



## Teacher's personality factor and students' perception on teaching effectiveness of home economics in secondary schools

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### Abstract

The study assessed teachers' personality factors and students' perception on teaching effectiveness of home economics in Calabar educational zone of Cross River State. Survey design was adopted for the study. A four point Likert type research designed questionnaire was developed and validated for the study. The data collected were subjected to statistical analysis using Pearson Product Moment Correlation. The result of the findings revealed that, there is a significant relationship between students' perception of attitude towards home economics and teachers teaching effectiveness. The critical r-value = 0.10, this implies that the higher the students' perception and attitude towards the teachers, the higher the teachers' teaching effectiveness of home economics.

**Keywords:** teachers personality factors, students' perception, teaching effectiveness, home economics

### Introduction

There has been considerable interest in determining the extent of impact teachers personality factors exert on effective teaching and learning. Scholars like Beehler (2000) believed that not too many individuals possess the combination of personality traits, dedication and imagination necessary to ensure effective teaching. This assertion has led to many studies today, like in the case of Wang & Fwu (2007) [12], opined that, there would be no good education without good teacher quality, and for teaching effectiveness is the core mission of schools.

Lin, Xie, Jeng & Huang (2010) [9], viewed teacher quality as 'teachers engaging in educational tasks, with a given behaviour, and being able qualified to conduct teaching activities, which could arouse students' interest in learning, and enhancing students' learning achievements. This assertion is true because a good teacher ought to possess certain teaching characteristic (qualities) that would influence the pupils' study habit. Ko (2003) [8] concluded that teacher quality is a general word for teacher cultivation, professional qualification and abilities. Wu (2003), teachers' personality trait must go with knowledge, abilities and morals.

Nnolun (2000) [10] surveyed the ways primary school pupils perceived their teacher's personality and attitude towards them. She found that there exists a systematic complaint from pupils about teachers' inconsistencies in dealing with classroom issues, flogging too much, concealing the right answers etc. She concluded that most teachers lack knowledge of education principles of learning, which seem to be revealed through teachers' non-positive interaction abilities and poor personality projections. She further concluded that, "teachers' inability to handle classroom situations show up in form of violent and aggressive handling of children, open criticism, frustration, flogging, stereotyping, bullying, nagging, and talking at instead of talking to students. Such attitudes towards teaching, she suggested, negatively affect students' perception of their

teachers' personality and results on poor academic performance among students".

Hart (2000) [1] researched on students' perception of teachers' personality and its effect on their academic achievement. His sample comprised 4000 high school students in New Jersey, who were asked to determine their best-liked teachers. In response to an open-ended request for reasons why they liked a particular teacher best, he found that a general humour (personality) factor i.e. teacher being cheerful, happy, good-natured, jolly and having a sense of humour ranked highest in the frequency of mention. He concluded that teachers' personality projection significantly influence students' academic achievement. In a similar trend, Adams' (1974) study has shown that the incorporation of humour in the teaching process purportedly improves students' perception of the teacher, reduces students' anxiety, presents a more true to life picture of the subject and eventually improves students' performance.

Eso (2000) [4], conducted a study on students' attitude, academic achievement and teaching effectiveness. He found that attitudes of students to the subject significantly influence students' academic achievement as well as teaching effectiveness in Chemistry. It was observed that same conditions exist between it and the present study

Freeman's (2000) study also found that common dimension which students often use as yardstick in perceiving and relating with their teachers to include.

- Instructor's ability to relate material quality.
- Teacher's ability to relate material quality
- Fairness to the feedback and evaluation procedure and
- The degree of instructor-student rapport.

He also found that some students would place relatively greater importance in associating with a teacher because of the teacher's personal appearance. He concluded that the neat and smart appearance of a teacher is an important value in the whole process of teacher evaluation since it affects students' academic achievement.

Aspy and Roebuck (2002) <sup>[2]</sup>, studied the effect of teachers' classroom behaviour on students' academic achievement. The subjects comprised 250 fourth-graders in Lancashire District. The students were asked to appraise the level or acceptability of their teachers' classroom behaviour using an attitude to teacher's questionnaire. Their academic performance was measured using their examination scores. The Pearson Product Moment Correlation Coefficient and t-test techniques were used for data analysis. The result showed that a positive association between the extent of teachers' positive regards for students and their level of cognitive function, which the teacher was able to elicit from the students, exist. They concluded that teachers' classroom behaviour and students' academic achievement are positively related.

Hughes (2000) <sup>[7]</sup> studied teachers' expectation and reaction to students and students' academic achievement. The researcher found that teachers who react positively to their students' responses in class have their students' performance significantly higher than those who have minimal reaction to their students' responses in class. He concluded that the manner and quality of teachers' reaction to students' participation in class significantly affect student academic achievement.

Similarly, Rist (2000) <sup>[11]</sup> carried out a longitudinal study of a class of black children in urban ghetto schools in New York City. The researcher found that children judged by the teacher to be potential fast learners received the majority of the available reaching time and the bulk of the teachers' supportive behaviour. Those judged to be potential "slow learners" on the other hand, were taught infrequently and were subjected to considerable disapproval and rejected by the teachers. He found that the gap between the two groups (potential fast learners and slow learners) with regards to the completion of their course material inevitably widened as the school year advanced. The pupils' divergent performance on achievement tests given at the end of the year was then used as supportive evidence for the teachers' initial judgment. The researcher concluded that teacher attitude and expectation towards students affect his teaching role and students' achievement.

Teaching effectiveness is a teacher's knowledge and abilities towards the teaching profession, as regards to teaching methods, teaching materials, encouraging/molding of students' character, creating friendly learning environment and assisting students to achieve their target goal of academic excellence in study.

From the review above, it is obvious that teachers' personality characteristics influence his teaching effectiveness and students' academic achievement.

### Research design and methodology

The study used the survey design carried out ex-post facto. The research area lies on latitude 4°63' North and longitude 8°24' East. It is bounded by Republic of Cameroon to the east, Atlantic Ocean to the South, Itu local government of Akwa Ibom State to the West and Akampka local government area to the North (Calabar Master Plan).

The population for the study consisted of all JSS 3 students who tend to be more mature and have been more exposed to

the school system to be better placed to evaluate their teachers' competence in classes. In order to make for adequate and fair representation / representativeness of the target population by the sample, stratified random sampling technique was employed in selecting the subjects. To do this Calabar zone was stratified into three (3) administrative sub-zones, namely Calabar Municipality, Akpabuyo and Odukpani Local Government Areas. A total of six (6) schools were randomly selected out of 25 schools in Calabar Educational Zone through hat and draw (ballot) method, 2 from each sub-zone.

The sample used for the study was made up of 420 junior secondary class 3 students selected from 6 out of the twenty-five secondary schools in the zone. This made it possible to select 35 boys and 35 girls from each school, thus fifty students from each school were selected and used for the study. The girls' ages ranged between 10 and 13 years with the mean (x) age of 1.6 and standard deviation of 4.26, while the ages of boys ranged 11 and 14 with the mean (x) and of 14.02 and standard deviation of 5.69.

Questionnaire instrument was used for collection of data for the study. The researcher, based on literature review and specialist advice, constructed the instrument. The questionnaire had two sections, A and B. Section A, was concerned with demographic information about the respondents' sex, age, class level and teachers educational qualification. Section B elicited information on effectiveness of mathematics teaching in as perceived by students. It was further delimited into students' attitude towards mathematics, the teacher as facilitator of learning, adequacy of teaching facilities and classroom discipline and communication. The combinations of these factors/dimensions were deemed to represent students' evaluation of how effective the home economics teacher was. The scale of preference for section B was a four-point Likert scale graduated from "Strongly Agree" to "Strongly Disagree" in which the respondent indicates his level of agreement about the statement.

To determine the reliability of the teaching of questionnaire, the researcher used a trial-test. In the trial-test, a total of thirty junior secondary class three students who were not part of the study sample were randomly selected and administered the questionnaire by the researcher. After three weeks, the instrument was re-administered to the same thirty students who had responded earlier to the questionnaire. The data collected from the first and second administration were compared with the use of Pearson Product Moment Correlation Coefficient technique to determine the test-retest reliability estimate of the instrument. The result of the analysis indicated close association of the items of the questionnaire with the variable involved in the evaluation of students' perception on teaching of home economics.

### Data analysis and discussion of result

**Hypothesis:** This null hypothesis speculated that students' perception of their attitude towards home economics does not significantly influence teaching effectiveness of home economics teachers. Using the Pearson product moment correlation analysis, this hypothesis was tested. The result of the analysis is presented in Table 1.

**Table 1:** Pearson Product Moment Correlation Analysis of Influences of Students' Perception and Attitude towards Home Economics and Teaching Effectiveness of Home Economics Teachers (n =380)

Variable	$\Sigma X$	$\Sigma Y$	$\Sigma X^2$	$\Sigma Y^2$	$\Sigma XY$	r
Students' perception attitude towards teachers (X) NCE	11570		35758			
Teaching effectiveness of home economics teachers (Y)		18040		872188	550164	0.80*

\*Significant at .05, critical  $r = 0.10$

The result of the analysis revealed that there is a significant positive relationship between students' perception of attitude towards home economics and teachers teaching effectiveness. The positive r-value implies that the higher the students' perception and attitude towards the teachers, the higher the teachers' teaching effectiveness of home economics. On the other hand, the lower the perception of students and attitude towards the teachers, the lower the teaching effectiveness of teachers of home economics.

### Discussion of Findings

In the hypothesis, it was found that students' attitudes towards home economics significantly influence the perception of teaching effectiveness of home economics teachers. It was also found that students with positive attitudes towards home economics perceived teachers to be more effective than those with negative attitude towards home economics. That is, the more positive students' perception and attitudes are, the higher their perception of the effectiveness of home economics teachers. On the other hand, the more negative students' attitudes are, the lower their perception of the effectiveness of home economics teachers.

This finding supports earlier study by Eso's (2000) <sup>[4]</sup> study on students' attitude, academic achievement and teaching effectiveness. He found that attitudes of students to the subject significantly influence students' academic achievement as well as teaching effectiveness in Chemistry. It was observed that same conditions exist between it and the present study.

The likely reason for this finding could be that when a student has a positive attitude to a subject, he is predisposed to learn it. He strives to tackle problems in the subject, is attentive, in class and follows the teachers teaching diligently. He tends to have no premonition in approaching the teacher for explanations of issues in the subject. He views the teacher positively as having the ability to correct him and lead him in attaining mastery in the subject. The teacher consequently reacts positively to such a student, thereby reinforcing the student's perception of effectiveness of such teaching.

### Conclusion

Based on the findings, it can be concluded that when a student has a negative attitude to a subject, he is completely disconnected from the classroom environment, is uninterested in the subject. He "suffers" himself to stay through the class period, and at times skips assignments given by the teacher on the subjects. He may become a truant during such lessons and rarely finds it necessary to approach the teacher for any discussion or remediation of the subject. The consequence is low academic achievement and negative perception of teachers' effectiveness by such students. Thus when those who have positive attitude and those with negative attitude to the subject are compared with respect to perceived teaching effectiveness, those with positive attitude to the subject tend to have

significant objectives. Therefore, there is need for teachers' appropriateness of classroom control techniques, adequacy and usage of instructional materials so as to enhance academic performance of the students significantly.

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