



TEACHER EFFECTIVENESS OF MATHEMATICS TEACHERS IN RELATION INTO THEIR PERSONALITY

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Abstract

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the teacher. Effective teacher has the potential of understanding the students' emotions and their causes, the capability of effectively regulating these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem-solving, being creative and dealing with social conditions. The social aspect of teacher effectiveness includes maintaining a good social relationship with colleagues, interest to participate in social and cultural activities, the influence of society and community factors.

Key Words: Teacher Effectiveness, Personality, Teaching method, Intelligence, Student's achievement, Mathematics Education.

INTRODUCTION

Education can be considered as a process of discovering new things that a person was not previously aware of and increasing knowledge. Education carries people to greatness. It is an essential thing in life because it empowers people with knowledge, enables them to contribute to the society, earn money, and be independent. In educational process, an effective teacher occupies a place of remarkable position. There is an unprecedented demand for effective teachers in the present scenario of high complexity and specialization. This is to lead the multitudes of school children on the lane of enrichment and advancement. An effective teacher is that who helps in developing among students the basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personal adjustment.

STATEMENT OF THE PROBLEM

The problem of the present study is entitled “**TEACHER EFFECTIVENESS OF MATHEMATICS TEACHERS IN RELATION INTO THEIR PERSONALITY**”.

NEED AND SIGNIFICANCE OF THE STUDY

The teacher occupies a pivotal any progressive society. Whether viewed as a model, a director, a supervisor position in, a guide or a leader, the task of a teacher is crucial in molding the youth. The changing role from that of a dispenser of knowledge to that of innovator, stimulator, motivator, helper and agent of social change presumes that teachers possessing certain personality traits alone can perform any of these roles effectively. The teacher is undoubtedly the most important factor enhancing the student's achievement. A comparison of achievement in various subjects results that students get low scores in mathematics. The more effective a teacher is, the greater will be the improvement in students' achievement. How the personality of the teacher interacts with his teaching ability is a critical factor in teaching effectiveness. The study is an attempt to find out the relationship between teaching effectiveness and personality.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant relationship between Personality of Mathematics Teachers based on the background variables.
2. To find out whether there is any significant relationship between Teacher Effectiveness of Mathematics Teachers based on the background variables.
3. To find out whether there is any significant relationship between Personality and Teacher Effectiveness of Mathematics Teachers.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between Teacher Effectiveness and Personality of Mathematics Teachers categorized on basis of sex.
2. There is no significant difference between Teacher Effectiveness and Personality of Mathematics Teachers categorized on basis of locality.
3. There is no significant difference between Teacher Effectiveness and Personality of Mathematics Teachers categorized on basis of Experience.

DELIMITATIONS OF THE STUDY

The present investigation has the following limitations,

- The Study is limited to only Mathematics teachers in Sivaganga District.
- The study taken as only 70 samples for the study.

METHOD USED FOR THE STUDY

In order to realize the foresaid objectives normative survey method is employed in the present study.

SELECTION OF SAMPLE

The sample of study consisted of 70 mathematics teachers were selected from schools in Sivagangai District using a stratified random sampling procedure that ensured representation across gender, locality of school and teaching experience.

TOOL USED FOR STUDY

Teacher effectiveness scale constructed and validated by Sujatha and Mishra were used to collect the data. Personality scale constructed and validated by the investigator.

STATISTICAL TECHNIQUES USED FOR THE STUDY

The collected data were analysed by Descriptive analysis and Differential analysis.

ANALYSIS AND INTERPRETATION**Hypothesis 1**

There is no significant difference between Teacher Effectiveness of Mathematics Teachers categorized on basis of sex.

S.No.	Gender	N	Mean Value	S.D	't' - value	Level of significance
1	Male	32	83.84	4.95	0.51	NS**
2	Female	38	83.34	3.06		

Since the calculated 't' value of 0.51 less than table value of 1.96 which is not significant at 0.05 levels. There is no significant mean difference between the male and female mathematics teacher, with respect to teacher effectiveness. Therefore the hypothesis framed by the investigator is rejected.

Hypothesis -2

There is no significant difference between Teacher Effectiveness of Mathematics Teachers categorized on basis of locality.

S.No.	Locality	N	Mean Value	S.D	't' - value	Level of Significance
1	Rural	34	83.94	4.13	0.74	NS**
2	Urban	36	83.22	3.92		

Since the calculated 't' value of 0.74 is less than the value of 1.96 which is not significant at 0.05 level. There is no significant mean difference between the rural and urban mathematics teacher with respect to teacher effectiveness. Therefore the hypothesis framed by investigator is rejected.

Hypothesis -3

There is no significant difference between Teacher Effectiveness of Mathematics Teachers categorized on basis of Experience.

S.No.	Teaching Experience	N	Mean Value	S.D	't' - value	Level of significance
1	Above 15 years	30	84.10	3.77	0.95	NS**
2	below 15 years	40	83.17	4.18		

Since the calculated 't' value of 0.95 is less than the table value of 1.96 which is not significant at 0.05 level. There is no significant mean difference between above 15 years and below 15 years mathematics teacher with respect to teacher effectiveness. Therefore the hypothesis framed by the investigator is rejected.

Hypothesis:4

There is no significant difference between Personality of Mathematics Teachers categorized on basis of locality.

S.No.	Gender	N	Mean Value	S.D	't' - Value	Level of Significance
1	Male	32	62.59	3.24	0.53	NS**
2	Female	38	62.05	4.87		

Since the calculated 't' value of 0.53 is less than table value of 1.96 which is not significant at 0.05 levels. There is no significant mean difference between the male and female mathematics teacher with respect to personality. Therefore the hypothesis framed by the investigator is rejected.

Hypothesis -5

There is no significant difference between Personality of Mathematics Teachers categorized on basis of locality.

S.No.	Locality	N	Mean Value	S.D	't' - Value	Level of Significance
1	Rural	34	62.17	4.41	0.23	NS**
2	Urban	36	62.41	4.01		

Since the calculated 't' value of 0.23 is less than the table value of 1.96 which is not significant at 0.05 level. There is no significant mean difference between the rural and urban mathematics teacher with respect to personality. Therefore framed by the investigator is rejected.

Hypothesis-6

There is no significant difference between Personality of Mathematics Teachers categorized on basis of locality.

S.No.	Teaching Experience	N	Mean Value	S.D	't' - value	Level of significance
1	Above15	30	63.03	4.11	1.27	NS**
2	below15	40	61.75	4.20		

Since the calculated 't' value of 1.27 less than the table value of 1.96 which is not signification at 0.05 level. There is no significant mean difference between the teaching experience of above 15 years and below 15 years mathematics teacher with respect to personality. Therefore the hypothesis framed by the investigator is rejected.

MAJOR FINDING OF THE STUDY

1. A Statistically significant difference was found between male and female teachers in Teacher Effectiveness and Personality, with male teachers recording a high mean score.
2. A Statistically significant difference was found between rural and urban teachers in Teacher Effectiveness and Personality, with rural teachers recording a high mean score in teacher effectiveness and the urban teachers recording a mean score in personality.
3. A Statistically significant difference was found between male and female teachers in Teacher Effectiveness and Personality, with the above 15 years experience teachers recording a high mean score than below 15 years experience of teachers.

CONCLUSION

The present study concluded that the Teacher Effectiveness, Personality is the major roles of students Society in the present century. Personality and efficient teacher contribute positive academic level and social outcomes for the student. The Effective teachers contribute to the development of teacher of plan and engaging opportunities monitors student learning progress, proper manner.

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