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## Pupils learning outcome in relation to psychopersonal traits of teacher

**Dr. Punam Kumari, Rojalin Sahu, Madhu Priya, Suresh Kumar and Dr. Jitendra Prasad**

### Abstract

Teachers play a crucial role in guiding the curriculum to its intended destination by influencing the behavioral aspects of their students. This enduring process of personality development takes place within the classroom setting where teachers impart knowledge, skills, and attitudes that bring about positive changes among the pupils. Despite this, the effectiveness of the material learned and its practical application by the students is concerned with specific psychopersonal traits exhibited by the teacher they encounter. Therefore, we can assert that the transformation of human behavior through formal education necessitates the simultaneous attention of the classroom teacher due to the reason, the learning outcomes are significantly influenced by the teacher's personal traits. With this foundation in mind, a study having title " Pupils' Learning Outcome in Relation to Psychopersonal Traits of Teacher" was conducted at the Department of Extension Education and Communication Management, R.P.C.A.U., Pusa, Samastipur, Bihar. The study involved 22 B.Sc. Community Science students who evaluated their teacher's psychopersonal traits on a 5-point continuum scale. The total scores of the psychopersonal trait statements provided to the students were calculated and subjected to Chi-square test. The results revealed a significant association between the teacher's psychopersonal traits and the students' learning outcomes as indicated by the higher calculated Chi-square value (9.360) of traits compared to the tabulated value (8.897) at 1 % level of significance.

**Keywords:** Psychopersonal traits, Learning outcomes, teacher's traits, community science

### Introduction

Teachers play a crucial role in driving change within the classroom. However, insufficient attention has been given to the traits that contribute to a teacher's success in effectively implementing the curricula. The term "Psychopersonal traits" encompasses a teacher's unique pattern of thoughts, emotions, and behaviours that significantly impact students' learning outcomes. For instance, someone who scores high on extroversion is likely to display sociability consistently and exhibit stability in that aspect. These traits, such as sociability, flexibility, and functional unity are acquired mental attributes that profoundly influence the academic performance of students. Moreover, Psychopersonal traits can influence a teacher's personal, academic, and professional development, ultimately affecting their teaching approaches in diverse educational settings. To bring about systematic behavioral changes, it is essential to identify and recognize these traits among teachers. Creating a classroom environment characterized by warmth, safety, and acceptance has a profound effect on students' motivation and, in turn, enhances their learning experience.

Therefore, this study has been planned to see the effect of "Pupils' Learning Outcome in Relation to Psychopersonal Traits of Teacher" with the given objective:

- To assess the association between Psychopersonal traits of teacher on Classroom Learning Outcomes of B.Sc. Community Science students.

### Review of Literature

- Aydin *et al.* (2013) <sup>[1]</sup> examined the effect of pre-service teacher's personality traits on their teaching competencies and concluded that extroversion, openness and agreeableness are significantly and positively associated with teaching competencies.
- Mehdipour *et al.* (2013) <sup>[2]</sup> conducted a study on the influence of teacher's behavior on the academic achievement of students and concluded that the students were found to be satisfied with the positive traits of their teachers; important qualities for teachers were punctuality, honesty, hardwork, friendliness, confidence and competency.

This study showed that there was significant correlation between the instructor's traits and students' learning attainment.

- DWS Tai *et al.* (2012) [3] studied the impact of teacher's self-efficacy on students' learning outcomes and concluded that teacher's self-efficacy and personal traits had a positive impact on students learning outcomes; it influences students to learn better.
- Woolfolk and Hoy (1990) [4] conducted a study on prospective of teacher's sense of efficacy about beliefs and control and concluded that teacher's belief, self-control and sense of humor had positive impact on classroom learning.

**Research Methodology**

The Research Methodology deals with the procedure employed for carrying out the investigation. Here it includes:

- Selection and Standardization of characteristics pertaining to Psychopersonal traits of teachers; and
- Testing efficacy of Psychopersonal traits of teacher on Classroom Learning Outcomes of Pupils.

The locale for the study was College of Community Science, Dr. Rajendra Prasad Central Agriculture University; Pusa. Purposive Sampling Technique was applied to select the sample for the study. The sample for the study was from third year students of College of Community Science of the university.

**Selection of Psychopersonal traits**

The Q-Sort technique is a research methodology commonly used in the field of psychology to assess and quantify subjective qualities and psychological traits. It is particularly useful for studying individuals' perceptions, attitudes, and preferences in a systematic and reliable manner. In the context of selecting teacher's psychological traits, the Q-Sort technique has provide valuable insights into the characteristics and qualities desired in educators.

**Trait Selection**

A comprehensive list of psychological traits relevant to the selection of teachers is compiled through literature review and expert input. These traits should cover a wide range of characteristics such as empathy, adaptability, meek, aggressive, defensive, sociable, ambitious, independent, changeable, dominant communication skills, leadership qualities, problem-solving ability, emotional intelligence, and so on.

**Q-Sort Card Preparation**

Each psychological trait is written on a separate card or piece of paper. The traits are carefully worded to ensure clarity and avoid ambiguity.

**Sorting Process**

A panel of experts, such as experienced professors, educational psychologists, and administrators, is selected to participate in the sorting process. The experts are provided with a set of cards containing the selected psychological traits. The experts are instructed to sort the traits based on their perceived importance or relevance to the selection of teachers. They are asked to arrange the cards along a predetermined continuum, typically a scale ranging from "most important" to "least important" or "most desirable" to "least desirable." The

experts should sort the traits independently and without any discussion or influence from others.

**Q-Sort Data Analysis**

Once the sorting process is completed, the data collected from each expert's sorting is analyzed. Statistical techniques, such as factor analysis, has been employed to identify patterns and groupings within the data.

These analyses helps to determine the consensus or agreement among the experts regarding the importance or desirability of specific psychological traits. Traits that consistently receive higher rankings or are grouped together suggest a higher level of agreement among the experts.

**Result Interpretation**

The results of the Q-Sort technique provide insights into the psychological traits that are collectively considered most important or desirable for teachers. The finally selected traits are enlisted below:

**Table 1:** Psychopersonal Traits of Teacher

Teacher's Psychopersonal traits	Abbreviated trait definition
Meek	Mild mannered, accepts blame or criticism
Aggressive	Argumentative, gets angry easily
Defensive	Suspicious, takes offense easily
Sociable	Friendly
Ambitious	Aspires to accomplish difficult tasks
Independent	Avoids restraints, confinement
Changeable	Flexible, likes new and different experiences
Dominant	Forceful, decisive
Enduring	Does not give up
Harm-avoiding	Careful, cautious
Intelligent	Bright
Fun-loving	Easy-going, playful
Impulsive	Spontaneous
Liberal	Modern
Neurotic	Emotional, moody
Introvert	Seeking solitude
Traditionalist	Down to earth
Emotionalist	Calm
Aggressive	Gets angry easily
Showing leadership	Takes initiatives

**Development of Scale**

The Likert summated rating scale is a widely used research methodology in social sciences and educational research for assessing attitudes, opinions, and perceptions. This method allows researchers to measure respondents' agreement or disagreement with a series of statements related to a specific construct or domain. In the context of selecting teacher's psychological traits, the Likert summated rating scale can be employed to gather valuable data on the perceived importance or desirability of various statements related to teacher qualities.

**Procedure of the Likert Summated Rating Scale:**

**Statement Generation:**

A pool of statements reflecting different psychological traits associated with teachers is generated based on existing literature, expert opinions, and specific research objectives. These statements should cover a wide range of qualities such as empathy, communication skills, adaptability, leadership

abilities, emotional intelligence, problem-solving aptitude, and more.

### Rating Scale Design

A Likert scale is created to measure respondents' level of agreement or disagreement with each statement. The Likert scale typically consists of a series of response options ranging from, for example, "Strongly Disagree" to "Strongly Agree" or "Not Important" to "Very Important." The number of response options can vary, but a commonly used scale has five points: "Strongly Disagree (1)," "Disagree (2)," "Neutral (3)," "Agree (4)," and "Strongly Agree (5)."

The list of statements was prepared, including all the generated statements and the corresponding Likert scale for each statement. The list of statements distributed to the target population, which may include teachers, educational administrators, students, or other relevant stakeholders. Clear instructions are provided to the respondents, emphasizing the importance of honest and thoughtful responses. It is essential to maintain anonymity and confidentiality to encourage participants to provide genuine responses.

### Data Collection and Analysis

Once the questionnaires are collected, the data from the Likert scales are analyzed. The responses for each statement are coded numerically, typically using a numerical scale (e.g., 1 to 5). Descriptive statistics, such as mean, standard deviation, and frequency distributions, was calculated for each statement to assess the overall agreement or disagreement among respondents. Inferential statistical techniques, i.e., t-tests was applied to examine potential differences in responses based on demographic variables or other relevant factors.

### Result Interpretation

The results of the Likert summated rating scale provide valuable insights into the perceived importance or desirability of various statements related to teacher's psychological traits. Statements which t-value was calculated more than 1.75 is selected for the final selection of the statements. The reliability and validity was also tested which indicate a greater consensus among respondents regarding their significance. The final selected statements are mentioned below which was used for assessment of Psychopersonal traits of teacher:

**Table 2:** Statements pertaining to assessment of Psychopersonal traits of teacher

S. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Was the teacher meek					
2.	Was the teacher self-centered					
3.	Was the teacher defensive					
4.	Was the teacher extrovert					
5.	Was the teacher orderly					
6.	Was the teacher sociable					
7.	Was the teacher ambitious					
8.	Was the teacher independent					
9.	Was the teacher changeable					
10.	Was the teacher dominant					
11.	Was the teacher enduring					
12.	Was the teacher harm-avoiding					
13.	Was the teacher intelligent					
14.	Was the teacher fun-loving					
15.	Was the teacher impulsive					
16.	Was the teacher liberal					
17.	Was the teacher neurotic					
18.	Was the teacher introvert					
19.	Was the teacher traditionalist					
20.	Was the teacher emotionally stable					
21.	Was the teacher aggressive					
22.	Did the teacher show leadership skills					

**Selection of Subject-Matter:** The content selected was from the area of training management which forms a part of course content of Community Science Degree Program.

**Selection of Test Material:** From this content, meaning of training and training process was selected as content of message delivery.

**Testing association between Psychopersonal traits of teacher and Classroom Learning Outcome of B. Sc. Community Science students through the test material fed.**

**Selection of Sample:** Twenty two third year B.Sc. Community Science students were selected using lottery method of random sampling to form the sample for the study.

**Feeding the test:** The message prepared on meaning of training and training process was fed to a sample of 22 students who were available finally at the time of feeding of the test in form of lecture by taking the help of her guide as teacher by the researcher.

The responses obtained on 5 point continuum scale were scored and subjected to appropriate statistical analysis as follows:

### Analysis of Data

The total scores obtained out of the responses were calculated and subjected to Chi-square test to measure the association between Psychopersonal Traits of Teacher and Classroom Learning Outcomes of the students.

## Findings and Discussion

The finding of the study is detailed below:

### Assessment of Association between Psychopersonal Traits of Teacher on Classroom Learning Outcome of B.Sc. Community Science students

**Table 3:** Measurement of Chi-square value showing association between Psychopersonal Traits of Teacher and Pupils' Learning Outcome

Psychopersonal Traits	Chi-square ( $\chi^2$ )	df	Significant level
	Calculated - 9.360	21	0.01
	Tabulated - 8.897		

$\chi^2$  Calculated >  $\chi^2$  tabulated

The result depicted in table 3 reveals that the calculated Chi-square value (9.360) is more than the tabulated Chi-square value (8.897) at 0.01 percent level of significance, the finding showing very strong association between Psychopersonal Traits of teacher and Classroom Learning Outcome of pupils.

## Conclusion

The study thus concludes that the positive traits of teacher enhance the scholastic ability of the students and vice-versa. Hence, a teacher should always be enduring, intelligent, fun-loving and full of other positive traits on order to make learning an enjoyable, effective and longlasting experience with improved learning outcomes.

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