

**“A STUDY OF DIFFERENCE AMONG WOMEN TEACHERS OF PRIMARY,  
SECONDARY AND TERTIARY LEVEL EDUCATION IN THEIR PERSONALITY  
FACTORS ”**

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**Abstract:** Teachers play a very important role in moulding the character/personality of children and in making them future architects of the country. Education is a powerful tool of social transformation. The teacher personality influence the learners in their all round development of personality. . In present study we can see that the primary level women teachers are slightly higher on Personality Factor. Significantly differ from secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly. Primary Teachers tend to be more extroverts compared to secondary and tertiary teachers

**Key words** –Personality Factor,, Difference in their level of Personality Factor

## **INTRODUCTION**

The personality is a person's unique and stable qualities that was characterized the behaviour in different situation and period of time. People often show consistency in behavior, thought and emotion across situations and across time periods. For instance an honest person remains honest for a longer period of time and in different situations.

Teachers play a very important role in moulding the character/personality of children and in making them future architects of the country. Education is a powerful tool of social transformation. The teacher personality influence the learners in their all round development of personality. In present study knowing the difference among women teachers of primary, secondary and tertiary level education in their personality factors

## **Review of literature**

It is commonly accepted that teacher's personality plays an important role in the teaching learning process as it involves interaction between himself and students. Since the teachers personality has a central role in interactional process of education, and if any difference in their personalities can be established. Studies on personality factors and Other Background Variables. Some Studies of Abroad and Studies in India as follows

More (1988), examined the relationship between teaching effectiveness, teaching aptitude and personality traits: The objective of the study was to bring an improvement in the criteria for admission in the teachers preparation programme (B.Ed. training for secondary teachers)

Petty (2004) reports that effective relationships between teachers and students, which are based on the mutual respect and their personality.

Kačáni (2004) reported that the significance of a teacher's personality is highlighted also by, who took into consideration the definitions of the areas important from the viewpoint of influence of the educational process on the personality of a student and accentuated the following: personality traits of the student from the viewpoint of successfulness in school, formative processes which determine internalization of the external influences personality of the teacher, their positive, desirable and unfavorable qualities, which partake in the formation of the personality of the student, relationships between the teacher and the student as a basis for educational treatment, personality of the teacher as one of the significant factors of this influence

Roy (1995) conducted a study on differences in personality factors of experienced teachers and explored that teachers were significantly more extroverted and anxious

Srivastava et al. (1980) studied academic achievement in relation to personality factors and found that eight factors out of 14 factors of personality show similar direction (positive correlation with academic achievement. These factors were A+, B+, C+, 0-, H+, 1-, 0- and Q2+.

Thamilmani, P. (1990). Studied Teacher competency and teacher personality in relation to achievement of high school student in science

Sreelatha, S., and Prasad, S.K., (2011) Relationship between personality and teacher effectiveness of mathematics teachers.

This reviews of related literature indicated that there are only a few studies on personality factors of teachers and their relations to other factors, of these most of the 56 studies highlights that teachers attitude and job satisfaction are related to personality factors.

### **Title of the study**

A Study Difference Among Women Teachers Of Primary, Secondary And Tertiary Level Education In Their Personality Factors

### **Objective of the study**

- Difference among women teachers of primary, secondary and tertiary level education in their Personality factor

### **Hypothesis**

There is no significant difference among women teachers of primary, secondary and tertiary level education in their Personality Factors.

### **Method**

**Design of the study** -The present study is descriptive-cum-analytical study involving survey method. In the present study, the data is collected using different tools to assess the personality factor

**Variable**-Personality Factor

### **Population**

All the women teachers working in the selected primary and secondary schools and degree colleges constituted the population for the study.

### **Sample**

From the above said population, 210 primary teachers, 199 secondary teachers and 91 college teachers were selected randomly

### **Tool used for the study**

- Sixteen Personality Factor Questionnaire .The 16PF questionnaire form A developed originally in English by R.B. Cattell was translated by Sudhakar James and K. Yeshodhara into the regional language kannada i.e. Kannada and both the versions English and Kannada have been used in this study

### **Statistical Techniques**

One-way ANOVA was employed and Dunken's test

### **Analysis and Interpretation of data**

One-way ANOVA to test the hypothesis and details are on the following table.

**Table 1: The details of one-way ANOVA employed**

Personality Factors		Sum of squares	df	Mean squares	F-value	Significant
F-I	Between Groups	2.657	2	1.329	0.570	0.566
	Within Groups	1157.830	497	2.330		
	Total	1160.488	499			
F-II	Between Groups	51.403	2	25.702	3.228	.040
	Within Groups	3957.66	497	7.963		
	Total	4009.072	499			
F-III	Between Groups	7.947	2	3.974	.732	.482
	Within Groups	2699.44	497	5.431		
	Total	2707.390	499			
F-IV	Between Groups	24.726	3957.	12.363	2.277	.104
	Within Groups	2698.062	497	5.429		
	Total	2722.788	499			

The table -1 indicated that F-values for difference among Means of women teachers of primary, secondary and tertiary level education are not significant at 0.05 level in case of F-I, F-III and F-IV. Whereas F-values it is significant at 0.05 level in case of F-II. So null hypothesis was accepted and concluded that in case of F-I, F-III and F-IV, there is no significant difference among primary, secondary and tertiary level of teachers. Whereas the null hypothesis was rejected and inferred that there is significant difference among teachers of primary, secondary and tertiary levels in case of F-II. The Duncan 't' test results are presented in the table -1

**Table 1.1 : Details of Duncan t-test on Personality Factor F-II with respect to teachers at different levels of education**

Levels	N	Subset for alpha = 0.05	
		1	2
Primary	210		8.8495
Secondary	199	8.2658	
Tertiary	91	8.0934	

The table 1.1 shows that the primary level women teachers are slightly higher on Personality Factor F-II and significantly differ from secondary and tertiary level teachers, whereas teachers at secondary

and tertiary level do not differ significantly. Primary Teachers tend to be more extroverts compared to secondary and tertiary teachers.

### **Findings**

- There is no significant difference in case of F-I, F-III and F-IV and there is significant difference in case of F-II among teachers of primary, secondary and tertiary level.
- The primary level women teachers are slightly higher on Personality Factor F-II and significantly differ from secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly. Primary teacher tend to be more extroverted compared to secondary and tertiary teachers

### **Discussion of the Study**

In this study, it is found that higher percentage of women teachers at all the level of education - primary, secondary and tertiary - tends to be extroverted and independent. It is quite natural for teachers to be so, as both the qualities of extroverted tendency and independence are required to be effective teachers, which means they are to be socially out going, uninhibited, good at making interpersonal relationship, independent and daring. The women teachers constituting the sample are to be complemented for having positive personality characters of a teacher.

Primary and secondary teachers of this study tend to be well adjusted. This may be due to the fact that many of them have less anxiety, not worried about promotions and other attractions expect the schoolwork aiming at performance of children, in addition to their domestic responsibility and other women related problems. They do not want to be entangled with controversies/problems either at home or at work place, and thus they try to be well adjusted and smooth going.

### **Educational implication**

- As per the present study primary secondary and tertiary teachers differed in some aspect of personality, of them.
- Some characteristics are positive and some are negative towards women empowerment. This implies the need for training in life skills/soft skills leading to personality development.

### **Suggestion for further study**

- Correlational studies with women empowerment and other factors like intelligence, creativity and personality patterns, etc

Extension of same study with many more variables of unique importance

### **Conclusion**

From the above study we can understand that primary secondary and tertiary teachers differed in some aspect of personality, of them. Some characteristics are positive and some are negative towards women empowerment. This implies the need for training in life skills/soft skills leading to personality development . That the primary level women teachers are slightly higher on Personality Factor. and significantly differ from secondary and tertiary level teachers, whereas teachers at secondary and tertiary level do not differ significantly. Primary Teachers tend to be more extroverts compared to secondary and tertiary teachers.

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