

Effectiveness of Teacher Educators in Graduate School With Regards To Their Anxiety, Personality Factor, Job Satisfaction and Their Gender

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Abstract

This paper assesses the effects of personality traits on 200 midlife teachers of the Holy Spirit schools who are employed both in the Elementary and Secondary Schools located in Quezon City, Malolos, Capitol Hills, Tarlac, Abra, Batac, Irosin, Manabo and Mendiola in Manila with age range of 35 to 55 years. Among the five chief personality dimensions Warmth, Liveliness, Social-Boldness, Tough-Mindedness and Independence was studied with respect to their gender.

Introduction

Teaching is the most complex profession in our society, and also a very important one. Yet teachers are overworked, underpaid, and underappreciated. There is a common bond which unites all teachers that is the desire to help students reach their maximum potential. When the teachers see students grow and master concept as a result of their teaching, they know that all training and hard work has not been in vain.

The evaluation of teachers is not a new phenomenon. Teacher evaluation even existed in the one-room schools. The initial purpose was to determine job continuation and pay hikes. Evaluation tended to happen at all the local level with standards that were based upon local educational aims. The industrial revolution brought about changes in the evaluation process as schools became larger and unions started to impose their influence. Union started to set specific evaluative criteria for teachers to monitor their advancement. These criteria tended to be minimal and were dominated by local boards of education. During the 1950s, more men entered the teaching profession. This brought about an increase in professional activity and union membership. The cold war brought the desire to find better teachers in order to compete with the Soviets. This led to even more men entering the teaching

profession and unions increasing their influence. Clark (1993, p. 7) said, “Their influence and role in evaluation of teachers offered the profession the respect long overdue.” America prospered, and students went to college in larger numbers than ever before (Clark, 1993). A Nation at Risk Report (National Commission on Excellence in Education, 1983) changed the educational landscape by telling the country that education was in trouble, and students did not learn and lacked even basic skills. Clark (1993) described what happened in the intervening decades. Education had evolved into a system on the premise that teacher-proof curriculums, test-based instructional management. The policies assumed the adherence to a predetermined teaching format would result in the desired level of learning. Teachers were viewed as labourers implementing a prescribed program in a manner determined policy makers further up the educational hierarchy rather than professionals with a repertoire of techniques and ability to decide for themselves how techniques should be applied. The prime outgrowth from The Nation at Risk (National Commission on Excellence in Education, 1983) report was the effective school movement. Effective schools emphasize minimum eligibility to be a teacher and the ability to implement specific attributes, such as punctuality and provision of a safe learning environment. Teacher evaluations gained a lot of importance as a call for effective teachers spread across the United States. Systems, North Carolina’s TPAI (North Carolina Department of Public Instruction, 2000), had their origins in the effective schools movement of the 1980s (Papanstasiou, 1999). Clark (1993) wrote that three questions emerged from this movement; (1) Who is an effective teacher? (2) How can they best be evaluated? And (3) what can we do with this evaluation? (p. 11)

Statement of the Problem

Effectiveness of teacher educators in graduate school with regard to their anxiety, personality factor, job satisfaction and their gender

Anxiety

According to Freud (1926), anxiety is central to the psychoanalytic concept of neurosis, an unconscious state which has evolved through repression of unacceptable feelings. The process of repression is the operation of defence mechanisms such as sublimation, displacement and projection.

According to Ojha (2002), anxiety to some extent is necessary for successful life but when a person is very anxious then personality is disrupted. If you are in a state of anxiety, it is likely that experience

of anxiety attacks. It is a sudden surge of fear that comes without warning and without any reason and this would usually last for no more than 10 minutes. It is far more intense than having anxiety. One in every 75 people worldwide will experience an anxiety attack at one point in his/her life. (Jocelyn Snider, 2009)

Anxiety is an uneasiness of mind concerning some impending or anticipated ill. An anxiety reaction is a state of apprehension without an apparent object, in which attempts are made to discharge internally generated tension and to reduce anxiety through increased bodily activity. The essential part of anxiety is that, it brings on an internal or subjective condition. It represents a danger or threat in the person himself rather than solely on external danger.

Job-Satisfaction:

Job-Satisfaction has defined as a pleasurable emotional state resulting from the appraisal of one's job. Weiss (2002) has argued that Job-satisfaction is an attitude but points out that researches should distinguish the aims of cognitive evaluation which are affect, beliefs and behaviours. Thus, he suggests that we built attitudes towards our jobs by taking into account our feelings, our beliefs and our behaviours.

Job satisfaction is an elusive, mythical, concept that has been increasingly challenged and refined particularly since the Herzberg, Mauser and Snyderman study in 1959. The job satisfaction of an employee has received considerable attention by researchers and managers alike (Gautam; Mandal and Dalal, 2006). The most important information to have regarding an employee in an organization is a validated measure of level of job satisfaction (Roznowski and Hulin, 1992) Job-satisfaction is the result of various attitudes a person holds towards one's job, toward related factors and towards life in general. Job-Satisfaction is the whole material for job factors that make a person to like the work as well as the work situation.

Personality Factors

Personality is one of the most important factors for learning not only students' personality but also for teacher's personality. A great numbers of books, research paper, articles give different definitions on personality.

The personality is the totality of character and behavioural traits peculiar to an individual. No two persons are alike in these respect not even identical twins. (Cruickshank, Jenkins and Metcalf,2003,p-5)

Personality is a dynamic and organized set of characteristics possessed by the respondents that uniquely influences their cognitions, motivations and behaviours in various situations and it is measured by 16PF.

Factor Analytic Studies of the 16PF

The 16PF has undergone one of the extensive psychometric developments of any personality psychometric, primarily through the work of Raymond B. Cattell. In current form, the 16PF comprises 15 personality scales, structured into five second order global factors, namely Extraversion, Self-Reliance, Warmth, Liveliness, perfectionism.

Variables Used In the Study:

Independent Variables

- Anxiety
- Job Satisfaction
- Personality factor

Dependent Variable

- Teacher's Effectiveness

Objective

- To compare the teaching effectiveness of teacher educators working in teacher education institutions having high and low anxiety.
- To compare the teaching effectiveness of teacher educators working in teacher education institutions having high and low job satisfaction
- To find the relationship between teaching effectiveness and anxiety of teacher educators working in teacher education institutions.
- To compare the effect of personality factors with respect to their gender.

Hypothesis

- There is no significant difference between teaching effectiveness of teacher educators working in teacher education institutions having high and low anxiety.
- There is no significant difference between the teaching effectiveness of teacher educators working in institutions having high and low job satisfaction.
- There is no significant relationship between the teaching effectiveness and anxiety of teacher educators working in teacher education institutions.
- There is no significant difference in the personality factors of graduate school teachers with respect to their gender.

Delimitations of the Study

The present study was delimited in the following manner:

- The present study was delimited to 200 midlife teachers of the Holy Spirit schools who are employed both in the Elementary and Secondary Schools located in Quezon City, Malolos, Capitol Hills, Tarlac, Abra, Batac, Irosin, Manabo and Mendiola in Manila with age range of 35 to 55 years.
- The study was delimited to only psychological variables.
- Analytical approach was applied for analysis of data, by using t-test.

Sample

200 midlife teachers of the Holy Spirit schools who are employed both in the Elementary and Secondary Schools located in Quezon City, Malolos, Capitol Hills, Tarlac, Abra, Batac, Irosin, Manabo and Mendiola in Manila with age range of 35 to 55 years.

Method

The present study aims to study the effectiveness of the teacher educators so the researcher used Descriptive Survey Research Method.

Tools used:

For conducting this study, the following tools were used:

1. Teacher Effectiveness Scale (1999 Revised) by Pramod Kumar and D.N. Mutha.
2. Comprehensive Anxiety Test (CAT, 1992) by Dr. R.L. Bhardwaj, Dr. H. Sharma and Dr. M. Bhargava
3. Job Satisfaction Questionnaire for Teachers (TJQ, 1985) by Pramod Kumar and D.N. Mutha

Data Analysis and Interpretation**Objective**

- To compare the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low anxiety.

Hypothesis

- There is no significant difference between teaching effectiveness of teacher educators working in Government teacher education institutions having high and low anxiety.

Table-1

Means, SDs and 't' value of teaching effectiveness of teacher educators working in teacher education institutions having high and low anxiety.

Group	number	Mean	S.D.	t-Value	Level of Significance
Low anxiety teacher educators	200	336.11	6.90	25.28	0.01
High anxiety teacher educators	200	289.55	6.93		

The table reveals that 't' value for difference in the mean teaching effectiveness of teacher educators having low anxiety is significant at 0.01 level. When the mean teaching effectiveness was compared in case of teacher educators (M=336.11) having low anxiety, it was found that the teaching effectiveness is higher than that of teacher educators working in teacher education institutions with high anxiety having mean teaching effectiveness (289.55). It is clear that the teacher educators working in teacher education institutions having low anxiety have more teaching effectiveness as compared to the teacher educators working in teacher education institutions having high anxiety. It means that the teaching effectiveness of teacher educators working in teacher education institutions is affected by their high anxiety. Thus, the null hypothesis, "There is no significant difference between the teaching effectiveness of teacher educators working in teacher education institutions having high and low anxiety" stands rejected. It means that the teacher educators working in teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in teacher education institutions having high anxiety. On the basis of the above interpretation, it is concluded that the teacher educators working in teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in teacher education institutions having high anxiety.

Objective

- To compare the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low job satisfaction.

Hypothesis

- There is no significant difference between the teaching effectiveness of teacher educators working in Government institutions having high and low job satisfaction.

Table-2

Means, SDs and 't' value of teaching effectiveness of teacher educators working in Government teacher education institutions having high and low job satisfaction

Group	Number	Mean	S.D.	t-Value	Level of significance
High job-satisfaction teacher educators	200	334.88	6.93	28.14	.01
Low job-satisfaction teacher educators	200	287.4	5.32		

The above table reveals that 't' value for difference in the mean teaching effectiveness of teacher educators having low job satisfaction is significant at 0.01 level. When the mean teaching effectiveness was compared in the case of teacher educators ($M=334.88$), it was found that the teaching effectiveness is higher than that of teacher educators working in teacher education institutions having low job satisfaction with mean teaching effectiveness (287.42). It is clear that the teacher educators working in teacher education institutions having high job satisfaction have more teaching effectiveness as compared to the teacher educators working in teacher education institutions having low job satisfaction. It means that the teaching effectiveness of teacher educators working in teacher education institutions is affected by their low job satisfaction. Thus, the null hypothesis, "There is no significance difference between the teaching effectiveness of teacher educators working in teacher education institutions having high and low job-satisfaction" stands rejected. It means that the teacher educators working in teacher education institutions having high job satisfaction are more effective in teaching as compared to the teacher educators working in teacher education institutions having low job satisfaction. On the basis of the above interpretation, it is concluded that the teacher educators working in teacher education institutions having high job satisfaction are more effective in teaching as compared to the teacher educators working in teacher education institutions having low job satisfaction.

Objective

- To find the relationship between teaching effectiveness and anxiety of teacher educators working in Government teacher education institutions.

Hypothesis

- There is no significant relationship between the teaching effectiveness and anxiety of teacher educators working in Government teacher education institutions.

Table-3

Means and 'r' ratio of teaching effectiveness and anxiety of teacher educators working in Government teacher education institutions

Group	Number	Mean	S.D.	t-Value	Level of significance
High job-satisfaction teacher educators	200	334.88	6.93	28.14	.01
Low job-satisfaction teacher educators	200	287.4	5.32		

It represents a strong degree of negative relationship between two variables which is an indicative of negative correlation between the above two variables. Hence, there is strong negative correlation between teaching effectiveness and anxiety of teacher educators working in aided teacher education institutions. Therefore, the null hypothesis, "There is no significant relationship between the teaching effectiveness and anxiety of teacher educators working in teacher education institutions" stands rejected. Thus, we can interpret that there is strong negative correlation between teaching effectiveness and anxiety of the teacher educators of teacher education institutions. On the basis of the above interpretation it is concluded that teaching effectiveness and anxiety are correlated with each other. Change in the level of anxiety is indirectly proportional to teaching effectiveness.

Objective

- To compare the personality factors with respect to their gender

Hypothesis

- There is no significant difference in the personality factors of graduate school teachers with respect to their gender.

Table 4

Means, SDs and 't' value of teaching effectiveness to compare the personality factors with respect to their gender.

DIMENSION	GENDER	MEAN	SD	t-value	INTERPRETATION
Warmth	Male	7.60	2.32	.02	Significant
	Female	6.03	2.03		
Liveliness	Male	5.60	2.07	2.00	Significant
	Female	4.51	1.66		
Social Boldness	Male	6.50	1.51	2.26	Significant
	Female	5.27	1.69		
Tough-Mindedness	Male	4.80	1.48	-2.58	Significant
	Female	5.99	1.45		
Independence	Male	7.20	1.48	3.01	Significant
	Female	5.77	1.47		

There was a significant difference in Warmth, Liveliness, Social-Boldness, Tough-Mindedness and Independence of 16 PF. Hence the null hypothesis is rejected at 0.05 level of significance in these factors of 16PF.

Interpretation & Conclusion

- The teacher educators working in teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in teacher education institutions having high anxiety.
- The teacher educators working in teacher education institutions having high job satisfaction are more effective in teaching as compared to the teacher educators working in teacher education institutions having low job satisfaction.

- The teaching effectiveness and anxiety are correlated with each other. Change in the level of anxiety is indirectly proportional to teaching effectiveness.
- There was a significant difference in Warmth, Liveliness, Social-Boldness, Tough-Mindedness and Independence of 16 PF

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