

Teaching Personality as a Necessary Construct for the Effectiveness of Teaching and Learning in Schools: An Implication for Teacher Development in the Era of Globalisation

Orenaiya Solomon Adewale¹

Abstract

Teaching- learning is a tool for acquisition, diagnosing, exploring, evaluating, sustaining and improving the state of any phenomenon. Teaching and learning is a common and widely used terminology of the school settings. Since teaching is the foundation of human existence and continuous interaction till the end of human existence and that educational attainment and Nation's growth is measured by the quality of a nation's formal education. Whatever the products and processing at this level of education will be transmitted because no country's educational system can rise above the level and development of their teachers. The necessary teaching personality for effective teaching must be identified and packaged and developed for teachers so as to be relevant and efficient. This paper is a roadmap and clarion call on the department of teacher development in the concerned agencies to develop the present crop of teachers at any level of education on these sub-constructs in mastery of knowledge, behavior, and communication for effective teaching in the classroom.

Keywords: Teaching Personality, effectiveness, teacher development.

1. Introduction

Many people including academia, artisans have consistently complained on the type of students produced by our educational institutions most especially the secondary schools which is seen as intermediary to adulthood. Various postulations have been put in place as to the out datedness of secondary school curriculum, unqualified and uncertificated teachers, unlicencing of teachers, increase teachers' pay by students' performance and integration of instructional technology to teaching and learning. Other areas of focus are outlaw of corporal punishment in primary and secondary schools as well as emphasizing practicality over theoretical teaching and learning. All these still pointed out the persistence of failure and set-back in secondary or high schools and this warranted the writer of this article to identify the gap in teachers' personality which have major influences on reformation, interventions and type of educational systems embarked upon by any country to align with an ideology which says that the educational growth and development of a nation cannot rise above the level of their teachers. Thus, to achieve the goals, objectives and purposes of secondary school education make it imperative for would be teachers to be well grounded and tailored in the area of teacher personality to meet up with challenges of the era of globalization.

¹Orenaiya Solomon Adewale, Faculty of Major Languages Studies, Universiti Sains Islamic, Malaysia (USIM).

1.1. Teaching

Is a science and art since it involves a systematic process by which a teacher guides the learners in the acquisition of certain skills, attitudes, abilities and knowledge with a view that the learner will perform required task in an acceptable and standard manner. Teaching comes as a package because it is a combination of different kinds of activities which comprises the environment for learner. Teaching as process comprises of the teacher, learner and the instructional materials used in learning. Much emphasis will be placed on teacher and the effectiveness of teacher considering his/her personality with the impact positively or negatively on the proper use of materials for the learners.

Lefrancois (1985) posited that teaching is the implementation of various strategies to lead learner to the attainment of certain goals.

Akinpelu (1981) defined teaching as a body of action intended to induce learning.

1.2. Learning

Is viewed as probing the nature of what one is learning (exploration) and thinking about one's own learning process (reflection).

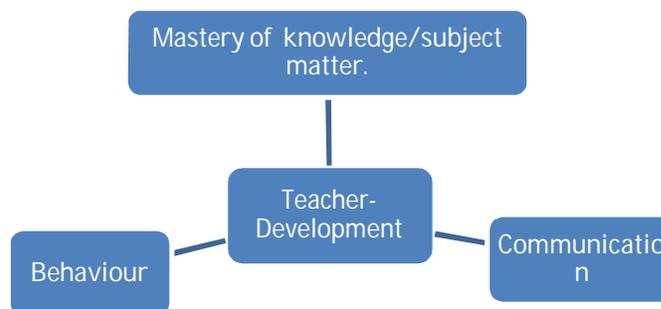
Orenaiya (1999) opined learning is a process of acquisition and developing taught variables (long life skills) in order to produce new behaviours for life activities.

From the above cross examination, teaching and learning is a system of communication between a teacher and learner purposely to achieve psychological, cognitive, affective and meta-cognitive changes in the learner.

1.3. Teaching and learning effectiveness

Is to be explained on the part of teachers and students. To the teacher who is approachable, present instructions in good and interesting format, helpful, and knowledgeable. On the students' perspective, the teacher should possess good communication skills, always available for students, helpful, knowledgeable, motivator to students and encourage self-learning discovery (Kenneth, 1988). The basic truth is that effectiveness in teaching will lead to effectiveness in learning. A good teacher possessing more of the above teaching characteristics will be more effective in developing students' meta-cognitive skills than others with low possession

A sketch diagram/Conceptual framework of the article title



1.4 Personality

Generally, personality means a coherent picture of a person/human nature pertaining to similarities and differences in other person. Therefore, personality is defined as a dynamic and organized set of characteristics possessed by a person influencing cognitions, motivations and behaviours in various situations. Personality is usually arrived by the amount of measurable traits/characteristics a person exhibits during exposure to events. When personality is implied to teaching profession/teacher, it is the use as teaching personality or teacher personality.

1.5 Teacher personality Constructs

are fundamental characteristics which assist in a good performance of a person in teaching profession, such basic characteristics/ constructs of teaching profession are mastery of subject/knowledge, communication and behavior. The most widely used personality assessment instrument in the world is the Myers-Briggs Type indicator which is a one hundred (100) questions personality test. The importance of teacher personality to teacher development is to ensure job matching with individual, and guides to career development decision.

1.6 Personality Theories

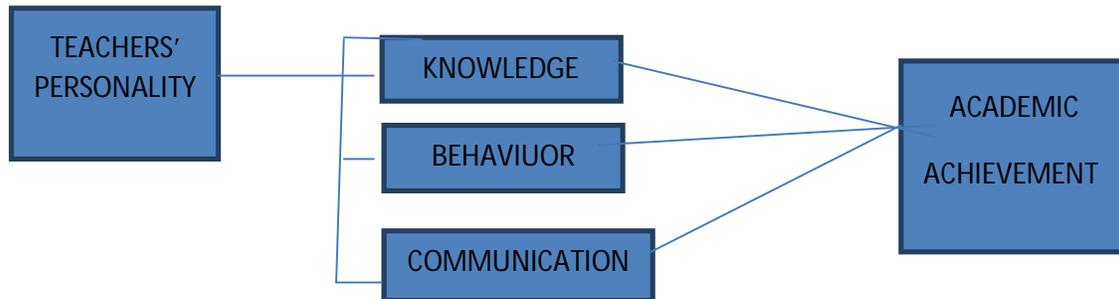
Among various theories of personality, the followings are highly related to effective teaching and learning. These are psychoanalytic theories/psychoanalytic personality factors, behaviorist theories, social cognitive theories, personal construct psychology, humanistic theories, bio psychological and neuropsychological theories and personal construct psychology. The implication of these personality theories is to present a focus and direction to why a particular behavior and action is exhibited.

1.7 Behavior

Is defined as the range of actions made by organisms, systems in conjunction with their environment. Human behavior is believed to be controlled primarily by the endocrine systems and nervous systems but its quality and purpose is a function of interaction between organisms and its environment. The importance of teachers behaviours in the secondary school settings is to identify their responsibilities, and identify behavioral problems as well as to apply remedies before a full blown scale.

1.8 Communication

Is defined as a process of conveying information (knowledge, skills, attitudes, aptitudes, abilities) through the exchange of thoughts, messages from one place to another/can also be defined as the meaningful exchange of information between two or more living things. The communication as a process requires a sender, a message, a medium, recipient and feedback. The commonest of the models of communication relating to teaching, learning, teachers personality is the Shannon's model of the communication process.

Figure: 2A conceptual model of teacher personality constructs towards teaching and learning

1.9.Importance/roles of teacher personality

- i. Enables one to understand self, colleagues, and why / how some students, parents behave.
- ii. Avoidance and reduction of unnecessary anger.
- iii. Build an asset (human development and social development skills) to win more people and inspires others in school and society.
- iv. For successful teaching in the classroom.
- v. Teachers are repertoire of knowledge and builders of a Nation.
- vi. To develop and transfer acceptable norms and practices in the society such as sincerity, personal integrity, humility, courtesy and wisdom to teeming secondary school students.
- vii. To develop teachers' belief and self-confidence.

1.10. Significance of teachers' personality to secondary school education

- i. To develop coping skills for criticisms.
- ii. To build academic and discipline tones of the school.
- iii. To project higher academic achievement in school.
- iv. To prepare the students for the future.

2. Statement of Objectives

1. To evaluate the goals of teaching and learning on the effectiveness of teachers in the school settings.
2. To inculcate and develop necessary teaching personalities such as Mastery of knowledge, Behavior and Communication as sub- constructs for teacher effectiveness in the school settings.

3. Statement of the Problem

Teaching from the cradle of development in Africa started with the recruitment of the so-called literate persons (standard six holders) to teach students at the basic/primary level of education focusing on the 3R's which are Reading, Reciting, and Rote learning to be able to achieve basicity of life and to aid the communication process with the inventors of western education into the Africa continent or country of destination. As the complexities of daily interactions or communications increased, those teachers' level of teaching personality could not cope thus the establishment of Teachers Colleges, YabaHigher Technology and University College which transformed into Colleges of Education, Polytechnics, and Universities of our present generation. The continent of Africa is still living in the ideology, context and content of early westernized education while the education inventor had developed several miles away.

With the echoes of fallen standard of education and backwardness in Africa, we usually and normally applied ready-made techniques that was developed for identified flaws, for example, there was a time we had expatriate teachers from India and China to teach in Nigeria's secondary schools in the early 1970-1980 which positively produce greater achievement because the expatriate teachers were partially/ fully developed in teacher personality factors.

With the exposure to modernization, it is now clear that the present categories of teachers which lacked these basic teaching skills in their preparations from various higher institutions of learning will be required to build it, and develop on it by packaging and refreshing it for teachers from time to time as a short time approach while a long time approach is to incorporate it into the teachers placement examinations and teachers institutions as necessities before being absorbed into teaching profession. This is the practice in professions like medicine, law, Accounting and Engineering so that our teachers can be Golden Hens that can and will lay Golden Eggs which are being desired by every segment of society as highlighted in the introductory part of this write up. The justification of these teaching personalities constructs and sub-constructs to effectiveness of teaching and learning in school settings is further examined under the following research questions.

4. Research Questions

1. What roles do the teachers' mastery of knowledge/subject matter play on the effectiveness of teaching and learning in the secondary school settings?
2. What effect(s) would teachers' behaviours have on the effectiveness of teaching and learning of the secondary school students?
3. Which influence will teachers' communication exert on the effectiveness of teaching and learning in the secondary school settings?

5. Methodology

This is a survey research whose data collection instruments were questionnaires, structured interviews and document reviews. Five (5) Local Governments (Ijebu-Ode and Ijebu North-East, Odogbolu, Ijebu North and Ogun Water-Side) which are the largest of the four Senatorial Divisions and having the largest number of secondary schools in Ogun State, Nigeria were used as study centers. Opinions were based on three constructs namely, mastery of knowledge, behaviours and communication impacts on the effectiveness of teaching and learning in secondary school students. A total number of one thousand (1000) secondary school subject teachers were involved as participants for the research population and sample. Of the population samples, eight hundred (800) questionnaires were returned for analysis.

A total number of two hundred (200) teachers in each of the five (5) local government council areas in twenty five (25) secondary schools in which five (5) secondary schools were selected in each of the five (5) local government council areas of Ogun State, Nigeria.

(i) Questionnaire

A stratified sampling technique was used to make the responses representative, such strata used in schools for collecting data were all subject teachers in secondary school curriculum, age of teachers in categories, location of school, status or grades of school, gender of teachers, years of experiences, ownership of schools (private or Government owned) and years (age) of establishment of schools.

The questionnaire items was constructed in a five point Likert Scale ranging from Strongly Disagree to Strongly Agree in the following scoring format for data analysis;

Strongly Disagree (1), Disagree (2), Not Certain (3), Agree (4) and Strongly Agree (5).

The question items on the Mastery of knowledge are application, thinking skills, questioning skill and methods of teaching, while for Behaviours are anger, criticisms skills, openness, temperament, and to measure Communication are extroversion/extraversion, speech articulation and language vocabulary.

(ii) Structured interview

A closed and open ended five (5) questions on what turns teachers “ON and OFF” during teaching and learning situations were given in form of oral interviews to two hundred secondary school teachers in twenty-five secondary schools sampled above with forty (40) teachers in each local government council areas of Ogun State of Nigeria.

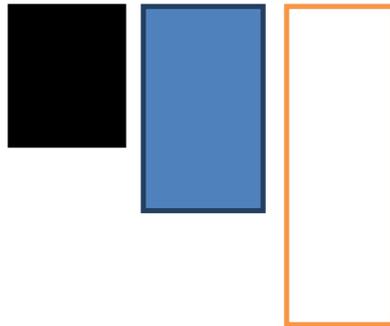
(iii) Document review

There were ten (10) cases recorded in five (5) secondary school’s Log Books involving teachers, students and parents which arose during teaching and learning situations (behavioral problems), of particular note was the one resulting in physical and permanent damage to teachers concerned as a result of reprisal attack by the parents of students involved.

6. Findings and Results

Using percentages and frequency from descriptive statistics. Communication had forty-five percent (45%) Behaviours had thirty percent (30%) and Mastery of subject/knowledge with twenty-five percent (25%). This is represented by histogram chart below.

Figure 3: Showing results by chart and percentage composition.



Percentage Indicator:

BLUE COLOR (BEHAVIOUR) = 30%

BLACK COLOR (MASTERY OF SUBJECT/KNOWLEDGE) = 25%

ORANGE CLOUR (COMMUNICATION) = 45%

7. Discussions of Findings

Teaching and learning is one of the professions undergoing complexities, innovations and technological advancement thus practioners of formal instructions transmission cannot remain static. A form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through the teachers need a re-design, transformation and management.

7.1 Communication

In a normal expectation, we expect the teachers to have a well grasp of the content of instruction to deliver to the students irrespective of the level of certification (NCE, B.ED/SC/A/TECH, M.ED)

A lot of researches had shown that holders of higher certificate is not an ultimate indicator of effective teaching but the vehicle of transmission of message, intended skill across to learner is the communication, meaning that how good and excellent an information is, it cannot be meaningful if it gets to the learners in undistorted form. An uncoordinated facts is a loose facts/ideas/knowledge which will not produce substance.

7.2 Behaviours

The teacher perform three roles in the school settings as a teacher/instructor, a guidance counselor, and as a parent. The type of behaviour exhibited by teachers will have both direct and indirect effects on the effectiveness of teaching, noting that the goal of teaching and learning is to produce successful candidates in character and knowledge to self, parents and the society. Accepted behaviours such as dedication, hardwork, corporate dressing, discipline, interest, self perception/self concept, and manners exhibited by teachers may produce morally and socially individual. But if the behaviours of teachers is below standard or full of behaviour deficiencies, then the quality of moral instruction and character building by the teachers will be questioned. For example, some teachers easily flared up in the classroom and in the school settings upon students' pranks thus become psychologically imbalance to compose and communicate fluently and effectively.

7.3 Mastery of knowledge/subject

This is the basic and fundamental for a good formative, summative and predictive evaluation of a task, skill to be taught by a teacher. In achieving this, the teacher should have various textbooks, past questions, teaching aids, be up-to-date in areas of specialization. Although, teacher's level of mastery of subject is majorly related to level of academic success achieved during training and less on determination to learn further task after long time of graduation and working years. Improving mastery of subject can be continuously be achieved and maintained from time to time with access to journals, academics, library, and internet facilities/e-learning.

8. Implications For Teacher Development

Oliver Holmessaid, "I am part of all that I have met". If one can learn to read, to write and speak by practice, one can also learn the skills of good teacher personality, better behaviours and best communication. Almost ninety percent (90%) present crop of teachers are products of deficiency in teacher personality. This can only be possible if the teachers are taught principles and practices of teacher personality from their training institutions because one cannot give what you do not have.

A larger percentage of a Nation's youth is found in the secondary schools/High schools confronted with miriads of behaviour disorders already grown from primary schools will have to be corrected and modified.

Therefore, equipping secondary school teachers with construct skills of behaviours will nip in the bud exhibited behaviour disorders and prepare the teachers adequately for the future events. For example, the Nigerian and African teachers need this behavioral skills if they hope to engage in professional teaching services or relocate to developed countries where the aforementioned skills are frequently used.

Secondary school students as growing adolescents will want to try out things, engage in self exertion which will elicit response and feedback from teachers, a situation out of control of unskilled teachers in teaching personality of behaviour had resulted in injury and permanent disability. A good teacher with such skills will take absolute control of situations (anger) and challenges with calmness in accordance to behaviourist theories.

A teacher who is unable to communicate required information, skills, aptitudes, and facts of instructions to learners during teaching and learning indicated that there was a fundamental error in the listening, writing and speaking skills, language vocabulary in English Language as a medium of communication. Therefore, English language should be an additional course requirement to be offered similar to the one offered by those studying English Language as a major course of study so as to instill foundational skill of constructing simple, complex and good sentences which will be used to effectively pass messages across to learners in an acceptable and understandable manner. The tendency to use native language to teach in the classroom is predicated on the ability to effectively communicate in English Language which is referred to as a Foreign Language. If teaching and learning will be meaningful and relevant in this Era of Globalisation of this and next centuries, English Language and other Languages of each country used for teaching must be re-designed in teacher education and personality to be highly versed and knowledgeable in semantics, phonology etc for improvement in medium of communication because a good command of language is a correlate of students' achievement in schools or trades or crafts learning. This can be linked to psychoanalytic theories to learn Languages of communication at the early stage and adulthood as the case may be. The justification of Shannon's Model of Communication is highly applicable in effective teaching and learning.

9. Suggestions and Recommendations

(i) The teacher training colleges of education and universities of education should re-design and add to the curriculum content of principles and practices of teaching profession in the following constructs of communication, behaviours and mastery of knowledge as identified to be of immense importance to effectiveness of teaching and learning situations as responded to by the participants of this study.

(ii) The Department of Inspectorate Services and Teacher Development in the Ministry of Education in collaboration with Civil Service Commission should as a matter of urgency organize and continuously expose teachers and would be teachers to seminars, workshops and trainings on acquisition of appropriate skills and techniques in communication, behaviours, and mastery of subject/knowledge at the beginning of each academic session.

(iii) Capacity building by organizing speeches, educational and moral exhibitions for parents and students on behaviours modeling to be instituted in children at early stages of formation so as to achieve values and philosophy of secondary school education.

(iv) Non-certificated teachers should be exposed to the three construct skills of communication, behaviours, and mastery of subject with required evaluation level of understanding, acquisition in form of teaching practice before being recruited to teach.

(v) Teaching personality tests and examinations should be conducted for students seeking admission to teacher education institutions and prospective candidates for employment into teaching positions for qualitative screening and predictive functions in a challenging teaching profession.

(vi) The periods of years of producing teachers in various institutions should be increased from three or four years to six years (Ghana in Africa continent trains a teacher for six years) as the various constructs of teaching profession and personal building of a practitioner would have been formed, learnt and practicalized severally before they go into the real situation because experience had shown that post learning to effect a behavioral change and skills are not always effective as when such skills are prerequisites and conditions for certification and approval. Besides, there is no justification for hurriedly producing teachers who will not fit into changing phenomena and impacting knowledge which are not effective because they can only give what they acquire during training to the students/learners. This we can borrow from medicine, engineering, architect, law. And if medicine with long years of training on physical health, teaching profession that deals with mental knowledge should spend same couple of years for training to confer prestige, value, public recognition better remuneration and continuous relevance to humanity and global arena.

(vi) Teaching/Teachers Manual, promotion examinations and interviews should include the constructs of communication, behaviours and mastery of knowledge in the content for enrichment and effective assessment for identifying deficiencies and proffering remedies for personal and corporate development.

10. Summary and Conclusion

If truly knowledge is power and light, with teacher as the disseminator of this knowledge to every living being, no investment on teaching personality constructs for teachers at any levels of education will be too much or quantified if the quality of education of any worthwhile country is to be measured and compared for growth and development. Therefore, there are musts in the personality of tutors/teachers. Teaching personnel/teachers are in dire need of sharpening skills in communication, behavior and mastery of knowledge/subject in order to improve the quality of secondary school products/outcomes. Teachers' knowledge and these skills need to be updated through in-service training and continuous training to improve learning achievement in Ogun State of Nigeria, Africa and the World/Global stage.

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