



An Evaluative Study On Personality Profiles And Motivational Skills Of Secondary School Teachers In Kashmir Division

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ABSTRACT

This study examined the personality profiles of effective and less effective secondary school teachers in Kashmir valley. The sample of the study consisted of 800 secondary school teachers which were collected by random sampling. Attitude towards teaching scale developed by using S.P. Alullwalia's was used. The results of the study revealed that the effective secondary school teachers have favorable attitude towards teaching as compared to less effective secondary school teachers. The results also revealed that effective teachers are more competent to their job and also show positive attitude and are more cooperative to the students and heads of institutions. During the study it was found that the effective teachers possess good personality characteristics like punctuality, softness and lovable to students. The efficiency of an educational system depends largely on the efficiency of its teachers. The quality of education imparted to children depends to a large extent on the quality of teachers, building, equipment, curricula, books and teaching methods are no doubt important. But no other aspect of education is so vital and significant as the men and women who actually teach. It is they who can make proper use of all the above said factors who can give meaning and life to the curriculum, who can make the books interesting or dull and who can make teaching methods inspiring or soul killing.

Keywords: : *Personality profile, Punctuality, Attitude towards teaching, Effective and less effective teachers*



INTRODUCTION

Education in the largest sense is an act or an experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another of society. Education in real sense is to humanize humanity and to make life progressive cultured and civilized. It is very important for the progress of the individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward (UNESCO, 1998). Today, education is considered to develop a child for future. The aim attached to it is that it helps in the growth and development of the child at each stage of his life. The child is also considered to be an active participant in the process of education. For this process, the role of a teacher is also very important and the aim of education cannot be achieved without the specific role of a teacher. Two more specific points have also been considered very important by the educational psychologists and these are curriculum and teaching methods making the structure of education four-point oriented base. Out of these four standing points, one point of a teacher is very important with a view that teacher is providing facts and generalization in his task of helping the child to develop the harmonious personality. The harmonious development of a child provides main source of development of a nation. Thus teacher develops proper attitudes by selecting and organizing the subject matter with the children's mental makeup.

In modern education atmosphere the teacher is selected on the basis of his academic achievement neglecting other very important abilities concerning psychological atmosphere in a teacher. A teacher cannot fulfill his harmonious personality developmental aims unless he/she is considered for his interests, aptitudes, attitudes and other personality factors needed to be considered for a full-fledged teacher in his class. Unless we consider and don't give due importance to his other psychological factors, he will play his roles partially. For example, a teacher who is emotionally disturbed and don't possesses aptitude for teaching, his behavior with his students will not be sympathetic which is a key point in achieving the psychological, mental and spiritual development of a child.



Considering above psycho-educational points, we summarize that a teacher must have five genuine abilities as below:

- a) A teacher must have full knowledge of his subject.
- b) A teacher must have attitude of equality for all.
- c) A teacher must be attentive.
- d) A teacher must have emotional balance.
- e) A teacher must have an attitude of sympathetic consideration and disburse the educational treasure to all he belongs. Teaching is a noble profession. It is different from any other profession and it is based on the permanent human relationship. Therefore, if we think a quality teacher, he / she must possess certain personality characteristics or a typical personality profile as per the alphabets of TEACHER.

Treasure of rich knowledge

Exemplary personality

Adaptability in life situations

Committed professionally

Having self-confidence and self-esteem

Emotionally competent and smart teacher

Responsible and honest approach in life.

1. Treasure of Rich Knowledge

Teacher must make him up-to-date, read widely from books, magazines, newspapers and journals attend workshops, seminars and conferences and watch various programmes of T.V., must know latest techniques of teaching and contents which he is teaching to students so he must be well knowledgeable.

2. Exemplary Model

Teacher should present an exemplary or role model or idealistic individual before his students. He must be punctual, sincere, regular, disciplined, studious and adopted eternal life values and work culture in his temperament so he may present an example before the students. Teacher should be well dressed, his body language and expressions should symbolize as a model to his students. Teachers by their

conduct should be an example to the students and good habits are produced only by a wise self-restraint person.

3. Adaptability in Life Situations

Life is fast changing and dynamic, so teacher must develop the sense of adaptability in him as well as in his students to make the adjustment in all spheres of life. He must tell how we must the challenges, problems and shortcomings and how they must be overcome.

4. Committed Professionally

Teacher should be professionally committed only then he will have the respectable place in the society. Throughout the history of civilization, it is the teacher only who was able to transmit the intellectual traditions and the technical skills from one generation to another and to keep the burning lamp of civilization. Teaching profession should not reduced to a trade or earning huge amount of money but it is based on human relationship and teacher must be highly committed to build a good person.

5. Having Self-Confidence And Self-Esteem

Whatever knowledge which he intends to deliver to the learner, he must study thoroughly, avoiding all confusions and have the commendable control on the subject which he is going to teach. This will create self-confidence in him and also build self-esteem. He will be ready to answer all the doubts and questions raised by learners.

6. Emotionally Competent and Smart Teacher

Teacher must be emotionally balanced, mature, competent and sharp so he may understand the feelings of learners. This emotional attachment would create a congenial atmosphere amongst the students and they would feel free to have his problems before the teachers. This also creates the sense of trustworthiness where teacher and learner both may have a good interrelationship. Teacher should give the sufficient attention to his pupils and love of the pupils is the first essential quality of a successful teacher.



7. Responsible and Honest Approach in Life

Teacher must have the positive outlook only then he can show the optimistic path and ways to precede the learner. His entire behavior should be based on honest thinking, whatever responsibility or duty is assigned to him, whatever evaluation responsibility is assigned to him, he must be very sincere and honest in his approach. He should feel his varied responsibilities and fulfill them honestly. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object person or group of people, institutions or events. Attitude can be positive (values) or negative (prejudice). Attitude has been defined in many different ways over the years. Attitude of the teacher has an impact on the behavior of the student in the class room as well. The teacher spends most of the school day in the close association with his students and as a result of this; his basic attitudes and actions, his tastes and mannerism have great influence on the students. The teachers create the emotional climate in the class room just by being friendly calm or nervous. This directly affects the children because children learn attitudes and behavior mostly by example. The effectiveness of education depends upon quality of teachers working in an institution. The quality of teachers in turn depends upon the quality of training received by them in different training institutions. The teacher spends most of the school day in close associations with his students and as a result of this ,his basic attitudes and actions , his tastes and mannerism have great influence on the students , the teacher creates the emotional climate in the class room just by being friendly , calm and nervous. This directly affects the children because children learn attitudes and behavior mostly by examples , emotion ,tension ,For example , is contagious ; a teacher who is fear full and generally hostile can induce fear ,worry, and insecurity in his students .The effectiveness of teacher mainly depends upon the character ,ability and his attitude towards his profession teaching . It is true that the attitude of a person towards his profession plays an important role in achieving desirable success. Attitude of a person depends upon his emotions and feelings. Renu and Nand, (1999) conducted a study on the attitude of effective teachers towards teaching profession .The main findings of her study were the effective teachers possess better teaching skills than less effective teachers. Their academic scores are high. They are more cooperative with students (Panday, R and Tripathy, 2006) conducted a study on the attitude of efficient school teachers. The findings indicate that there are good results of education by effective teachers. They have direct influence on the personality of students. The effectiveness of education depends upon quality teachers working in institutions. The quality of teachers in turn depends upon the quality of training received

by them in different training institutions. As we know that qualitative and quantitative improvements of elementary and secondary educations has raised problems of solutions of right type of teachers and enriching program of teacher preparation. Thus necessities but also to inculcate in them desirable teacher like qualities . We know the teaching profession is one of the most important art of guiding students through a variety of methodologies selected teaching methods and it should therefore, attract the brightest minds, finest personality and most commitment young people as a profession, it requires people who have right type of attitude for teaching is bound to be a successful teacher in future.

Objectives

- (i) To study and compare effective and less effective secondary school teachers on various factor of the Personality Profile.
- (ii) To study and compare effective and less effective secondary school teachers on Composite score of Attitude towards teaching.
- (iii) To study the punctuality of effective secondary school teachers.

Hypotheses

- (i) Effective and less effective secondary school teachers differ significantly on various factor of Personality profile.
- (ii) Effective and less effective secondary school teachers differ significantly on composite score of Attitude towards teaching.

Sample

The present study was conducted on 800 secondary school teachers from Kashmir valley (400 male and 400 female). The sample was taken randomly from various higher secondary schools in Kashmir division. After that the investigator employed the Teacher Effectiveness Scale by Umme Kulsum for identifying the effective and less effective secondary school teachers. The upper 27% of sample as effective and lower 27% of the sample as less effective teachers.

Tool used: The data was collected with the help of Job Satisfaction Scale developed by S.P.Alullwalia The inventory was administered to the sample subjects in the respective institutions in order to collect the data.

Statistical Treatment

The data was analyzed by applying Mean .S.D and 't' test of significance.

Statistical Analysis.

Table 1: Showing the Mean and SD comparison between Effective and Less Effective Secondary School Teachers on their various dimensions of Attitude towards Teaching.

Area/Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Teaching Profession (TP)	ESST	216	33.31	6.942	5.159	Significant at 0.01 level
	LESST	216	27.96	8.223		
Classroom Teaching (CT)	ESST	216	32.87	6.404	6.182	Significant at 0.01 level
	LESST	216	26.67	8.350		
Child Centered Practices(CCP)	ESST	216	32.78	7.218	6.029	Significant at 0.01 level
	LESST	216	26.67	7.672		
Educational Process (EP)	ESST	216	33.69	6.689	7.016	Significant at 0.01 level
	LESST	216	27.06	7.189		
Pupils (P)	ESST	216	34.24	6.924	9.101	Significant at 0.01 level
	LESST	216	25.79	6.726		
Teachers (T)	ESST	216	33.47	6.755	5.778	Significant at 0.01 level
	LESST	216	26.52	10.526		
Overall Attitude towards Teaching	ESST	216	200.36	23.331	11.304	Significant at 0.01 level
	LESST	216	160.61	28.128		

LESST = Less Effective Secondary School Teachers, ESST = Effective Secondary School Teachers

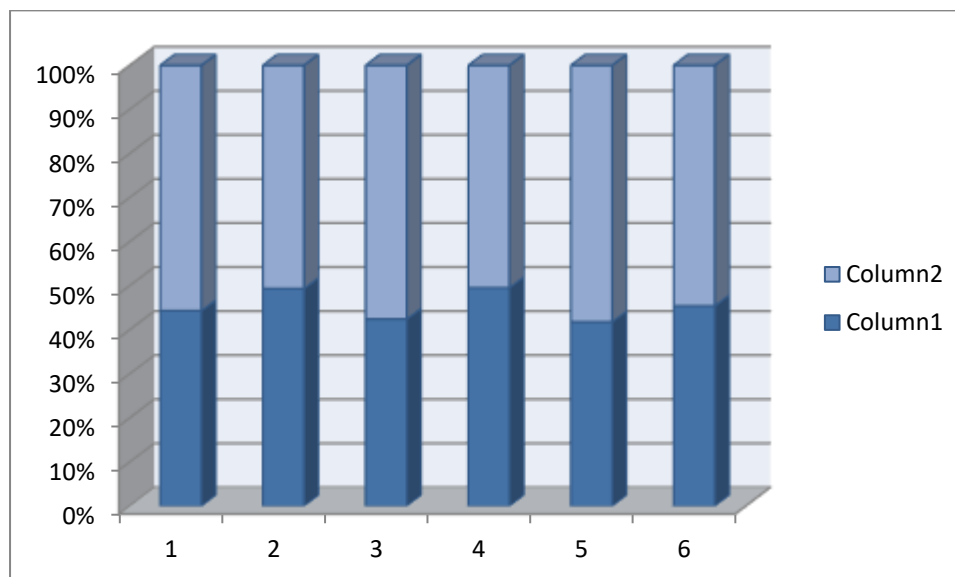


FIG.1: Showing the mean comprising of effective and less effective secondary school teachers on Attitude towards Teaching.

Discussion and Interpretation of Results

The perusal of table no 1 shows the significance of mean difference between the effective and less effective secondary school teachers on teaching profession dimension of attitude towards teaching. The mean score of effective secondary school teachers is 33.31 and less effective secondary school teachers are 27.96. The table no 1 makes it clear that the obtained 't' value on dimension (teaching profession) is (5.159), which is greater than the table 't' value at 0.01 level. The mean favors effective secondary school teachers. The effective secondary school teachers who have a favorable attitude towards teaching profession - keep the students engaged in teaching learning practice. The effective secondary school teachers develop positive attitude among the students. They always try to motivate the students by desire to learn, rather than by grades or degrees requirements. They prepare the material to be taught in a good manner to the students. The effective secondary school teacher's help in organizing the learned material thus have a good organizing power. The less effective secondary school teachers have unfavorable attitude towards teaching profession don't keep the students engaged in the teaching learning process. They are reported to have a low motivating power for the students. They don't take interest in preparing the materials in advance. They have a less motivating power.



The table no 1 also shows the significance of means difference between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. The mean of effective secondary school teachers is 32.87 and less effective secondary school teachers are 26.61. On this factor (class room teaching) the obtained 't' value is (6.182) which is greater than the table 't' value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers have better class room teaching. The effective secondary school teachers are reported to prepare the material well in advance before they go to class room. They make their class room teaching more effective by giving examples to the students. They always use new techniques and skills in the classroom for new innovations. The effective secondary school teachers who have a good attitude towards class room teaching develop innovative ideas and thinking in the students. They use audio- visual aids in the class room for enhancing the learning process. The less effective secondary school teachers have low attitude towards class room teaching don't prepare the teaching materials in advance. They use fewer examples in the class room for explaining the concept development. They use less audio – visual aids in the class room. They are generally less cooperative in the class room. They have low command on the demonstration skill of teaching. They use fewer skills in the class room. The table no 1 shows the significance of mean difference between effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. The mean of effective secondary school teachers is (32.78) and less effective secondary school teachers is (26.67). On this factor (child centered practice) the obtained 't' value is (6.029) which is greater than the table 't' value at 0.01 level .The mean favors the effective secondary school teachers which implies that the effective secondary school teachers have better child centered practice. The effective secondary school teachers have good attitude towards child centered practice and makes the child as the center of teaching learning process. They give freedom to the child in the class room in order to develop proper attitude among them. They give them time for free discussions and group work. They always try to motivate students to learn more and more. They try to develop the creative and reflective thinking in the students. The less effective secondary school teachers have low attitude towards child centered practice take little bit of interest in the class room teaching. They give little bit freedom to the child in the class room. They don't take part in the group discussion in the class. The table no 1 shows the significance of means difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching. The mean

of effective secondary school teachers is(33.69) and less effective secondary school teachers (27.06).On this factor (educational process) the obtained ‘t’ value is 7.016 which is greater than the table ‘t’ value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers are good in educational process as compared to less effective secondary school teachers. The effective secondary school teacher have good attitude towards educational process develop the proper and positive attitude among the students in the class room. They make the class room more active and attractive for learning. They try to develop the self discipline among the students. The help in making the students more democratic and sociable to the school. They develop in the students good moral and spiritual values .They make them available for the school activities and sports activities .The less effective secondary school teachers have low attitude towards educational process develop little bit of positive attitude in the students.

The table no 1 shows the significance of mean difference between the effective and less effective secondary school teachers on pupils dimension of attitude towards teaching. The mean of effective secondary school teachers is (34.24) and less effective secondary school teachers is 25.79.On this factor (pupils) the obtained ‘t’ value is(9.101) which is greater than the table ‘t’ valueat0.0level. The mean favors the effective secondary school teachers. The effective secondary school teachers who have a good attitude towards the pupils make the child as the center of education. They develop proper and good attitude among the students. They develop the self-concept among the students. They make sociable and democratic atmosphere in the school. They help to try developing in the student’s reflective and creative thinking. The less effective secondary school teachers have low attitude towards pupils are not affectionate to the students. They don’t develop proper concept of teaching and learning. The table 1 shows the significance of mean difference between the effective and lee effective secondary school teachers on teacher’s dimension of attitude towards teaching. The mean of effective secondary school teachers is 33.47 and less effective secondary school teachers is 26.52.On this factor (teachers) the obtained ‘t’ value is(5.778) which is greater than the table ‘t’ value at 0.01 level. There is a significant difference between the less effective and effective secondary school teachers on teacher dimension of attitude towards teaching. The effective secondary school teachers who have good attitude towards the teacher are friendly and cooperative with other members of the school. They make group discussion with the other teachers of the school. They remove their teaching

difficulties by discussing with other teachers of the school. They always help each other for the progress and benefit of the school. They take interest in the school activities with each other in the school. They help their partner teachers in the school to develop their creative and reflective thinking. They have the qualities like working together or group working in the school. they show sympathy to the other teachers in the school at large .The less effective secondary school teachers who have low attitude towards teachers are not too much friendly with the other teachers in the school . They make little bit of discussions in the class and in the school as whole. They don't have a good attitude towards group working and discussion in the school.

Discussion And Interpretation Of Results On Composite Score.

The table no 1 shows the significance of effective and less effective secondary school teachers on overall or composite score. The mean of effective secondary school teachers is 200.36 and less effective secondary school teachers are 160.61. The obtained 't' value on the overall Attitude towards teaching 11.304 which is greater than the table 't' value .The mean favours the effective secondary school teachers , therefore the effective secondary school teachers have favorable attitude as compared to less effective secondary school teachers . The effective secondary school teachers have good attitude towards child centered practice and makes the child as the center of teaching learning process. They give freedom to the child in the class room in order to develop proper attitude among them. They give them time for free discussions and group work. They always try to motivate students to learn more and more. They try to develop the creative and reflective thinking in the students. They make the whole classroom as child centered and enjoyable. The less effective secondary school teachers have low attitude towards child centered practice take little bit of interest in the class room teaching. They don't take part in the group discussion in the class. They are not too much of creative in creating proper reflecting thing in the students.

Conclusion

Mastery over the content and competency for effective transaction should be the basic need of the teacher. The present day image of the teacher is determined by the teaching profession. The teacher must acquire professional competencies and efficiency needs to be empowered to perform their multiple tasks in teaching-learning process. Teachers are regarded as makers of the nation. They are

the pioneers of a continuous silent revolution. They are in such a position and they should acquire the required professionalism and skills. Without that, quality work cannot be expected. From the discussion it is clear that the effective secondary school teachers have high personality profile. They are mostly active and good participants of social activities. They are lovable, sympathetic and cooperative to their students. Punctuality is one the most characteristics of effective teachers. It has been found that there is a significant difference between the effective and less effective secondary school teachers on teaching profession dimension of attitude towards teaching. Significant difference has been found between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. There is a significant difference between the effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. It has been revealed that there is a significant difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching. Significant difference has been found between effective and less effective secondary school teachers on pupil's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary schoolteachers on teacher's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary school teachers on overall or composite score of attitudes towards teaching.

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