

Research article

A Study of Personality Characteristics of Higher Secondary Teachers

Ms. Shazia Siraj Zargar

Ph D. Scholar Department of Education University of Kashmir Srinagar
E-mail: shahrufedah@gmail.com

Abstract

The present study was conducted on Personality Characteristics of higher secondary teachers. Method: 200 Higher secondary teachers 100 rural including (50 male and 50 female) and 100 urban including (50 male and 50 female) Higher Secondary teachers comprised the sample for the present study. The sample was drawn from various Higher Secondary Institutions of Kashmir Valley. A systematic random sampling technique was involved to collect the sample from various Higher Secondary Institutions of Kashmir Valley. Tool: Cattell's High School Personality Questionnaire (14 HSPQ) was administered to collect data from the sample subjects. Major Findings: (1) Male teachers were found Warmhearted, Emotionally-Stable, enthusiastic, Conscientious, Adventurous, restrained, guilt prone, Self-sufficient than the female teachers. But on the other hand, female teachers were found more intelligent, excitable, competitive, tender-minded, than the male teachers, on factor Q1 and Q4, no significant difference was found between male female teachers of Higher secondary schools. (2). Rural teachers were found to be Warmhearted, Emotionally stable, excitable, Adventurous; Tender minded, Self-sufficient, than the urban teachers of higher secondary schools. On the other hand, urban teachers were found higher on factors B, F, J, Q1, Q3 and Q4 Which means that urban teachers were more intelligent, Enthusiastic, internally restrained, insecure, controlled and tense than rural teachers of higher secondary schools. No significant difference was found on factors E and G. **Copyright © acascipub.com, all rights reserved.**

Key words: Personality Characteristics, Teachers, higher secondary institution and Kashmir

Introduction

Teachers are called nation builders in every country and in every society. The role of teachers is of great importance. It is left to the teachers to include personality characteristics. The education of teacher be such that teacher should set an

example and provide for his pupils the ideal of the citizen who is conformist, conservative and cautious. As per his moral character righteous, wise, honest are among the adjectives which might be described to him. Teacher should assist the students in their physical, intellectual, religious, social, emotional, spiritual development in the well balanced and harmonious manner. The teacher is the backbone of the nation. He works for the welfare of the nation. His function affects eternity. Teaching in order to be effective and successful must influence the thoughts and actions of pupils most remarkable and perceptibly. The successful teaching must be effective with the help of various modern media, Means and methods. According to Indian culture a child receives a physical birth from the parents and the second birth at the hands of teacher. The teacher is given a higher position than parents because he open's the pupils' eyes of knowledge and moulds their character. As it is sad that, God created man after his own images so also the teacher fashions his student after his own image in the western world also, the teacher is given great regards. A teacher affects eternity, he can never tell where his influence stops. His work does not confine to a particular state or country. It transcends all the boundaries. His contributions do not confine to a particular period of time. His influence is believed to cover the entire span of life (Adams, 1838-1918).

Teacher education today is an integral part of our educational system. Teaching being both a skill and an art was found amenable transmission in the early years of the 19th century. If for ages, teacher education parse was cast of family affair, it could not afford to remain so after education become a mass movement. Mass literacy goals as well as the emergence of technology transformed the very character of teaching training and its philosophy.

Along with this, no discussion of the present educational scenario can be completed unless we focus upon the teacher the central figure in the whole field of education. The role of teacher at present is changing in view of the social, economic, political and other pressures. Teacher has a distinguished position in the bipolar process of education. It is no exaggeration to repeat that it is the teacher around whom the whole educational processes revolves therefore the professional preparation of teachers should be very carefully framed. The increasing number of educational institutions should not become a hindrance in the path of obtaining the right kind of teacher.

The Education Commission (1964-66) remarks "of all different factors which influence the quality of education, the quality, competence in character of teacher are undoubtedly more significant." Therefore collective and planned efforts should be undertaken to inculcate in the teachers of the positive attitude towards the profession. Studies of Saxena (1969, Koul 1972 Chaya 1974, Arora 1975 , Gupta 1976, Grewal 1976, Mishra 1980 have also established the personality correlated like intelligence, stable, emotional behavior and a poised personality attitude are then factors which are associated with the successful teachers. Studies in the west conducted by Gage 1963, Flanders 1970, and Travers 1973 have also shown concern on the emotional psychological and personality type of teachers and their teaching success. The whole gamut of research on teacher and their teacher effectiveness is based on the analysis of personality types and correlates which promote effective teaching in with which a person is endowed determine his success or failures in life. The inherited qualities like level of intelligence, socially an outgoing attitude and emotional stability goes a long way in personal, Social and occupational success of an individual.

Considering the research conducted in the field of teacher education. It is quite obvious in recent decades; this field has remarked the forms of attention among investigators. A number of studies have been conducted on teachers but very little effort has been undertaken in terms of research studies on teachers working at higher level. In fact the form of researchers in teacher education, teaching and teacher behavior has been on college teachers and university teachers. The review of literature also highlights most of the studies that have been on variables like job satisfaction, teaching success, Adjustment, self-concept, attitude and trainees.

The present study is first of its kind no research study till date has been reported on higher secondary level teachers. The current study shall through light on the personality characteristics of higher secondary level teachers. The most important level of education for students is the primary level which comes after pre-primary level; students at this

level need trained teachers, who can make their foundations strong. The personality of a teacher should become role model for them and by his own personality he can develop positive personality characteristics among the students. The present study will help the educators, planners and administrators to understand the personality of the rural and urban teachers so that better personality characteristics can be developed in the higher secondary level teachers. Since personality means the overall behavior of a teacher whether urban or rural which has lasting influence on students, it was decided to study the personality characteristics of the higher secondary schools. Personality here has a special connotation representing its 14 HSPQ High School Personality Questionnaire. It is hoped that the study may answer some of the questions which are being increasingly raised today for the sake of public accountability and may subsequently provide guidance for meeting the needs of changing society. A review of the literature in teacher education in general and teacher personality in particular provides a substantial insight into the type of projects which have been accomplished. These studies have more or less followed the pattern research conducted abroad. But under Indian conditions we have to be guided differently.

Statement of the problem

The problem for the present investigation has been taken as under:-

“A study of Personality Characteristics of higher secondary teachers”

Objectives of the study

The following objectives have been formulated for the present study:

1. To study the personality characteristics of male and female higher secondary teachers
2. To compare the personality characteristics of rural and urban higher secondary teachers
3. To compare the personality characteristics of male and female higher secondary teachers.
4. To compare the personality characteristics of rural and urban higher secondary teachers.

Hypotheses

The following hypotheses have been formulated for the present investigation:

1. Male and female higher secondary teachers differ significantly on personality characteristics.
2. Rural and urban higher secondary teachers differ significantly on personality characteristics

Method and Procedure

Sample

200 teachers 100 rural including (50 male and 50 female) and 100 urban including (50 male and 50 female Higher secondary teachers comprised the sample for the present study. The sample was drawn from various Higher Secondary Institutions of Kashmir Valley. A systematic random sampling technique was involved to collect the sample from various Higher Secondary Institutions of Kashmir Valley.

B. Selection and Description of Tool

The investigator selected the following tool to collect the relevant data:

- 1) Cattell's High School Personality Questionnaire (14 HSPQ)

Interpretation and analysis of data

Table 1.0: Shows the mean comparison of Male female teachers of Higher Secondary Schools on 14 Personality Factors. No= 50 in each Group.

Sr. No.	Factors	Groups	Mean/S.D	t-value	Level of Significance
---------	---------	--------	----------	---------	-----------------------

1	A	Male Female	4.98/1.60 3.51/1.11	4.00	Sig. at 0.01 level
2	B	Male Female	2.69/1.25 3.58/1.66	5.23	Sig. at 0.01 level
3	C	Male Female	4.11/1.25 3.34/1.17	5.5	Sig. at 0.01 level
4	D	Male Female	2.19/1.06 3.10/1.19	6.5	Sig. at 0.01 level
5	E	Male Female	2.61/1.06 3.51/1.27	3.46	Sig. at 0.01 level
6	F	Male Female	3.58/1.20 2.96/1.15	4.42	Sig. at 0.01 level
7	G	Male Female	3.01/1.20 2.16/1.16	6.07	Sig. at 0.01 level
8	H	Male Female	3.56/1.65 2.85/1.36	4.17	Sig. at 0.01 level
9		Male Female	2.25/1.07 3.19/1.80	4.7	Sig. at 0.01 level
10	J	Male Female	3.01/1.52 2.08/1.35	5.47	Sig. at 0.01 level
11	Q1	Male Female	2.99/1.29 2.10/1.15	6.35	Sig. at 0.01 level
12	Q2	Male Female	2.89/1.27 2.17/1.02	5.85	Sig. at 0.01 level
13	Q3	Male Female	3.25/1.17 3.11/1.12	1.71	Insignificant
14	Q4	Male Female	2.98/1.07 2.75/1.11	1.65	Insignificant

Table 1.0: Shows the mean comparison of male female teachers adolescents of Higher Secondary schools on 14 Personality factors. The table reveals that on factors A, B, C, D, E, F, G, H, I, J, Q1 and Q2 Significant difference was found between both the groups. The difference was found at 0.01 level on all the above factors. It is evident from the table that male teachers were found Warmhearted, Emotionally-Stable, enthusiastic, Conscientious, Adventurous, restrained, guilt prone, Self-sufficient than the female teachers whereas, female teachers of higher secondary schools were found to be more intelligent, excitable, competitive, tender-minded, than the male teachers On factor Q1 and Q4, no significant difference was found between male female teachers of Higher secondary schools.

Table 1.1: Shows the mean comparison of rural urban higher secondary teachers on 14 Personality Factors. N=50 in each Group.

Sr. no.	Factors	Groups	Mean/S.D.	t-value	Level of Significance
1	A	Rural Urban	6.53/1.74 4.27/1.37	3.96	Significant at 0.01 Level
2	B	Rural Urban	5.85/1.83 7.32/1.36	7.25	Significant at 0.01 Level
3	C	Rural Urban	6.35/1.58 5.16/1.65	5.95	Insignificant
4	D	Rural Urban	4.05/1.29 3.60/1.31	3.21	Insignificant
5	E	Rural Urban	3.10/1.10 3.35/1.19	1.78	Insignificant
6	F	Rural Urban	4.69/1.19	6.92	Significant at 0.01 Level

			5.66/1.10		
7	G	Rural Urban	6.10/1.12 6.15/1.08	1.78	Insignificant
8	H	Rural Urban	5.80/1.90 4.38/1.21	7.6	Significant at 0.01 Level
9	I	Rural Urban	6.01/1.79 5.12/1.18	4.45	Significant at 0.01 Level
10	J	Rural Urban	4.98/1.95 5.52/1.46	2.45	Significant at 0.05 level
11	Q1	Rural Urban	4.61/1.64 5.77/1.17	6.82	Significant at 0.01 Level
12	Q2	Rural Urban	4.11/1.55 3.59/1.16	3.78	In Significant
13	Q3	Rural Urban	3.95/1.99 4.69/1.82	4.35	Significant at 0.01 level
14	Q4	Rural Urban	2.99/1.54 2.99/1.54	4.01	Significant at 0.01 Level

Table 1.1 Shows the mean comparison of rural urban teachers of Higher Secondary schools on 14 Personality factors. The table reveals that on factors A, B, C, D, F, H, I, Q1, Q2, Q3, and Q4 significant difference was found between both the groups. The difference was found at 0.01 Level on all the above factors however on factor j significant difference was found on 0.05 level. It is evident from the table that the rural teachers were found to be Warmhearted, Emotionally stable, excitable, Adventurous; Tender minded, Self-sufficient, than the urban teachers of higher secondary schools, where as urban teachers were found to be more intelligent, Warm-Hearted, Enthusiastic, internally restrained, insecure, controlled and tense than rural teachers of higher secondary schools.. No significant difference was found on factors G and E between rural and urban teachers of higher secondary schools.

Major Findings

1. Male teacher in comparison to female teachers were Warmhearted, Emotionally-Stable, enthusiastic, Conscientious, Adventurous, restrained, guilt prone, Self-sufficient than the female teachers. But on the other hand, female were more intelligent, excitable, competitive, tender-minded, than the male teachers On factor Q1 and Q4, no significant difference was found between male female teachers of Higher secondary schools. However two groups do not differ significantly on factor Q1 and Q4, Which means that the two groups are somewhat similar on the continuum of secure insecure and relaxed tense.
2. Rural teachers were high on factors A, C, D, H, I and Q2 which implies that rural teachers were found to be Warmhearted, Emotionally stable, excitable, Adventurous; Tender minded, Self-sufficient, than the urban teachers of higher secondary schools. On the other hand, urban teachers have been found higher on factors B, F, J, Q1, Q3 and Q4 Which means that urban teachers were more intelligent, Enthusiastic, internally restrained, insecure, controlled and tense than rural teachers of higher secondary schools. However the two groups i.e. rural and urban teachers do not differ significantly on factors E and G which means that the two groups are somewhat similar on the continuum of obedient assertive and disregards rules conscientious.

References

- [1] Allport G.W. (1961) Personality: A Psychological Interpretation: New York:
 [2] Holt, Rinehart and Winston

- [3] Allport G.W. (1960) Pattern and growth in personality: New York; Holt, Rinehart and Winston
- [4] Wolman Benjamin B. (1973) Handbook of general psychology Englewood Cliffs New Jersey; USA
- [5] Buch M.B (1983-88) Fourth survey of research in education; NCERT New Delhi
- [6] Biddle, B.J. and Elena (1964) Contemporary research on teacher effectiveness; Newyork: Halt, Rinehart and Winston
- [7] Cattell (1956) Personality: A systematic theoretical and factual study, Mc Graw. Hill
- [8] Eysenck, S.B.G (1960) Personality structure and measurement; London rout ledge and Kegan Paul
- [9] Garrison George (1968) Personality: New York Mc. Graw Hill
- [10] Garrett H.E. Woodworth R.S. (1966) Statistics in Psychology and Education: vakil, Feffer, and Simons Ltd
- [11] Guilford (1959) Personality: New York, Mc Graw Hill book
- [12] Harris C. (1960) Encyclopedia of educational research Newyork: the Mc Millan Company
- [13] Hall and Lindzey (1957) Theories of Personality: New York Mc Graw Hill
- [14] Hurlock E.B. (1976) Personality Development: Tata Mc. Graw Hill Publishing Company Ltd, New Delhi.
- [15] Havighurst (1952) Adolescent character and Personality: Science Educations; John Wiley and Sons Inc; New York
- [16] Kerlinger, P.N. (1983) Foundation of Behavioral Research: New Delhi; Surjeet Publication.
- [17] Kundu, C.L. (1977) Personality Development: "A critique of Indian Studies Haryana Vishal Publications' University Campus Kurukshetra
- [18] Rauf Abdur (1976) Textbook of Educational Psychology: New Delhi Light and life Publications
- [19] Shankar Uday (1980) Personality development, Atma Ram and sons, New Delhi.
- [20] Travers, R. M.W. (1973) Second hand book of research on teaching Chicago; R and Mc Nally.