CHAPTER-I

INTRODUCTION

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INTRODUCTION

The influence of advancements in the field of Science and Technology on varied aspects of life has resulted in explosion of knowledge and resources. An application of a scientific approach to teaching and learning has made it possible to provide circumstances which enable the work of the teacher to become considerably effective. Though the educational system today is student-centered, yet the teacher has the central pivotal role in designing the learning system and in deciding the alternatives for effective communication.

The importance of education for the proper functioning of democracy and socio-economic advancement of the country has been emphasised time and again by various commissions set-up, to update the system of education especially after independence. The efficiency of any system depends upon the efficiency of the people dispensing it. The efficiency of the teacher vis-a-vis the system of education has come in for a lot of criticism in recent times. This has set the researchers in the field of teacher education to study the phenomena of teacher effectiveness.

To begin at the beginning who is an effective teacher ? What are the characteristic of a competent teacher ? The scholars in the field of education have not yet, arrived at a single, agreed upon definition of teacher effectiveness, or characteristic of an effective teacher, although it has been

recognized that there are "more effective teachers" and "less effective teachers". It may be said that teacher is effective to that extent he/she act in ways that are conducive to the development of basic skills and understanding, work habits, desirable attitudes, value judgements and adequate personal adjustment of students (Ryan, 1969). But even this operational definition is too general to be translated into actual teacher behaviours.

Ambiguities and disagreements with respect to teacher effectiveness like other intangible entities should be expected and understood because competent teaching is a relative matter. Ryans (1953), considers two major sets of conditions for the concept of competent teacher. They are (1) the social and cultural group in which the teacher operates, involving social values which differ from person to person, community to community, culture to culture and time to time, (2) the grade level and subject taught.

Barretal (1953) regarded teacher effectiveness as "essentially a relationship between teachers, pupil and other persons concerned with the educational understanding, all affected by limiting and facilitating aspects of the immediate situation."

Effective communication would require teachers to express the ideas clearly. There must exist a teaching tone

of mutuality involving a sharing of experiences which the teacher and his students must commonly undertake together. Good communication is essentially, good teaching and good teaching, requires a sympathetic sharing and a clear expression and explanation of ideas for achieving specific out-comes. Teachers help students to learn information, acquire values and develop attitudes. In the process students also learn how to learn.

It is easy to describe what good teaching is not, than what good teaching is. Teachers of the so called subject-matter feel that to teach means to try and impart information that is classified and systematised into study units in a text-book or syllabus.

Good teachers are effective communicators. What then are the personality traits or characteristics peculiar to these effective communicators ? As educators it is essential to know something about the personality of teachers and their personality traits.

Personality is more than just a collection of statistical characteristics. Personality is dynamic; it leads to behaviour, especially to consistencies in behaviour. A theme runs through an individuals behaviour; day after day he acts in consistent ways that can best be understood by inferring an organisation of characteristics namely personality, that guides his behaviour.

The raw data are there; Sudhir acts agressively in many situations, Vijay seeks power over others, while Salim withdraws from challenging situation. How do we infer about the personalities of these three students from the raw material ? In order to describe the personality of an individual we must consider all of the persons characteristics, his abilities, his emotional and social traits, his interests and attitudes.

We may, therefore, define personality as 'the dynamic organisation within an individual of those psycho-physical systems that determine his characteristics behaviour and thought'. - Allport, (1961).

Some aspects of personality are rather evident, for instance friendliness, sociability, calmness, vigour etc., psychologists often refer to such clearly evident aspects as surface traits.

These traits are measured with such devices as rating scales and inventories which we shall describe in a later section. There are also such factors as fears, anxieties, desires and aspirations which may not be seen superficially, the individual may reveal them. Personality also includes what we might call 'inter-being', the way a person see's himself. This is also called self-concept or self-image. The way we view ourselves has a great deal to do with our behaviour; behaviour is only the outward appearance of self-concept.

If we see ourselves as law abiding citizens, we will most of
the time, act that way. If we see ourselves as worth while
productive people, we will act confident about our abilities.
If, on the other hand, we see ourselves as uncertain and lack-
ing confidence, we will demostrate those feelings in our
behaviour. Self-concept can be either positive or negative.

Either way, it is pretty well formed, although not
permanently fixed, by the time a youngster enters school. It
is formed through the child's interaction with others and
through attempts, successful or otherwise, to master the
environment. When attempts are successful and rewarded by the
approval of others, self-image is enhanced. When others do
not approve or when attempts are met by repeated failure,
positive self-image is threatened. No single event is crucial;
self concept depends on a complex interaction of events and
responses over a period of time.

Self-concept is expressed through the specifics of
behaviour that we call traits or habit. Do we approach an
unfamiliar situation with caution ? or with confidence ? Do
we usually take a leading role in a group ? or do we wait for
some one else to set the pace ? In most people there is a
mixture of traits, a combination of ingredients. We take the
lead in some situations, wait to be led in others, we cooperate
well with certain people, compete with others, we are indepen-
dent at times, need comforting at other times. When the person

is studied in a real situation or is interviewed, these are
known as depth factors. We require a holistic approach for
studying these aspects.

The Trait Theory :-

A trait is a stable quality of behaviour. It is a
quality of behaviour and not a physical percularity. A squint
in the eye is not a trait, further a trait is a quality which
is consistently seen in an individual's behaviour over a long
period of time, Cheerfulness is a trait; a cheerful man is
consistently cheerful over a long period of time in varied
situations. A trait may therefore be defined as a particular
quality of behaviour which characterises the individual in a
wide range of his activities and is fairly consistent over a
period of time.

Describing personality in terms of traits is better than
describing it in terms of types. This approach to study perso-
nality is analytic and some what piecemeal. It goes upon the
assumption that personality is a consellation of traits and
that the traits may be measured separately. A problem arises,
How many different traits are discernible ? About 18,000
adjectives are used in the English language, to describe how
people act, think, perceive, feel and behave. The dictionary
also contains about 4,000 words that might be accepted as
traits such as humility, sociability, honesty, for the rightness

etc. Many of these words are synonyms, psychologists have made a statistical analysis of a large variety of personality tests in an effort to determine fundamental or primary traits. The twelve primary traits have been isolated after considerable research with tests, questionnaires and rating scale data. Each of these traits describes the dimensions of personality such as amiable and hostile, intelligent and stupid, dominant and submissive, sensitive and hard boiled and so on. The two words denote the two ends of the personality dimension.

According to the Trait theory you can describe a personality by its position on a number of scales or dimensions each of which is a trait, these scales will give you a person's position on different traits. If Rahul rates high on the ascendance submission scale; the sociability scale and the vigour slackness scale, Rahul would be considered as a frank, outgoing and sociable person. We can thus get a trait profile or a psychograph which indicates the place of the individual on the various dimensions of personality.

Teachers Effectiveness and It's Determinants :

Good teaching depends on the attitude and the skill of a teacher. The teacher who has faith in democracy, who believes that children by nature are good, who has confidence in the reasonableness of the youngsters and who is full of hope for the future of mankind, will teach in a completely different way

than a teacher who staunchly believes in a particular faith, who believes that mankind is born out of sin and also is determined to keep them under strict discipline.

The first kind of teacher is considered a good teacher and is liked by her pupils, but can she be called an effective teacher ? How can we determine teaching effectiveness ? What are the parameters of effective teaching ?

Examination results is one tool with which teaching effectiveness is determined. There was a time when teachers were thrown out of job for producing poor results. But now educationists have realised that examination is not a very reliable tool even to assess the pupils' performance, leave alone the assessment of teacher's efforts or effectiveness of her teaching. Another parameter can be the supervisor's or administrator's opinions about the teacher's effectiveness. This again is not very reliable as opinions are much biased more often than not, popularity among the pupils can be considered one of the determinants of effectiveness. Since mutual affection has a good effect on the learning out-comes, knowledge, training, participation in school activities, personality and many other factors are the determinants of effectiveness.

A number of studies have been carried out to study teacher

effectiveness. Inspite of this, we still have trouble spelling
out exactly what it is that separates a good teacher from a bad
one. Biddle and Ellena in their book 'Temporary Research on
Teacher Effectiveness' have stated that the problem of teacher
effectiveness is so complex that no one today knows what a
competent teacher is. However, this is not entirely true.
Qualities of an effective teacher are not that elusive. Though
one cannot say that there is only one best kind of teacher or
one best teaching method, still we can suggest that there are
many best kinds of teachers and teaching methods. Though it is
certain that good teachers are not all alike, it is true that
they share certain characteristics in common.

We all agree that teachers are vital to education, and many
more teachers are needed in higher education who are more capable
as individuals, who take greater responsibility for identifying
and filling new roles, and who work together in organisations at
the local, state and national levels to secure better educational
opportunities for all individuals.

The teacher is the most powerful person in the classroom,
psychologically speaking, this ability to reward and punish
is usually greater than that of any individual in the room, he
sets the place, he takes the initiative, or rather, the
initiative is his, if he wants to take it. The teacher's

power is such that even when he does nothing, he does something to the class. He even has no effect on the class when he is not present. (Tanner and Lindoren, 1971).

Students continually react to the attitudes, values, and personalities of their teachers. Imitation is a common method of learning. Teachers are powerful models to their students in colleges and universities and those "who are rewarding, prestigeful, or competent, who possess high status, and who have control over rewarding resources are more readily imitated than are models who lack these qualities". (Bandura & Walters, 1963).

The important aspect of learning through imitation is that behaviour can be acquired simply through observation, the student does not have to practice the behaviour, nor does it have to be formally presented. Students constantly pick-up subtle expressions, gestures, and attitudes about classroom procedures from their teachers without the teacher's referring to the behaviour. Modelling can occur at any time, so students will learn both positive and negative behaviour from their teachers. If students perceive discrepancies between what the teacher preaches and practices, they will ignore the sermon and follow the practice. For example, a teacher who emphasizes the importance of reading a book and taking notes, but never puts this in practice, will not be able to develop reading and notes-taking habits in his students.

Teachers general instructional competencies also has a considerable influence on student learning. For example, teachers timing of questions and the sequence in which these questions are posed cause flow in level of students thinking (Taba, 1966). Many teachers do not realize the extent to which their influence on student's classroom behaviour carries over into other areas of learning. Teacher's leadership behaviour considerably affects the quality of student-peer interaction and classroom climate.

Dominating or hostile teachers affects students adversely and nonpunitive (integrative) teachers aid the social adjustment of their students. The earmarks of dominative behaviour are the use of force, shame, and rigid insistence on conformity. Integrative behaviour is examplified by approval, urging student participation in class interest in student's activities, and sympathy and understanding.

The negative teacher spark more spontaneity in their students, which lead to greater classroom participation, where as the dominative teachers generate either a conforming, submissive learner or rebellious, nonworking students, (Anderson 1939). No doubt, teachers strongly influence class-room environment (Trickett & Moss, 1973).

Three kinds of leadership styles can be noted even among

the teachers authoritarian, democratic and laissez-faire. The leader of the authoritarian group state the objectives of the programme and direct all the activities of the group. The democratic leader encourages group decision-making, suggest possible alternatives in procedures, and encourage the students to work on tasks with patterns. The laissez-faire leader offer no direction and do not interact with the students in making decisions or setting goals. Students in the authoritation group are more dependent on the leader, are more attention demanding, and fail to initiate group activity, especially when the leader is out of the room. In the group led by the democratic leaders, there are more related conversations, more friendly behaviour, and the activity level is fairly stable whether the leader is present or absent. The quality of work is highest in this group. In the laissez-faire group, more questions, confusion, and discontent abound.

Having studied at length the essential contribution of personality and personality traits to the teacher's effectiveness, it was necessary to identify the personality traits of effective teachers, so that these could be developed in the prospective teachers. However, considering Education (teaching) as a profession like Law, Engineering and Medicine it was necessary to find out if the personality traits of effective teachers differed in any way in these four professions. By comparing the

four professions medicine, engineering, law and education an insight into the teachers of the other professions will be unfolded. Therefore, the researcher has undertaken the present study.

STATEMENT OF THE PROBLEM :

" A STUDY OF THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND EFFECTIVE COMMUNICATION OF TEACHERS FROM THE PROFESSIONAL COURSES."

DEFINITION OF THE TERMS :

The following terms have been operationally defined.

PERSONALITY TRAITS :

Refers to the measurement of sixteen functionally independent, psychologically meaningful dimensions, features or characteristics of the individuals personality, which will be measured with the 16 P.F. Test.

EFFECTIVE COMMUNICATION :

Refer to the two following aspects -

1. The teachers expression of the idea clearly.
2. The teacher and his students undertaking the teaching learning experience in common.

TEACHER :

Refer to those individuals teaching in the education engineering, law and medical professional colleges.

PROFESSIONAL COURSES :

Refer's in this study only to those courses teaching the practice of education, engineering, law and medicine.

OBJECTIVES :

The following are the objectives of this study :

1) To categorise teachers from education, engineering, law and medicine professional courses, according to their effectiveness in communication.

2) To find out if the teachers categorised on the effective teacher communicator measures can also be differentiated on the basis of their 16 P.F. score profile.

3) To compare the personality traits of effective teacher communicators of the four professional courses.

HYPOTHESES :

H1 - There is no significant difference between the mean score of effective and non-effective teachers of Education faculty.

H2 - There is no significant difference between the mean score of effective and non-effective teachers of Engineering faculty.

H3 - There is no significant difference between the mean score of effective and non-effective teachers of Law faculty.

H4 - There is no significant difference between the mean score of effective and non-effective teachers of Medicine faculty.

H5 - There is no significant difference between the mean score of effective teachers of Education and the effective teachers of Engineering, Law and Medicine.

H6 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'A'.

H7 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'B'.

H8 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'C'.

H9 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'E'.

H10 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'F'.

H11 - There is no significant difference between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'G'.

H12 - There is no significant differense between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'H'.

H13 - There is no significant difference between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'I'.

H14 - There is no significant difference between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'L'.

H15 - There is no significant difference between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'M'.

H16 - There is no significant difference between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'N'.

H17 - There is no significant difference between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'O'.

H18 - There is no significant difference between the mean scores
of effective and non-effective teacher communicators of the
four selected professions on factor 'Q1'.

H19 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'Q2'.

H20 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'Q3'.

H21 - There is no significant difference between the mean scores of effective and non-effective teacher communicators of the four selected professions on factor 'Q4'.

LIMITATIONS OF THE STUDY :

The study will be limited to -

1) The teachers from the Education, Engineering, Law and Medical professional colleges affiliated to Shivaji University, Kolhapur in Kolhapur City only.

2) Effective communication is limited to the students perception of their teachers teaching and teachers communication only.

3) The study is limited to students from all the four years of all the four courses.

4) The 16 P.F. Cattell's questionnaire only was used to score the teachers personality profiles.

ABOUT THIS DISSERTATION :

Chapter-I : Introduction

        This chapter elaborates the need, statement of problem, objectives, hypotheses and limitations of the problem.

Chapter-II : Review of the Related Literature

        Reviews of the related literature about format, teacher effectiveness and personality factors are included in this Chapter.

Chapter-III : Plan and Procedure

        This Chapter includes the information about method of research, tools, sample, collection of data and method of analysis.

Chapter-IV : Analysis & Interpretation of Data.

        This chapter analyses the collected data. Data collected from Student's and Teachers of the four professional courses of Shivaji University, Kolhapur.

Chapter-V : Summary, Conclusions and Implication.

        In this chapter the findings of the study are elaborated. The summary of the work done and implications of the study have also been discussed.

        In the field of education, as in other fields too, the

research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to take up a problem for research. The following chapter reviews the related studies in the area under study.