

## To Study the Effect of Male and Female Teachers Personality Factors on Academic Achievement of Students in Social Science of Dharwad District

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### Abstract

The purpose of the study is to find out the "Effect of Male and Female teachers Personality factors on Academic Achievement of Students in Social Science of Dharwad District". The sample selected 30 high schools and 100 teachers teaching social science subject ninth standard students from Dharwad district using stratified random sampling technique constitutes the sample for the study. Ex Post Facto research design was used in the present study. From the analysis it is concluded that; From the analysis report, it is concluded that, the Introversion personality type of secondary school teachers has more Influence on academic achievement of students in Social Science than the Extraversion Personality type in the entire sample, male teachers and female teaches.

*Key words : Secondary education, Personality factors, Academic achievement*

### Introduction

#### Teacher and Secondary Education

Secondary education is strongest link between primary education and college education. According to modern concept of education teacher has a high responsibility of proper physical, mental, emotional development of a child. After secondary education some children will enter life, few will go to colleges. Hence teachers of secondary education should have a right attitude to mould child properly to lead his life pleasantly in the society. Development of attitudes in child at secondary level is remarkable.

Teacher has to identify and provide opportunity, which will be helpful to the child in future and helpful for national reconstruction.

Teacher must have right attitude to impart proper education according to ideas and ideologies of community and nation. If the process of identification and direction is not taken in time, result will be the maladjustment of children, which causes great burden to national development.

#### Role of Self in Personality Development

From the above discussion on the theories and development of self-concept or self-awareness, it is evident that the self is the fundamental characteristic of the human being. Self, when well-

formulated, determines the personality structure of the individual. Whether the individual will be adjusted or maladjusted in his life depends largely upon the extent of his development of the self.

#### Teachers' Personality

From the result obtained in the present study, it is found that teachers' Introversion personality type has made influence on the academic achievement of the students in social science than the Extraversion personality type in the entire sample, male teachers, teachers with minimum and higher qualifications, teachers with higher and lower teaching experience. However, Introversion personality type has no significant effect on academic achievement of students in case of female teachers.

#### Objectives

The present study was designed with the following objectives in views :

1. To study effect of teacher personality on achievement in social science
2. To study the effect of male teachers personality on achievement in social science.
3. To study the effect of female teachers personality on achievement in social science.

**Hypotheses**

In pursuance of the objectives 1-3 the following null hypotheses were setup;

1. Effect of teacher extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
2. Effect of male teachers extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
3. Effect of female teachers extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.

**Methodology**

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulated. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

**Sample**

The researcher selected 30 high schools and 100 teachers teaching social science subject ninth standard students from Dharwad district using stratified random sampling technique constitutes the sample for the study.

**Tools**

For this study the Kundu Introversion Extroversion Inventory is being self-training inventory was administered directly to the teacher teaching in social science.

**Statistical Techniques**

The purpose of the study is to investigate the main effects and interaction effects of three independent variables, viz., Teachers' Personality, Teachers' Attitude and Teachers Effectiveness on the dependent variable, i.e., academic achievement of students in Social Science. As there were three independent variables, it was decided to use 3-way

Analysis of Variance (ANOVA) in order to find out the main and interaction effects.

**Analysis and Interpretation**

**Analysis of Data Pertaining to Entire Sample**

*Null Hypotheses*

Ho<sub>1</sub> : There is no significant difference between the effects of teachers introversion and extraversion personality types in terms of their influence on academic achievement in social science.

**Table – 1**

**Summary Table of ANOVA with Respect to Total Sample**

Source of Variation	d f	Sum of Squares	Mean of sum Squares	F-value	p-value	Significant
Personality (A)	1	71.8310	57.2683	55.7758	<0.01	S

The obtained F-ratio in respect of the Factor — A is 55.7758 and the corresponding tabled F-ratio is 3.89. Since the obtained F-ratio is greater than the tabled F-ratio at 0.01 level, the difference is significant. Therefore, the null hypothesis (Ho<sub>1</sub>) is rejected.

**Finding**

There is a significant difference between the effects of teachers' introversion and Extraversion personality types in terms of their influence on academic achievement of students in social science.

However, the means of personality scores of teachers with introversion and Extraversion personality types are 71.8310 and 57.2683 respectively. The two means clearly reveals that the teachers with introversion personality type have a greater mean than that of the mean of Extraversion personality type. Thus, it can be interpreted that the teachers with Introversion personality type will influence more on academic achievement of students in social science than the teachers with Extraversion personality type.

**Analysis of Data Pertaining to Male Teachers**

In pursuance of the Objective—2 and Research Hypothesis—2 the following null hypothesis was set up

**Null Hypotheses**

Ho<sub>2</sub> : There is no significant difference between the effects of male teachers Introversion and Extraversion personality types in terms of their influence on academic achievement in social Science

**Table – 2**

**Summary Table of ANOVA with Respect to Male Teachers**

Source of Variation	d f	Sum of Squares	Mean of sum Squares	F-value	p-value	Significant
Personality (A)	1	71.2423	57.2581	23.6033	<0.01	S

The obtained F-ratio in respect of the Factor—A is 23.6033 and the corresponding tabled P—ratio is 3.89. Since the obtained P-ratio is greater than the tabled F-ratio at 0.01 level, the difference is significant. Therefore, the null hypothesis (Ho<sub>1</sub>) is rejected.

**Finding**

There is a significant difference between the effects of male teachers’ Introversion and Extraversion personality types in terms of their influence on academic achievement of students in social science.

However, the means of personality scores of male teachers with Introversion and Extraversion personality types are 71.2423 and the obtained F-ratio in respect of the Factor — A is 23.6033 and 57.258 respectively. The two means clearly reveals that the male teachers with Introversion personality type have a greater mean than that of the mean of Extraversion personality type. Thus, it can be interpreted that the male teachers with Introversion personality type will influence more on academic achievement of students in social science than the teachers with Extraversion personality type.

**Analysis of Data Pertaining to Female Teachers**

In pursuance of the Objective—3 and Research Hypothesis—3 the following null hypothesis was set up.

**Null Hypotheses**

Ho<sub>3</sub> : There is no significant difference between the effects of female teachers Introversion and Extraversion personality types in terms of their influence on academic achievement in social science.

**Table – 3**

**Summary Table of ANOVA with Respect to Female Teachers**

Source of Variation	d f	Sum of Squares	Mean of sum Squares	F-value	p-value	Significant
Personality (A)	1	72.9839	57.2841	30.0932	<0.01	S

The obtained F-ratio in respect of the Factor — A is 30.0932 and the corresponding tabled F-ratio is 7.08. Since the obtained F-ratio is greater than the tabled F-ratio at 0.01 levels, the difference is significant. Therefore, the null hypothesis (Ho<sub>1</sub>) is rejected.

**Finding**

There is a significant difference between the effects of female teachers’ Introversion and Extraversion personality types in terms of their influence on academic achievement of students in social science.

However, the means of personality scores of female teachers with Introversion and Extraversion personality types are 72.9839 and 57.2841 respectively. The two means clearly reveals that the female teachers with Introversion personality type have a greater mean than that of the mean of Extraversion personality type. Thus, it can be interpreted that the female teachers with Introversion personality type will influence more on academic achievement of students in social science than the teachers with Extraversion personality type.

**Findings**

1. The teachers with Introversion personality type will influence higher on academic achievement of students in Social Science than the teachers with Extraversion personality type.
2. The male teachers with Introversion personality type will influence more on academic achievement of student in Social Science than the Male teachers with Extraversion personality type.
3. The Female teachers with Introversion personality type will influence more on academic achievement of student in Social Science than the Female teachers with Extraversion personality type.

**Discussion and Conclusion**

In this study, the researcher aimed to find out the “**Effect of Male and Female teachers Personality factors on Academic Achievement of Students in Social Science of Dharwad District**”. From the analysis report, it is concluded that, the Introversion personality type of secondary school teachers has more Influence on academic achievement of students in Social Science than the Extraversion Personality type in the entire sample, male teachers and female teaches.

**Educational Implications  
Teachers' Personality**

Although the outcome of learning is currently classified into three domains - cognitive, affective and psychomotor (Bloom, et. al., 1971). The primary goal of the school is the acquisition by pupils of the cognitive outcome, namely, academic skills. The extent to which this goal is attained reflects the effectiveness of the schools' endeavor. Therefore, it is not surprising that great attention has been paid to the school achievement of students.

School achievement is referred to as an outcome of instruction. It can be assessed by using an achievement test, either a teacher- made test or a standardized test Such tests typically focus upon such topics as the understanding and application of scientific and mathematical principles, the interpretation of literature, or the appreciation of art. School achievement may be expressed as an overall

grade based on a combination of all the subjects taken or as a grade in a specific subject or course such as mathematics, reading comprehension, or science. An achievement test is usually constructed to measure knowledge in a specific subject and the pupils' total grade can be obtained by combining the results of all the tests taken. The purpose of a study indicates what kind of achievement score is to be used.

Research studies concerning school achievement have employed both kinds of achievement scores. However, educational researchers have recently become more interested in looking at scores for specific subjects separately. Most of researches on school achievement have sought to identify the factors responsible for different levels and types of accomplishment among individuals. The method generally used to solve this problem is to relate achievement scores to some selected variables such as intelligence or aspects of personality.

In the present study, the researcher hypothesized that extravert and introvert teachers differ significantly in terms of their effects on academic achievement in mathematics. Findings of the study clearly reveal that introvert personality type of teachers has more influence on the achievement in mathematics than the extravert personality type. This may be ascribed to the following reasons.

Introvert teachers are the individuals with a predominantly subjective outlook, have higher degree of cerebral activity than the extraverts. They generally appear cold, aloof, silent and hard to understand. They tend to be socially inept. It is assumed that this kind of introvert tendency may lead to positive and significant influence on academic achievement in mathematics. The findings of the previous studies though not completely consistent, have tended to indicate that these two personality variables are important in predicting school achievement. Suppose, if the finding of the present study is not in tune with the logic employed, this needs cross validation by further investigations.

Over and above, developing a liking for the profession is an essential prerequisite for its success. Under the present stress of unemployment, an individual perhaps has little freedom to take up a job of his choice, but has to accept whatever comes in his

way. Under these circumstances, a person should develop an attitude to like the work that is given. It is only by identifying oneself with one's profession that it is possible for an individual to perform his/her work to the satisfaction of everyone. This statement particularly applies to the teaching profession.

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