

BEHAVIOUR PATTERNS OF COLLEGE TEACHERS – A STUDY ON EFFECTIVE AND INEFFECTIVE TEACHERS

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ABSTRACT

It is a known fact that, education will never be complete and never be achieved its purpose without its facilitators, the teachers. As, the nature of higher education turn in to be more multifaceted than before. Therefore, the teacher needed many professional and personal characteristics to be proven himself/herself as an effective teacher in this level. Basically, behaviour pattern is the classification of people into type A and type B groups using their behavioural characteristics. Type A is a behaviour pattern characterized by a sense of time urgency, a desire to achieve more in less time, a high need for achievement, insecurity and general hostility (e.g. aggressiveness). On the other hand, type 'B' behaviour pattern is characterized by nonaggressiveness, confidence, being easy going and less competitiveness. The aim of the study is to investigate the job performance of the Type A and Type B male and female persons. In this backdrop the present study examined the behavioral patterns of the teachers by using Type A/B personality assessment scale.

Keywords

College teachers, personality, behavioral patterns, teaching effectiveness, Type A/B personality,

1. INTRODUCTION

Education is vital for a country's spiritual, professional, and economic development. Educator (teacher), Educated (student), and Content (content) are three interwoven aspects involved in education (subject-matter). Among these, teachers are the most favoured. They are accountable for acculturating the role of education through transmitting knowledge, skills, and values. Education will never be complete or achieve its mission without its facilitators, instructors. Higher education is becoming more complex. To be an effective teacher at this level, a teacher needed several professional and personal qualities. The instructor plans the change in knowledge, skill, or affective state. Thus, a teacher's personality influences the conditions for effective instruction.

2. Behavioral Patterns and Teaching Effectiveness

Human behaviour substantially influences work performance. A behaviour pattern is a series of overt behaviours - an individual manner of approaching a circumstance. It is the categorising of people

into type A and B groups based on their behaviour. Type A is characterised by a sense of urgency, a drive to achieve more in less time, insecurity, and general antagonism (e.g. aggressiveness). Type B behaviour is characterised by non-aggressiveness, confidence, laid-backness, and less competitiveness. A teacher's type A/B behavioural qualities are of major concern in his/her relationship with pupils and in the approaches and procedures he or she utilises in instructions for desired changes in an educational context. Thus, instructors' behaviour affects both their efficacy and student outcomes.

Label (1987) examine Type A and forceful behaviour. In both negative and positive situations, Type A participants' assertiveness was compared to Type B subjects'. The study found that Type A respondents were more forceful in both positive and negative situations than Type B subjects. Rao (1987) examined effective science instructors' subject processing, interaction, and teaching skills behaviours. She researched gender differences, behaviour, and job performance. To investigate the employment performance of Type A and Type B male and female employees.

In this context, the present study assessed instructors' behaviour using the Type A/B personality scale.

3. Methods

In the present study the researcher used simple random sampling technique to collect data from 386 college teachers. The researcher observed teacher effectiveness among the teachers of selected higher institutions by using K.T.E.S. (Kulsum Teacher Effectiveness Scale) and The Type A/B Behavioural Pattern Scale was used to determine the behavioral patterns.

3.1 Scale Used - Type A/B Behaviour Patterns Scale

The Type A/B Behavioural Pattern Scale developed by Upinder Dhar and Manisha Jain was used to assess instructors' Type A/B behaviour. This scale was created to assess Type A/B behaviour in India. This five-point scale comprises two components, Form A and Form B, to measure different types of behaviour. The Type A personality trait measure tenseness, impatience, restlessness, achievement oriented, dominance, and workaholism. Form B comprises 16 items and measures co-placement, easygoing, non-assertive, relaxed, and patient.

Norms

The norms of the scale can be considered as reference which paints for interpreting the Type A and Type B behaviour patterns. Individual with very high score on form A may be considered a Type A person and individuals who scored high on form B may be considered as the individuals with Type B behaviour pattern. In Table 1, the description of norms has been given.

Table 1: Norms for interpretation of Row score of 'Type A/B' behaviour patterns

	FORM-A	FORM-B
Mean	53.05	51.47
Standard deviation	6.70	6.22
Normal range	46.60	46-58
High	614 above	59 & above
Low	45 & below	45 & below

Scoring: It is a self-administering five-point scale. Each statement score 5 for strongly agree, 4 for agree, 3 for uncertain, 2 for disagree and 1 for strongly disagree. The highest score for form A- is 85 and for form B- is 80.

Reliability: The odd even reliability of both the forms of the scale was determined by calculating reliability coefficient, corrected for full length for a sample of 200 subjects. The reliability coefficient of form A and form B were found to be 0.54.

Validity: As all items in the scale are concerned with the personality types, the scale has been high content validity, beside face validity. The reliability index was calculated to find out the validity from the coefficient or reliability and it was found to be .73 for both forms separately.

Null Hypothesis-(H₀₁)- There is no significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers working in higher education institutions.

Alternative Hypothesis-(H₁)- There is significant relationship between teacher effectiveness and behaviour patterns of the effective and ineffective teachers working in higher education institutions.

4. Data analysis

To test this hypothesis two subsidiary hypotheses have been created for each behaviour patterns.

H_{1.1}- There is significant relationship between teacher effectiveness and behaviour pattern 'Type A' of the effective and ineffective teachers working in higher education institutions.

H_{01.1}- There is no significant relationship between teacher effectiveness and behaviour pattern 'Type A' of the effective and ineffective teachers working in higher education institutions.

H_{1.1}- There is significant relationship between teacher effectiveness and behaviour pattern 'Type A' of the effective and ineffective teachers working in higher education institutions.

H_{01.1}- There is no significant relationship between teacher effectiveness and behaviour pattern 'Type A' of the effective and ineffective teachers working in higher education institutions.

Table 2: Value of 'r' and significance of 'r' between teacher effectiveness and behaviour pattern 'type A' of the effective and ineffective teachers

Type A/B	Group	N	Value of 'r'	Significance of 'r'	Result
Type A	Effective teachers	200	-0.26367	3.84	Significant**
	Ineffective teachers	186	-0.33562	4.83	Significant**
Type B	Effective teachers	200	0.36913	5.58	Significant**
	Ineffective teachers	186	0.42364	6.34	Significant**

After the analysis of the two subsidiary hypothesis belongs to research hypothesis (H1) and null hypothesis (H01), it was found that teacher effectiveness has significant but low negative relationship with behaviour pattern 'Type A' while low but seem to be moderate positive significant relationship was found between teacher effectiveness and behaviour pattern 'Type B' of effective and ineffective teachers.

5 Discussion and Implications of the study

The present study demonstrated a substantial but low negative connection between teacher effectiveness and type A behaviour. Thus, based on outcomes, it is difficult to forecast that type A behaviour is a problem among teachers. Type A personality traits include intense competitiveness, strong stress reactivity, aggressiveness and aggression, a sense of temporal urgency, and impatience. Psychologists say that people with Type A personalities tend to be impatient, try to plan more and more in less time, and lack sympathy for their coworkers, which makes them unfriendly and competitive. These traits in teachers may cause overwork, competition with themselves and others, and frustration at work owing to high, often unattainable standards. It is true that a teacher's Type A personality can irritate colleagues and students, thus reducing their efficacy. The results of this study resemble those of Brief et al. (1983), but differ from those of Keinan and Koren (2002), who argued that Type A people were consistently more productive than Type B people, and Yahaya (1998), who found no significant difference between Type A and Type B people in terms of job performance.

In contrast, teacher effectiveness seems to be strongly associated with Type B behaviour patterns. Easy going, no confrontation with people and time, adjust and acceptance of events as they are, less prone to time pressure, and relaxed temperament show decent favourable association with teacher effectiveness. Teachers with Type B personality tend to be less worried, work consistently, enjoy success but are not stressed when failure occurs. When challenged, they either love the game or back down. This study's conclusions contradict those of Helmreich and Spence (1978) and Mathews, Helmreich, Beanie, and Lucker (1980), who showed that Type A individuals earned

greater benefits from work than Type B adults due to superior job performance.

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