

A Study of Type of Personality Factors among Women Teachers of Primary, Secondary and Tertiary Level Education

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INTRODUCTION

Teacher is architect to develop personality of children and making them future builder of sustainable nation. Teacher plays major role in all round development of personality. So in present study knowing about type of personality factors among women teachers of primary, secondary and tertiary level education

Title of the study

A STUDY OF TYPE OF PERSONALITY FACTORS AMONG WOMEN TEACHERS OF PRIMARY, SECONDARY AND TERTIARY LEVEL EDUCATION

Objectives

To assess and compare the Personality Factors among women teachers of primary, secondary and tertiary level education.

Hypothesis

- Women teachers of primary, secondary and tertiary level education do not differ in their Personality Factors.
- There is no significant difference among women teachers of primary, secondary and tertiary level education in their Personality Factors.

Method

Variable –Personality factor

Sample - 250 primary teachers, 200 secondary teachers and 100 college teachers were selected randomly. Thus the total sample consisted of 550 women teachers selected from both urban and rural schools. The investigator could not get back filled in tools from 40 women teachers and found 10 incomplete tools. All 50 are from primary schools.

Thus the total sample consisted of 500 women teachers from 5 taluks with 100 teachers in each taluk and from different levels of education – primary (200), secondary (200) and tertiary (100),

Tool

Sixteen Personality Factor Questionnaire (16 PF) (1970) - R.B. Cattell

Statistical techniques

Descriptive statistics i.e. Mean, SD and percentage analysis to report and compare , Personality Factors among women teachers of primary, secondary and tertiary level education.

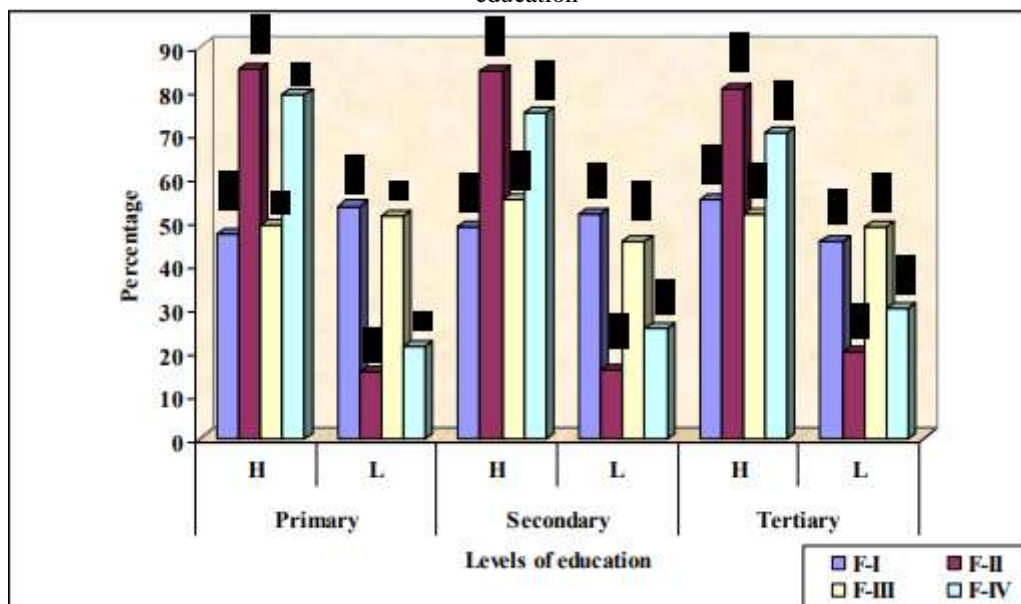
The raw scores obtained by women teachers on Cattell's 16PF Questionnaire were converted into stens scores on 16 Primary Factors and then the stens on the selected 4 secondary factors were derived from the primary stens following the instructions given in the manual for 16 PF. Further the teacher were categorized into two levels i.e. low scored direction (Below average) and High score direction (Above average) fixing the second order stens at 5.5. Thus the teachers whose second order stens are below 5.5 are considered as Below average and those with second order stens above 5.5 are considered as Above average in all the 4-Factors. The detailed description of Below average and Above average categories on second order 4-Factors are given vide 3.14 supra, p. 105. The Number and Percentage of teachers under each level i.e. Above average and Below average in case of selected second order personality Factors are given separately in the following table.

Table 1

Table 8: Details of personality factors among women teachers of primary, secondary and tertiary level education

Levels of education		F-I		F-II		F-III		F-IV	
		No.	%	No.	%	No.	%	No.	%
Primary	H	98	46.7	178	84.8	103	49.0	166	79.0
	L	112	53.3	32	15.2	107	51.0	44	21.0
Secondary	H	97	48.7	168	84.4	109	54.8	149	74.9
	L	102	51.3	31	15.6	90	45.2	50	25.1
Tertiary	H	50	54.9	73	80.2	47	51.6	64	70.3
	L	41	45.1	18	19.8	44	48.4	27	29.7
Total	H	245	49.0	419	83.8	259	51.8	379	75.8
	L	255	51.0	81	16.2	241	48.2	121	24.2

FIGURE -1. The details of personality factors among women teachers of primary, secondary and tertiary level education



The table indicates that higher percentage of women teachers in total are at high end level in 3-Personality Factors F- II, F-III and F-IV. Whereas the percentage of teachers at Above average and Below average level is more or less equal in personality factor F-I. Thus it is inferred that higher percentage of teacher are tend to be

extrovertive, alert poise and independent, whereas nearly 50% of teachers in sample have exhibited high anxiety and other 50% have exhibited low anxiety. Comparison of teachers at different levels of education reveals that

1) In case of F-II and F-IV the percentage of women teacher is high (F-II -84.8%, 84.4%, 83.8%

and F-IV-79.0%, 74.0%, 70.3%) at Above average level in all the three levels of education.

2) In case of F-I the percentage of teacher at Above average level is less than that Below average level in case of primary and secondary teachers whereas in tertiary level the percentage is high at Above average level and low at Below average level.

3) In case of F-III the percentage of teachers at Above average level is high in secondary and tertiary teachers, whereas it is low in case of primary teachers. 4) Thus it is concluded that

5) All the teachers in the sample in total are tend to be Extroverts which means they tend to be socially out going, uninhibited, good at making and maintaining interpersonal contacts; Alert poise which means likely to be an enterprising, decisive and resilient personality; Independent which means aggressive, independent, daring, incisive person

6) Higher percentage of teachers in total and primary as well as secondary teachers in particular have exhibited low anxiety level which means they tend to have generally satisfying life, tend to achieve those things that seem to them important and tend to be well adjusted. Whereas tertiary level teachers exhibited high anxiety level which means they tend to be generally disruptive of performance and productive physical disturbance and tend to be maladjusted.

7) Higher percentage of women teachers at secondary and tertiary level are tend to be Alert poise which means they tend to be an enterprising, decisive and resilient personality. Whereas higher percentage of primary teachers are tend to be Tender minded emotional which means they tend to be sensitive to the subtleties' of life, likely to be artistic and gentle, tend to often involve too much thought and consideration before action is taken.

8) To put in other form above said analysis reveals that i. Women teacher's at primary level of education are tend to have generally satisfying life, tend to achieve those things that seem to them important and tend to be well adjusted (F-I); tend to be Extrovertive which means they tend to be socially out going, uninhibited, good at making and maintaining interpersonal contacts (F-II); tends to be tender minded emotional which means they tend to be sensitive to the subtleties' of life, likely to be artistic and gentle, tend to often involve too much thought and consideration before action is taken (F-III) and tend to be independent which means aggressive, independent, daring, incisive person (F-IV).

ii. Women teacher's at secondary level of education are tend to have generally satisfying life., tend to achieve those things that seem to them important and tend to be well adjusted (F-I); tend to be

Extroverts which means they tend to be socially out going, uninhibited, good at making and maintaining interpersonal contacts (F-II);tends to be Alert poise which means likely to be an enterprising, decisive and resilient personality (F-III) and tend to be Independent which means aggressive, independent, daring, incisive person (F-IV).

iii. Women teacher's at tertiary level of education are tend to have high anxiety level which means they tend to be generally disruptive of performance and productive physical disturbance and tend to be maladjusted (F-I); tend to be Extroverts which means they tend to be socially out going, uninhibited, good at making and maintaining interpersonal contacts (F-II); tends to be Alert poise which means likely to be an enterprising, decisive and resilient personality (F-III) and tend to be Independenc which means aggressive, independent, daring, incisive person (F-IV).

Findings

- All most all the women teachers selected for the sample have expressed extrovertive tendency. Higher percentage of teacher are tend to be extrovertive, alert poise and independent, whereas nearly 50% of teachers in sample have exhibited high anxiety and other 50% have exhibited low anxiety.
- With reference to selected women teachers from different level of education it was found that,
 - a. Women teacher's at primary level of education are tend to have generally satisfying life., tend to achieve those things that seem to them important and tend to be well adjusted (F-I); tend to be Extrovertive which means they tend to be socially out going, uninhibited, good at making and maintaining interpersonal contacts (F-II);tends to be tender minded emotional which means they tend to be sensitive to the subtleties' of life, likely to be artistic and gentle, tend to often involve too much thought and consideration before action is taken (F-III) and tend to be independent which means aggressive, independent, daring, incisive person (F-IV)
 - b. Women teacher's at secondary level of education are tend to have generally satisfying life, tend to achieve those things that seem to them important and tend to be well adjusted (F-I); tend to be Extroverts which means they tend to be socially outgoing, uninhibited, good at making and maintaining interpersonal contacts (F-II), tends to be Alert poise which means likely to be an enterprising, decisive and resilient personality (F-III) and tend to be

Independent which means aggressive, independent, daring, incisive person (F-IV).

- c. Women teacher's at tertiary level of education are tend to have high anxiety level which means they tend to be generally disruptive of performance and productive physical disturbance and tend to be maladjusted (F-I); tend to be Extroverts which means they tend to be socially out going, uninhibited, good at making and maintaining interpersonal contacts (F-II);tends to be Alert poise which means likely to be an enterprising, decisive and resilient personality (F-III) and tend to be Independent which means aggressive, independent, daring, incisive person (F-IV).

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. It is known fact that initiative have been already taken tom provide training for teachers in life skills. But, it is very important to organise there training programmes specifically for women teachers

were in some special issues related to women will be highlighted and women teachers are oriented toward towards achieving women empowerment.

Suggestion for further study

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

Conclusion – personality factors of women teacher highlights the extrovertive tendency. Higher percentage of teacher are tend to be extrovertive, alert poise and independent, whereas nearly 50% of teachers in sample have exhibited high anxiety and other 50% have exhibited low anxiety.

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