

**PERSONALITY ASSESSMENT OF EFFECTIVE AND INEFFECTIVE TEACHERS IN  
THE HIGHER EDUCATION INSTITUTIONS**

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**ABSTRACT**

Teacher effectiveness is defined as the teacher's efficiency and production at their peak. It is the ability of a teacher to match learning activities to the learner's growth process and current and immediate interests and needs. Professionalism requires instructors to be original in their approach, adaptable in their approach, and continually updated on current advances in their particular subject areas. At the same time, they should be able to appreciate human potentials, recognise the needs of learners, and enrich the learning environment. The study's goal is to analyse association between male and female instructors' personality factors and teaching efficacy. Because a teacher interacts with one or more students to create change in those pupils, teacher personality is vital in boosting class effectiveness and developing student personality. In this context, the paper evaluates the multidimensional personality of teachers to understand the relation between teaching effectiveness and personality dimensions, and particularly the differences among the male and female teachers.

**Keywords**

Higher Education, Teaching effectiveness, personality dimensions, MAP test

**1. INTRODUCTION**

Education predates humanity. Education has been credited with cultivating a civilised culture since the start of civilisation. Educating folks promotes a responsible and thoughtful community. If the teacher is effective, the pupil learns effectively. Teacher effectiveness is defined as the teacher's efficiency and production at their peak. It is the ability of a teacher to match learning activities to the learner's growth process and current and immediate interests and needs. We expect students to offer their own drive, discipline, and cognitive development in higher education. Creating a situation in which students' desire and capacity to learn can work most successfully is a key and hard task for teachers at this level. Each person has distinct personality traits that influence both how they interact with people and how they respond to them. Dimensions of personality are a grouping of specific features that assist explain an individual's distinctness from others. The personality traits of a teacher are thought to be quite important in determining their efficacy. It is true that effective teachers help

students and organisations thrive. Along with personality, behaviour pattern can be used to assess a teacher's performance.

## **2. Personality and Effectiveness**

Incorporating good teaching approaches with interesting learning environments requires a teacher's personality. Murray (1972) noted that "Personality influences teacher behaviour in numerous ways, such as student engagement, method selection, and learning experiences." In terms of professional success and effectiveness, the teacher's personality immediately influences his/her pupils' attitudes, viewpoints, and behaviour. According to Mutha (1980), effective instructors have certain attitudes and personalities that make them effective. Effective teachers outperform ineffective teachers, demonstrating aptitude as a strong determinant of effective instruction. The study's goal was to analyse male and female instructors' depression, temperament, adjustment, and competency, as well as the association between personality factors and teaching efficacy. Because a teacher interacts with one or more students to create change in those pupils, teacher personality is vital in boosting class effectiveness and developing student personality. Professionalism requires instructors to be original in their approach, adaptable in their approach, and continually updated on current advances in their particular subject areas. At the same time, they should be able to appreciate human potentials, recognise the needs of learners, and enrich the learning environment. In essence, the success of educational and teaching-learning processes is dependent on the quality, competence, performance, and character of teachers. Thus, in this study, the teacher's personality is evaluated for efficacy.

## **3. Framework and methods**

For the purpose of this study, the researcher employed a basic random sampling technique to select colleges from among all types of higher education institutions, which he described in detail below. In order to achieve the goal of the current study, the researcher picked 200 effective teachers (100 males and 100 females) and 186 incompetent teachers (98 males and 88 females) from a pool of 186.

### **3.1 Scale Used - Multi- Dimensional Assessment of Personality (MAP)**

The present study used Sanjay Vohra's Multi-Dimensional Personality Assessment (MAP). This MAP exam is an objective personality test. This test has four different forms: form A (for adults), form B (for teenagers), form C (for youngsters), and form P (for primary school). To identify specific qualities of effective and unsuccessful teachers, Form-A was employed here.

An adult personality test, the MAP-A examines 20 factors such as adaptability and achievement motivation. Table 1 describes the characteristics of high scorers.

**Table 1: High score description of MAP Form- A Dimensions**

<b>Dimensions</b>	<b>High scoring description</b>
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1	Adaptability	Accommodating, accept and adjusts to situations easily
2	Achievement	Ambitious, overtly interested in career, and realistic
3	Boldness	Socially bold, adventurous, responsible and friendly.
4	Competition	Independent minded, stern and assertive.
5	Enthusiasm	Cheerful, talkative, expressive and candid
6	General Ability	Intelligent, high abstract thinking, sensitive to details.
7	Guilt Proneness	Escapist, shrinking responsibility insured and depressed.
8	Imagination	Self-absorbed impractical, untraditional ideas.
9	Innovation	Experimental thinking, liberal ideas and analyses concepts
10	Leadership	Controls, directs, initiates actions for a group, achieve goals.
11	Maturity	Realistic, about life, and emotionally stable.
12	Mental Health	Zestful, well adjusted, has a positive state of mind.
13	Morality	High sense of duty, attentive to people, emotionally disciplined
14	Self-Control	High self-image, socially conscious, strong will power.
15	Sensitivity	Over protected, dependent, impatient & attention seeking
16	Shrewdness	Collating, immaculate, and socially alert.
17	Self Sufficiency	Independent, manipulating, enterprising
18	Suspiciousness	Living on frustration, skeptical, jealous and irritable.
19	Social Warmth	Outgoing, participative, good natured and warm hearted.
20	Tension	Excited, tense, anxious and frustrated

### *Standardization of the Test*

This test is based on over 3000 protocols tested at over 15 locations around the country. The sample includes healthy adults and professionals such as doctors, administrators, researchers, and instructors. In total, there are 147 items on the MAP Form-A, covering 20 personality dimensions. The test items were chosen from a pool of 2000 questions examined and refined in programmatic personality investigations. Each item on the questionnaire has three possible answers. Generally, (c) is a "uncertain" or "slightly" category. The instrument advises the subject to use this category only when (A) and (B) are not suitable.

### *Scoring*

The scoring procedure in MAP Form -A is quite objective and simple. For each dimension 7 items are given. Each answer scores 2, 0. After completing the questionnaire scores have been added vertically for each dimension and for further calculation those raw scores converted into sten scores.

*Design of norm table: Converting raw scores to stens*

To fulfill the purpose of the study, obtained raw scores have been converted into 'sten' scores. The term 'Sten' comes from "standard ten". The sten score is distributed over ten equal intervals of standard scores point from 1 to 10, with the population average, or mean fixed at sten 5.5. In the present test, the sten of 4-7, indicates average scores. Sten 8-10 indicates high and externally high scores and sten of 1-3 indicates low and extremely low scores.

*Reliability:* The reliability of MAP Form A was calculated as Split half method and Test-retest method. The Test-retest reliability coefficient with oneweek interval was found .69 to .72 and the Split half reliability coefficient was found 0.72 to 0.76 which indicated that the test is quite reliable.

*Validity:* Factorial validity has been established for MAP Form -A because it was conceived primarily as a device to measure 20 independent personality dimensions that resulted from a set of items administered on normal adults, occupational groups and clinical groups. The factor analysis verified the existence and structure of these 20 independent personality dimensions. The Factorial validity of these personality dimensions were found from 0.74 to 0.86.

Null Hypothesis- There is no significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.

Alternative Hypothesis- There is significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.

#### **4. Data analysis**

Correlation (product moment technique) was used to evaluate the hypothesis. To test this hypothesis, twenty sub-hypotheses were generated for each personality dimension. Adaptability, accomplishment motivation, boldness, enthusiasm, general ability, innovation, leadership, maturity, mental health, self-control, self-sufficiency, and social warmth were found to be positively connected to teacher effectiveness. Competition, guilt proneness, inventiveness, suspiciousness, and stress have been demonstrated to be negatively associated to teacher effectiveness. Only three personality traits, morality, sensitivity, and shrewdness, were found to be unrelated to teacher effectiveness.

Adaptability, accomplishment motivation, boldness, enthusiasm, general ability, innovation, leadership, maturity, mental health, self-control, self-sufficiency, and social warmth were found to be positively connected to teacher effectiveness. Teacher effectiveness is negatively related to personality traits such as competition, guilt proneness, sensitivity, suspiciousness, and tension. Among male effective and ineffective instructors, just three personality traits, inventiveness,

morality, and shrewdness, had no significant link with teacher effectiveness. A positive relationship was found between teacher effectiveness and personality dimensions like adaptability and achievement motivation, while negative relationships were found between teacher effectiveness and personality dimensions like competition, imagination, shrewdness, suspiciousness, and tension. Among male effective and ineffective teachers, just two personality traits, guilt proneness and sensitivity, had no significant link with teacher effectiveness.

## **5 Discussion and Implications of the study**

While intellectual ability and topic knowledge are crucial, there are other factors that predict future teacher effectiveness, such as personality, behaviour, emotional intelligence, and stress management abilities. As seen above, personality traits, behavioural patterns, emotional intelligence, and stress management have a substantial association with teacher effectiveness. The size and direction of this link or relationship varies from variable to variable. The study found that teacher effectiveness is linked to adaptability, accomplishment motivation, boldness, enthusiasm, general ability, innovation, leadership, maturity, mental health, self control, self reliance, and social warmth. There is a negative association between teacher effectiveness and rivalry, guilt proneness, imagination, suspiciousness, and tension whereas there is no relationship between teacher effectiveness and morality, sensitivity, and shrewdness.

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