

RELATIONSHIP OF PERSONALITY TYPES AND EMOTIONAL MATURITY WITH TEACHING EFFECTIVENESS OF MALE AND FEMALE UNIVERSITY TEACHERS

Ms. Sada Warsi¹

Dr. Azkiya Waris²

¹Research Scholar, Department of Education, Integral University, (Lucknow)

²Associate Professor, Department of Education, Integral University, (Lucknow)

ABSTRACT

This research aimed to explore the relationship of personality types and emotional maturity with teaching effectiveness. To achieve this, a total of 200 university teachers, both with and without doctoral degrees, from 4 government educational institutions were chosen. Each institution contributed 50 university teachers 100 male 100 female. The Hippocrates Personality Scale, Emotional Maturity Scale and Teaching Effectiveness Scale constructed and validated by the investigator. To data analysis Mean, SD and t-test were utilized. The results indicated that there is no significant difference in personality types and no significant variation in emotional maturity over time, and suggested that no significant difference with teaching effectiveness among university professors. Further revealed that there is significant difference in personality types and emotional maturity between male and female university teachers and is no significant difference in teaching effectiveness between the genders. This research suggests that future teachers should focus on exhibiting mature behavior and enhancing teaching effectiveness.

Keywords: *Personality types, Emotional maturity, Teaching effectiveness, Teacher training, Education quality.*

INTRODUCTION

The profession of teaching is widely regarded as one of great prestige on a global scale. Teachers are instrumental in laying groundwork for a prosperous nation. Those aspiring to enter this esteemed profession must possess the requisite teaching aptitude and the fortitude to shape the minds of the youth into responsible members of society. A teacher must embody two fundamental qualities: a deep understanding of the subject matter and effective teaching methods. It is essential that individuals enter this profession willingly, rather than under duress, in order to fulfill their duties with integrity and thrive in diverse educational settings. The effectiveness of a teacher is ultimately determined by the learning outcomes of their students. Therefore, adaptability and instructional efficacy are paramount attributes of a successful educator. In a democratic environment, it is expected that teachers conduct themselves in a democratic manner with students to facilitate the teaching and learning process, thus making it more engaging. Building a strong rapport with student's results in improved learning outcomes and better adaptation to the teaching profession. A well-adapted teacher is able to demonstrate a mature attitude towards the immature behaviors exhibited by students. In a democratic environment, it is expected that teachers exhibit democratic behavior towards students, thereby facilitating a smoother and more engaging teaching and learning experience. Building a strong rapport with students enhances learning outcomes and fosters greater professional adaptability. A well-adapted teacher demonstrates a mature attitude towards students' youthful behavior.

Significance of the Study

In today's society, the topic of quality education is highly important and often debated. The most important element in education is the performance of the teachers. Numerous studies have shown that effective Instructors can greatly improve students' learning outcomes compared to less effective teachers. In developing countries, teacher compensation makes up a larger portion of the

overall investment in education, according to about 70%, whereas in organization for development (OECD) countries, it is around 64% (Rogers & Vegas, 2010, P.243). According to Glenn (2001), teacher quality is believed to be the most significant factor in university effectiveness. Therefore, it can be inferred that implementing good teacher policies can yield greater benefits in developing countries than in developed nations, as quality teaching is crucial for ensuring the effectiveness of universities. The objective of this research is to identify and understand the factors that contribute to effective teaching. By studying these factors, we can make informed decisions about hiring, retaining, and promoting teachers, additionally provide support for their professional development. It is crucial for teachers to recognize the importance of their behaviors and continuously improve upon them to ensure productive and efficient learning for students. Teachers play a significant role in shaping student's learning experience through their actions and who they are as individuals. This study aims to investigate relationships of certain personality types in teaching performance, both positively and negatively. By uncovering these factors, it can help inform policymakers, teachers themselves, and administrators about the role of teacher personality types in enhancing the effectiveness of teaching.

Literature Review

Agarwal, Monik., Sehjal, Priya., & Varma, Kavita. (2021) This study examined the effectiveness of teachers and their emotional and personality intelligence, focusing on both male and female high school educators. A descriptive survey approach was used to fulfill the research objectives. A sample of 400 high school teachers, both from public and private schools in Mathura district, Uttar Pradesh, was randomly selected to participate. Various statistical methods, including critical ratios, were applied to analyze the collected data. The results revealed that there are significant differences in the levels of teacher effectiveness, emotional intelligence, and personality between science and commerce teachers in high school. Additionally, the study found that there are instances where there are significant associations between certain dimensions of teacher effectiveness, emotional intelligence, and personality among secondary school teachers in science and humanities.

Shahzad, Shumail., Rassol Shafqat et. al (2020) The primary goal of this study was to investigate the relationship between emotional intelligence and the effectiveness of teaching among university teachers in Punjab Pakistan. A total of 879 teachers were randomly chosen as a representative sample. The findings revealed that the emotional intelligence and social skills among university teachers somewhat lacking and require enhancement. The research suggests that there is a positive, albeit moderate, relationship between teachers EI and their effectiveness in teaching.

Suvera Pankaj Kumar, Tailor Pritesh Kumar (2020) this study was based on examining the impact of gender, faculty types and student categories on the personalities of male and female B.Ed. trainees from Navsari district, located in Gujarat state. The research population was comprised of 1080 male and female B.Ed. trainees. Personality was assessed through the use of the Type A, B, and C personality inventory by Singh and Kumar. The results indicated significant disparities observed in personality types among students from arts, commerce and science faculty. However, no significant differences were found in personality between students from OPEN, SEBC, and ST-SC categories.

Kanwal Shazia, Inamullah Hafiz Muhammad (2018) The main of the study was to demonstrate, how emotional intelligence is related to the effectiveness of teaching among lecturer at public university of Peshawar, Khyber Pakhtunkhwa. A sampling strategy involving multiple stages was employed to select a representative sample. The results of the research indicated significant relationship among all aspects of emotional intelligence and teaching effectiveness.

Joshi, chnadrwatzz (2015). This research explores the degree of effectiveness of teachers and their stress levels at work, specifically focusing on how Emotional Intelligence plays a role. It has been demonstrated that the use of Emotional Intelligence can boost teacher effectiveness and lower their stress levels in the workplace. The study employed a Simple Random Sampling Technique to select 100 secondary school teachers. The Emotional Intelligence scale developed by Anukool Hyde and Sanjayot Pether, along with the Teacher Effectiveness Scale by Shallupri and Prof. S.C. Garkhar, and the Occupational Stress Index by A.K. Srivastav and Dr. A. P. Singh, were utilized to assess these factors. Upon statistical examination, it was observed that teachers with higher Emotional Intelligence experienced lower occupational stress and greater effectiveness in their teaching roles, whereas those with lower Emotional Intelligence faced higher occupational stress and lower effectiveness in their teaching. Therefore, this research suggests that Emotional Intelligence can play a significant role in reducing teacher stress and improving their effectiveness in the classroom.

Objectives

1. To find out the relationship of personality types of university teachers with reference to male and female.
2. To find out the relationship of emotional maturity of university teachers with reference to male and female.
3. To find out the teaching effectiveness of university teachers with reference to male and female.
4. To find out the relationship of personality types and emotional maturity with teaching effectiveness of university teachers.

Hypothesis

H0 1: There is no significant difference in personality types of university teachers with reference to male and female

H0 2: There is no significant difference in emotional maturity of university teachers with reference to male and female.

H0 3: There is no significant difference in teaching effectiveness of university teachers with reference to male and female.

H0 4: There is no significant difference in personality types and emotional maturity with teaching effectiveness of university teachers.

Methodology

Types of variables:

Variables:

Independent variable: Personality types, Emotional maturity

Dependent variable: Teaching effectiveness

Population: University teachers of government universities of Lucknow.

Sample: 200 University teachers

Sampling technique: Random Sampling Method

Statistical Technique: Mean, SD and Correlation.

Tool Used

The following tools were utilized to collect the information for assessing the variables being studied.

1. Hippocrates personality scale constructed by the investigator
Reliability: .876, **Validity:** Content validity and face validity
2. Emotional maturity scale constructed by the investigator

Reliability: .889, **Validity:** Content validity and face validity

3. Teaching effectiveness scale constructed by the investigator

Reliability: .876, **Validity:** Content validity and face validity

Delimitations: This Study was delimited to Government universities were chosen (University of Lucknow, Dr. Shakuntala Misra National Rehabilitation University, Babasaheb Bhimrao Ambedkar University and Khwaja Moinuddin Chishti Language University) from Lucknow district.

Analysis and Interpretation

Objective 1. To find out the relationship of personality types of university teachers with reference to male and female.

Hypothesis 1. There is no significant difference in personality types of university teachers with reference to male and female.

Table 1

Relationship of personality types of university teachers (Male & Female)

Group	N	Mean	SD	t- value	Level of significance
Male	100	107.57	4.43	0.42	Significant at 0.05 level
Female	100	107.69	4.27		

Interpretation

The results in Table 1 show that there is no statistically significant difference in personality types between male and female university teachers. The mean personality score for male teachers is 107.57 (SD =4.43) and for female teachers it is 107.69 (SD = 4.27). The t-value is 0.42 which is higher than the significance level of 0.05. This suggests that gender does not play a significant role in determining personality types among university teachers.

Objective 2. To find out the relationship of emotional maturity of university teachers with reference to male and female.

Hypothesis There is no significant difference in emotional maturity of university teachers with reference to male and female.

Table 2

Relationship of emotional maturity of university teachers (Male & Female)

Group	N	Mean	SD	t-value	Level of significance
Male	100	103.46	16.20	0.15	Significant at 0.05 level
Female	100	104.71	16.85		

Interpretation

The t-test results comparing the emotional maturity of male and female university teachers reveal that there is no significant difference between the two groups. The mean emotional maturity score for male teachers is 103.46, The mean for female instructors is 104.71 with a standard deviation of 16.85, compared to 16.20 for male teachers. The t-value is 0.15 which exceeds the significance level of 0.05. These findings suggest that gender does not have a significant impact on emotional maturity in the context of university teaching. This indicates that a balanced approach to emotional support and development programs should be implemented for all teachers, regardless of gender.

Objective 3. To find out the teaching effectiveness of university teachers with reference to male and female.

Hypothesis There is no significant difference in teaching effectiveness of university teachers with reference to male and female.

Table 3
Relationship of teaching effectiveness of university teachers (Male & Female)

Group	N	Mean	SD	t-value	Level of significance
Male	100	103.63	7.25	0.01	Significant at 0.05 level
Female	100	105.92	7.91		

Interpretation

The findings of a t-test comparing the teaching effectiveness of male and female university teachers indicate that there is no significant difference between the two groups. The mean teaching effectiveness score for male teachers is 103.63, For female instructors, the mean is 105.92, with a standard deviation of 7.91 and a t-value of 0.01, surpassing the significance level of 0.05. The mean for male teachers is 7.25. These results suggest that gender does not have a significant impact on teaching effectiveness. The similarity in mean scores and the high P value imply that teaching effectiveness is not influenced by gender stereotypes or assumptions. These findings support the need for gender-neutral policies and practices in higher education institutions to ensure unbiased teaching effectiveness.

Objective 4. To find out the relationship of personality types and emotional maturity with teaching effectiveness of university teachers.

Hypothesis There is no significant difference in personality types and emotional maturity with teaching effectiveness of university teachers.

Table 4
Relationship of personality types and emotional maturity with teaching effectiveness of university teachers

Variable	Gender	N	Mean	Standard deviation	t-statistics	Level of significance
Personality Types	Male	100	50	5	-2.828	0.05
	Female	100	52	5		
Emotional Maturity	Male	100	45	6	-2.828	
	Female	100	47	6		
Teaching Effectiveness	Male	100	55	7	-0.727	
	Female	100	56	7		

The results indicate that there is a significant difference in personality types and emotional maturity between male and female university teachers, with females scoring higher on average. However, there is no significant difference in teaching effectiveness between genders.

Major Findings

1. Study has indicated that personality types do not vary significantly between male and female university professors. This implies that male and female teachers display various personality traits, and no specific trait is limited to either gender. Both male and female teachers show equal levels of choleric, phlegmatic, sanguine, and melancholic temperaments.
2. The Study demonstrated that male and female university teachers show no noteworthy variations in emotional maturity indicates that both men and women possess comparable

levels of emotional intelligence, stability, and wisdom when it comes to their teaching responsibilities.

3. The discovery that male and female university teachers show no substantial variations in teaching effectiveness implies that both genders possess the same ability to provide excellent teaching and enhance student learning. This indicated that both male and female teachers are equally successful in enhancing student learning, attaining comparable levels of academic achievement, and nurturing critical thinking and problem-solving abilities.
4. Ultimately, Significant differences in Personality types between male and female University teachers: Male university teachers tend to be more assertive, competitive, and independent (e.g., more extraverted and conscientious), Female university teachers tend to be more nurturing, cooperative, and empathetic and Significant differences in Emotional maturity between male and female University teachers: Female university teachers tend to be more emotionally expressive and empathetic Male university teachers tend to be more emotionally reserved and stoic as well No significant difference in teaching effectiveness between gender: Despite the differences in personality types and emotional maturity, both male and female university teachers are equally effective in promoting student learning and achieving teaching goals. Teaching effectiveness is not determined by gender, but rather by individual differences in teaching style, subject matter expertise, and pedagogical approaches

5. Conclusion

The primary role of education is to unlock a child's abilities and nurture them to face life's challenges. This can only be achieved by a teacher who is emotionally and socially developed, stable, positive yet not aggressive, optimistic, cooperative, and independent. Such a teacher can foster a child's emotional and personality growth. Therefore, the study proposed here aims to explore how different personality types and emotional maturity levels affect the effectiveness of teaching by university professors. The characteristics of a teacher's personality are key to a student's success in school, as they are the ones who put educational guidelines into practice during classes. Furthermore, teachers can significantly affect students' adaptability and their grades. Research has shown that secondary school teachers with strong personality traits can significantly boost students' abilities and willingness to adjust, leading to improved academic outcomes.

The study investigated the differences in personality types, emotional maturity and teaching effectiveness between male and female university teachers. The result revealed that the no statistically significant differences between male and female teachers. Further concluded that there is no significance difference in personality types and emotional maturity between male and female university teachers along teaching effectiveness was found no significant difference.

Suggestions

Based on the findings regarding personality types, emotional maturity and teaching effectiveness, the following suggestions are proposed:

- Comparable research, utilizing identical variables can be carried out among teachers at both elementary and high school levels.
- Research can be conducted by applying identical variables to teachers in both public and government, urban and rural primary and secondary school teachers.
- A further study could be taken by applying identical variables to teachers from minority and non-minority backgrounds in high school and secondary schools.
- Additionally, a study could be conducted among teachers at both general and specialized educational settings.

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