were:

- i) Headmaster's comment Check List (HCCL), prepared by the investigator;
- ii) Annual Examination results; and
- iii) Cattell's 16 P. F. Questionnaire (Adult Form).

Identification and Study of Effective and Ineffective Teachers

"There is no way to discover the characteristics which distinguish effective and ineffective teachers, unless one has made or is prepared to make a value judgement." (Robinson & Travers). Therefore, in the present investigation, Headmaster's

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evaluation evaluation for each teacher in a close from check list was one of the measures.

In order to support this process, the criteria of teacher effectiveness were also cross checked by Annual Examination results of the selected teachers by using Pearson's Product Moment Correlation. The two measures were weighted and a numerical score was obtained. In this way, numerical score was obtained. In this way out of 210 teachers, 48 effective and 48 ineffective teachers were identified on the basis of deviation from the average point (i.e. \pm S.D.). Those, who were 0.5 S.D. above the Mean on Headmasters evaluation were considered effective and those who were below 0.5 S.D. on the same evaluation were treated as ineffective. Cattell's 16 P.F. questionnaire was administered to the two groups of teachers, viz, effective and ineffective and the scoring was done according to the instructions given in the manual of the test.

Analysis

In the present study, the two groups of teachers were compared with reference to Headmasters evaluation and annual examination results. Besides, the raw scores obtained through 16 P.F. Questionnaire were converted into stens. An attempt was also made to find out significance of differences between effective and ineffective teachers. Hence, in the treatment of the data, Mean, S.D. and 't' value was computed.

Table 1: Significance of difference between Means of Annual Examination Results.

Group	N	Mean	S.D.	't' value
Effective	48	59.08	11.08	6.00*
Ineffective	48	45.48	11.04	

*Significant at 0.01

Table 1 reveals that there is a significant difference between effective and ineffective teachers in their examination results. The difference is significant at 0.01 levels. Hence, the difference favours the effective group.

Table 2: Significance of difference between effective and ineffective teachers on 16 factors of Cattell's Test.

Factors	Effective Group N= 48		Effective Group N= 48		't' value
	Mean	S.D.	Mean	S.D.	
A	5.63	1.11	4.48	1.62	4.11*
B	7.13	1.86	3.19	1.80	10.65*
C	6.34	2.36	5.00	2.21	2.85*
E	5.67	0.78	5.59	1.98	0.02
F	3.94	1.63	2.23	1.36	5.51*
G	7.38	1.59	4.05	1.58	10.28*
H	6.63	1.15	3.82	0.91	13.89*
I	6.-8	1.31	4.55	1.67	4.94

L	5.54	1.75	5.11	1.65	1.23
M	4.46	1.32	4.47	2.18	0.03
N	8.49	2.28	5.64	1.73	6.95*
O	4.46	1.87	5.13	1.54	1.91
Q1	5.27	1.72	5.18	1.83	0.25
Q2	5.65	1.53	4.88	1.61	2.40**
Q3	6.75	1.63	4.33	1.71	6.91*
Q4	3.72	1.41	5.21	1.68	4.66*

*Significant at 0.01 ** Significant at 0.05 level

The above Table reveals that, effective teachers had a significant superiority on the 16 P.F. Questionnaires as compared to ineffective teachers. These factors are outgoing behaviour (A); Intelligence and Brightness (B); Emotional Stability and Higher-ego-strength(C); Happy-go Lucky and Enthusiastic (F); Conscientious, Persistent and Moralistic (G); Venturesome, socially bold (H); Tender-minded and Sensitiveness (I); Polished and Social awareness (N); Self sufficient, resourcefulness and preferring own decisions (Q2) and Relaxedness (Q4).

However, in the same Table factors, like E, L, M and Q1 have been sigled out, where ‘t’ value is not significant and for the remaining 12 factors following conclusions have been deduced.

Conslusions

Outgoing behaviour, brightness, emotional stability, preference for own decisions, sensitive behaviour, relaxedness and resistance towards frustrating situations are essential factors which are associated with teacher effectiveness.

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