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Some Correlates of Teaching Effectiveness among Secondary School Teachers in Ibadan

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ABSTRACT

This study investigated the combined and separate effects of creativity, emotional intelligence, motivation, introversion and extroversion on teaching effectiveness of secondary school teachers in Ibadan. The study was carried out in 10 randomly selected secondary schools in Ibadan North Local Government area of Oyo State. The study population comprised entire teaching staff in the selected schools. Three hundred teachers however, participated in the study. Six validated instruments were used to collect data. The result indicated that the five independent variables contributed significantly both jointly and relatively to the prediction of teaching effectiveness. On the basis of this findings, it is recommended that creativity, emotional intelligence and

personality factors should be considered in the course of recruiting people into teaching profession. Furthermore, teachers' motivation should be considered as of paramount importance.

INTRODUCTION

The incidence of teachers' ineffectiveness and poor job performance has been very common in the educational sector especially at the secondary school level. This has been traced to many factors among which low creativity, motivation, emotional intelligence and personality type ranked significant. It has been reported nationwide that some teachers do not actually concentrate in the teaching profession as a result of lack of fringe benefits and improvement in the working conditions (Salami, 2007).

It is noted that teachers' inability to be creative in the course of their professional responsibility has really affected their teaching effectiveness. The inability to break out from barriers of creativity such as cultural, emotional perceptual, organizational and idea killer barriers of creativity has made the teachers to be ineffective (Akinboye, 2003).

Creativity, however is the most fundamental of all human resources and skills because it enables man to get experience and resources in the teaching profession and the cheapest way of getting added value from any existing asset. (Akinboye, 2007). If teachers could be creative, it is assumed that their perception and thinking should determine the arrangement of their activities leading to better performance (Akinboye, 2003). The qualities of a creative person in any area of life are determined by his ability to adapt, preference for complex cognitive operation, being fluent, energetic, independent, being original and an unusual ability to tolerate ambiguity. These qualities are needed in the teaching profession for teachers to be effective in the discharge of their noble responsibilities for nation building.

Creativity is a complex of traits, skills and capacities including the ability to work autonomously, it also moves curiosity, unconventional thinking, opens to experience and tolerance of ambiguity (Akinboye, 2003, 2007). It is assumed that creativity is a largely innate or immutable, and creative people are distinct from non-creative people in behavioural manifestation. Creativity however, is the confluence of cognitive process, knowledge, thinking styles, personality, motivation and environment over life span. (Adam-Prince 1998, Sasser-Coen, 1993 as quoted by (Akinboye 2007). An innovative method for teaching creativity and leadership among people to enhance performance (teaching inclusive) is important. according to Edelson, 1996. Teaching creativity in corporate setting to eradicate or overcome fear of failure and the inhibiting influence of stress within the organization is also significant.

However, Albert (1996) disagrees with previous research that indicates childhood creativity seems to be a poor predictor of adult creativity. He found an essential continuity between creativity in the childhood and adulthood. More so creativity adult (teachers inclusive) exhibit an accumulation of knowledge, sense of purpose and love of their work; which promote effectiveness. It is then said that the acquisition of expert knowledge that brings adults to higher level of creativity or creative thinking will promote effectiveness in life. In comparative study of highly creative woman mathematicians with other female mathematicians. Helson (1996) found that the two groups differed only slightly on measure of intelligence, cognition and creative traits but the creative woman had more research activities and were more flexible than the other groups. Moreso, it was discovered that the differences were noticed into the subjects' background and personality characteristics, however productivity was attributed to creativity.

Most importantly, teachers who introduce and implement creative and innovative approaches to their daily lessons do so only after intensive planning and preparation. They usually

express willingness to change their approaches of teaching constantly. They usually express willingness to change their approaches of teaching constantly. (Koln 2006). It is then discovered that creative teachers are better teachers because they have new knowledge, perceptions, ideas, concepts and designs to improve the teaching profession on daily basis to bring about effectiveness. In brief, creativity is highly related to teaching effectiveness.

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It is noted that creativity is not singly responsible for teaching effectiveness but also emotional intelligence which is the ability to bring positive outcomes from intra and interpersonal relationships (Ogunwuyi, 2006). It is assumed that an emotionally unintelligent or unstable teacher can cause a serious calamity in the teaching profession and may not be able to deliver his responsibilities effectively. It is evident that most teachers are not emotionally attached and involved in their job (Adegoroye, 1999, Adeyoju, 1999). Hence, high drop-out rate among teachers is common. (Fagebo 1998; Nwagwu & Salami, 1999). It is evident that people who joined the teaching profession have failed (Adeyemo, 2001, Ajayi 1999). The problem with teaching ineffectiveness is attached to teachers with negative emotional disposition towards teaching, and students, bad personality traits, poor orientation and lack of commitment in the practice of the profession (Cherniss, 2000; Salami, 2007). It is important and more useful to considered how emotional intelligence contribute to effective outcomes or performance at work (Cherimiss, 2000).

Emotional intelligence is conceptualized as either ability (Mayer, Caruso and Salovey, 1999) or a personality trait (Schuttle & Malouf, 1999). In Mayer and Salovey (1999), emotional intelligence deals with the ability to monitor one's and

other's abilities or feelings and emotion, to discriminate among them and to use this information to guide one's thinking and actions. Akinboye (2003) defines emotional intelligence as the ability to bring positive outcomes from intra and interpersonal relationships. Furthermore, Mayer and Salovey (1997, p.5) redefined emotional intelligence as the ability to perceive emotions, so as to assist thought, to understand emotions and emotional knowledge and effectively regulate emotions as to promote an intellectual growth. They then theorized that emotional intelligence comprises the identification of emotions, using emotion and understanding emotion. This is a welcome development among the theories of emotional intelligence.

Goleman (1998) defined emotional intelligence as the capacity for recognizing one's own feeling and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships. Four dimensions of application of emotional intelligence was suggested, as: Self awareness, self management social awareness and social skills.

A number of studies (Salami, 2007, Adeyemo 2001) have pointed out some links between emotional intelligence and work attitude such as career commitment, organizational commitment and work family conflict. Carmell (2003) as quoted by Salami (2007) discovered that emotional intelligent individuals are able to recognize, manage and use their emotions to eliminate obstacles and advance career horizons better than people with low emotional intelligence. Aremu (2005), Carmell (2003), empirically submitted that emotional intelligence is linked with career commitment. Emotional intelligence can help to eliminate teaching obstacles and stress. It enables one to control stress effectively and prevent its negative effects on one's attitude towards job.

Emotionally intelligent teachers according to Salami (2007) and Ashforth, and Humprey (1995), are able to place themselves in a positive state of mind. They can easily avoid

dysfunctional emotions and use emotions in adaptive way to alleviate feelings of frustration.

Motivation probably rank along professional knowledge and skills, competencies, educational resources and strategies which are the veritable determinants of educational success and performance (Filak & Sheldon, 2003). Inadequate payment of salary, fringe benefits and conducive teaching environment have led to teachers embarking on frequent strike which render the education sector to be ineffective sometimes. Not only these, the fact that teachers are not well involved and committed to the teaching profession because they are not well paid compared to other workers in other sectors of the economy such as bankers and politicians also make them ineffective. They engage in other businesses that can provide additional money for them to take care of their daily needs neglecting the job they officially agreed to undertake. Motivation is the push or pull that propel an individual to perform certain task or function (Olulobe, 2004). Dweek, (1999) points out that need satisfaction or motivation to work are very essential in the lives of teachers because these form the function and fundamental reasons for working in life. While every teachers work in order to satisfy his or her own needs in life. He or she constantly agitates for need satisfaction. Job satisfaction according to them is the ability of the job to meet the needs and improve their work performance.

Furthermore, employee job satisfaction and motivation can be studied through several broad approaches such as need based theories, process theories and reinforcement theories (Olulobe, 2005). The term employee motivation is a complex and difficult to define. It has been conceptualized as the degree of readiness of an organization to pursue some designated goals and implies the determination of the nature and locus of the forces including the degree of readiness (Golembickwski, 1973). Dessler (2001) sees motivation as the intensity of a person's desire to engage in some activity. From the above definition, it is clear that motivation is what pushes and energized human behaviour, how those factors

are directed and sustained as well as the outcomes they bring about (performance). It is then paramount that motivation and job satisfaction are necessary in any organization. The two concepts are confused together (Peretomode, 1991). Job satisfaction is one point of motivational process while motivation is primarily concerned with goal directed behaviour. Job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that motivated worker demonstrates agility, dedication, focus zeal and general performance and contribution to the organizational objectives and goals. (Ifinedo, 2003).

The Need based approach or content theory of motivation is very important. The factors believed to influence the desire to work and perform well or behave in a certain way is portrayed in this theory. Actually, the theory believed in intrinsic motivation. Abraham Maslow's hierarchy of needs and Hertzberg et al two factor theory are examples.

Abraham Maslow's need theory was the most referenced theory (Olulobe, 2005). Maslow (1943, 1940), postulated that fundamental needs in life that are to be satisfied are: physiological security, affection, esteem and self actualization needs. The physiological needs include pay, food, shelter, clothing good and comfortable work etc. the security needs include need for safety fair treatment, protection and job security, etc. Affiliation needs are the needs of being loved, and accepted where as esteem needs include the need for autonomy, independence, recognition, respect and achievement. Finally, self actualization needs are realizing one's full potentials and self development. According to Maslow, once a need is satisfied, it is no longer a need. It ceased to motivate employee's behaviour and they are motivated by the need at the next level of the hierarchy.

Hertzberg, Mausner and Snyderman two factor theory of 1959 is based on need fulfillment and how best to satisfy workers. The theorists employed factors that cause workers of the white-collar jobs to be satisfied and dissatisfied in their studies. The outcome of the study showed that the factors that lead to

dissatisfaction when present are events from factors that led to job satisfaction. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as hygiene factors. The presence of these factors according to Herzberg et.al (1959) do not cause satisfaction and consequently failed to increase performance of workers in white collar job. The hygiene factor include company policy and administration, technical supervision, Salary, interpersonal relationship with supervisors and work conditions. They are associated with job content.

They further identified motivation factors as those factors that make workers work harder and are associated with job context or what people do in their work are classified as follows. Achievement, recognition, work itself, responsibility and advancement. Achievement is seen by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be motivating factors (Ololube, 2004).

Applying these concepts and theory to educational setting, school improvement depends on increase in teacher's motivation and capabilities. Nylor (1999) discovered that highly motivated and need satisfied teachers create a good social, psychological and physical climate in the classroom. Exemplary teachers appear to be able to integrate professional knowledge (Subject matter and pedagogy), interpersonal knowledge (human relationships) and intrapersonal knowledge (ethics and reflective capacity) when he/she is satisfied with the job (Collingson, 1996. Connel & Ryan 1984, Rosenhotz 1989).

Commitment to teaching and work place have been found to be enhanced by psychic rewards (acknowledgement of teaching competences), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative report, reasonable work, 'load, adequate resources and pay, and leaving opportunities, providing, challenge and

accomplishment (firestone & Pannel, 1993, Johnson, 1990, Rosenhotz, 1999). Ubom, (2001) discovered that factors evolve from the working environment motivate teacher and while satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers' higher level of needs. That is, giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993).

In as much as creativity, emotional intelligence and motivation are essential for teaching effectiveness, personality type is also relevant. Personality trait and emotional intelligence have been viewed by Salami (2007) as vehicle through which teachers' professional skills and qualification could work to produce effective outcomes on their schools. It is universally accepted that the teachers is the most important component of education (Sikora, 1997). School improvement effort and educational reform will most likely not happen until effective teaching is regarded as important entity. The current emphasis on educational reforms in our nation should also consider personality characteristics of effective teachers. Personality is regarded as "a relatively stable and distinctive styles of thought, behaviour and emotional responses that characterize a person's ability to adapt to surrounding circumstances" (Maddis, 1976; Mischel, 1976 as quoted by Gardon and Yocke, 1999).

Personality is defined as "all the relatively stable and distinctive style of thought, behaviour and emotional responses that characterized a person's ability to adapt to surrounding circumstances" (Maddis, 1976) as quoted by Gordon & Yocke, (1999).

Personality theories of Jung. Myer, Briggs, Sigmund Freud as well as humanistic and behavioural theorists played significant role in the understanding of personality type. For instance, Jung 1933 as cited by (Gordon & Yocke, 1999) was one of the pioneer theorists of personality. He defined personality as complex network of interacting systems that strive toward eventual harmony with one self and one's environment. He mentioned and

distinguished between two aspects of personality, the extroversion and introversion.

Myer and Briggs' personality theory comprises sixteen type variables each possessing its own unique qualities of personality while Sigmund Freud worked on the unconscious, sub conscious and conscious. Pressure is assumed to give rise to mental and emotional problems. Personality development can be traced to the expression of biological or sexual energy (Libido) and to the source of gratification toward which that energy is directed. The development is processed through different stages such as oral, anal, genital, phallic, and psychic mechanism. This is assessed through dream analysis, dream experience and free association techniques.

However, personality type is associated with teaching effectiveness. Scholars like Gordon and Yocke (1999) have proven this. They discovered in their study that personality type has significant relationship with teaching effectiveness. Introversion and extroversion are among the personality types that were found significant to teaching effectiveness. Barret (1991) has also discovered that Extroversion, sensing, thinking and Judging (ESTJ) type of personality among teachers are attracted to practical skills in teaching.

Overall, in the Myer-Briggs type indicator components (Judging, Extroversion, Introversion, Sensing, Feeling) type of teachers are effective in teaching. (Gordon & Yocke 1999, Myer & Mccauley, 1985).

It is necessary that the independent variables introduced above are linked together and proved as being essential for teaching effectiveness.

RESEARCH QUESTIONS

To actualize the objective of this study, the following two research questions were posed and answered in the study.

1. What is the joint contribution of creativity, emotional intelligence, motivation and personality type to teaching effectiveness?
2. How much did each of the independent variables mentioned above contribute to teaching effectiveness.

METHODOLOGY

DESIGN

This study adopted a descriptive survey design in which questionnaires were employed in collecting data from the respondents on the variables studied.

SAMPLE

The investigators used simple random sampling to select 10 secondary schools in Ibadan North Local government area of Oyo state. 300 teachers were selected (99 male and 201 female) with average age of 33.5. Really, their ages range between 25-50 with a mean of 38.5 and SD of 22.7

RESEARCH INSTRUMENTS

Six instruments were used to collect data for this study. The instruments were:

1. **Creativity scale:** This was developed by Animasahun (2007). The scale is the sixth scale in the success potential battery. It is a 33 item scale with response format ranging from strongly disagree (1)- strongly agree (5). The instrument has Cronbach alpha 0.92 and reliability coefficient using Guttman Splithalf of 0.86.
2. **Emotional Intelligence Scale:** The emotional intelligence scale was developed by Animasahun (2007) in success potential Battery. The scale is the seventh in the battery. It is a 35 item scale with response format ranging form strongly disagree (1) to strongly agree (5). The instrument has Cronbach alpha

of 0.8686 and reliability coefficient using Guttman split half method which is 0.8147.

3. **Motivation scale:** Work motivation scale taken from Akinboye's Executive Battery was adopted to measure motivation of teachers. It is a 21 item scale with response format ranging from absolute important (5) to not important (1). The instrument was revalidated using split-half method. The reliability is 0.90.
4. **Personality type:** Introversion and extroversion scales were used to measure the personality type of the teachers.
 - a. **Extroversion Scale:** The scale was obtained from queendom.com. it was an 81 item scale. The scale has a response format ranging from most time (1) to rare (4). 27 items were used and the items were reconstructed to suit the need of the study, sequel to the reconstructing, the instrument was revalidated using the split-half method. The reliability was found to be for 0.93
 - b. **Introversion scale:** The scale was constructed by McCroskey obtained from Queedndom.com was used to measure introversion personality type. It was 18 items scale with response format ranging from strongly disagree (1) to strongly agree (5). 6 items that are sued to measure neuroticism are used as filler items and are not scored with the introversion items. The scale has alpha reliability estimates of 0.80.
5. **Teaching Effectiveness scale:** Teacher Effectiveness scale constructed by Melby (1995) is used to measure the effectiveness of teachers. It is a 21 item scale with marks ranging from 1 to 5 the reliability alpha of the scale is estimated to be 0.90.

PROCEDURE

The creativity, emotional intelligence, work motivation, introversion and extroversion scales were administered to the teachers in their various schools while the teaching effectiveness scale was responded to by the Head of Department of each teacher sampled in order to get reliable data following the due permission by the principals. The instruments were collected back after two days of administration to allow teachers and HODs have enough time to fill the scales.

DATA ANALYSIS

The step wise multiple regression analysis was used to analyze the data. Analysis of variance was used to determine the extent and strength of relationship between independent and dependent variables.

RESULT

The result from table 1 shows that all the five variables (Emotional intelligence, Introversion, extroversion, Motivation, Creativity) are highly correlated with one another and with teaching effectiveness. The correlation coefficient between each of the variable and teaching effectiveness is as follows: emotional intelligence and teaching effectiveness (0.598), Introversion and teaching effectiveness (0.617), extroversion and teaching effectiveness (0.541), motivation and teaching effectiveness (0.519) and creativity and teaching effectiveness (0.486) at 0.01 significant level respectively.

Table 1: Correlation Matrix Table Showing The Inter Item Correlation

Variable	EQ	Introversion	Extroversion	Motivation	Creativity	Teaching Effectiveness
EQ	1.000					
Introversion	0.775***	1.000				
Extroversion	0.625**	0.660**	1.000			
Motivation	0.666**	0.769**	0.719**	1.000		
Creativity	0.812**	0.696**	0.537**	0.598**	1.000	
Teaching effectiveness	0.598**	0.617**	0.541**	0.591**	0.486**	1.000

Significant at 0.001

Table 2 shows that the use of five independent variables (creativity emotional intelligence, motivation, introversion and extroversion) to predict teaching effectiveness yielded a coefficient of multiple regression $R = 0.672$, $R^2 = 0.461$, Adjusted $R^2 = 0.450$, standard error = 5.5866. The table also shows that analysis of variance of multiple regression data yielded an F-ratio of 327.656 (significant at the 0.01 level).

Table 2: analysis of variance

Multiple R 20.672

Multiple R² = 0.461

Multiple R² (adj) 0.450 standard

Error = 5.5866.

Sources of variance	Af	SS	Ms	F Ratio	P
Regression	5	51130.568	10226.114	327.656	S
Residual	1994	62232.632	31.210		
Total	1999	113363.20			

Table 2 shows for each independent variable, the standardized regression weight (B), the standard error of estimate (SEB), the T-ratio, and level at which r-Ratio is significant. T-ratio.

Table 3: Relative contribution of the independent variables to the prediction

Variable No	Variables	Std Reg	SEB	T-Ratio	P-Value
1.	Creativity	-.274	.097	-2.280	.005
2.	Emotional intelligence	.979	.093	8.561	.000
3.	Motivation	.593	.083	7.105	.000
4.	Introversion	.606	.087	6.916	.000
5.	Extroversion	.338	.075	4.483	.000

Dependent Variable: Teaching Effectiveness.

Discussion:

The results of the present study reveal that the five independent variables when taken together seem to be effective in predicting secondary school teacher's effectiveness in teaching. The observed F-ratio is significant at 0.01 level, an indication of the effectiveness of a combination of the independent variables in predicting teaching effectiveness of teachers in secondary schools.

The magnitude of the relationship between the independent variables and teaching effectiveness is reflected in the value of coefficient of multiple regression 0.672 and multiple R^2 (0.461) as shown in the table 1. It may be said that about 46% of total variability in teaching effectiveness is accounted for by a liner combination of the five independent variables. Pertaining to the extent to which each of the five independent variables contributed to the prediction, the value of the T-ratio associated with the variables as shown in table 2 indicate that all the five variables: creativity, emotional intelligence, motivation, introversion and extroversion), each contributed significantly to the teaching effectiveness. The value of the standardized regression weight associated with these variables (see table 2) indicate that variable 2 (Emotional intelligence) is the most potent contributor to the prediction followed by variable 4 (introversion) then variable 3 (motivation, variable 5 (Extroversion) and variable 1 (creativity) in that order.

Teaching effectiveness is said to be interaction of many independent factors such as emotional intelligence, motivation, creativity and personality type. As reported in this study, emotional intelligence seems to be the most potent contributor or predictor of teaching effectiveness among other factors. This is in agreement with prior studies (Meyer & Salovey 1999, Salovey, Salami 2007, Carmeli 2003, Aremu 2005, William 1994). The ability of the teachers to show empathy to students, positive interpersonal relationships, manage emotions in self and others, regulate emotions and so on in the course of teaching promote teaching effectiveness in them.

It is important also to note that introversion is a personality type that has great influence on teaching effectiveness. The ability of the teachers to demonstrate introverted qualities in the course of teaching promotes effectiveness. The attitude in which a person is quite reserved and show inner world of thought and ideas. This is very likely to promote teaching effectiveness than those without these qualities (Gordon & Yocke 1999, Barret 1999). It could also be viewed that introverted teachers concentrate seriously on teaching profession without any other engagement distracting them from teaching as expected, this makes them more stable in school and pay more attention to students' needs and challenges.

Similarly, motivation also contributed to teaching effectiveness. The more the teachers are motivated the higher their level of effectiveness in teaching. (Olulobe, 2004; Nylor, 1999; Collinson, 1996; Johnson, 1990; Ubom, 2001). It is important to say that if teaching related sources of motivation are provided for teachers, in the areas of housing, job security, good salary, allowances and so on, teachers are likely to be more productive and effective. Otherwise, if teachers' motivation are not taken seriously, the teachers are not likely to concentrate on the teaching profession as expected.

An extroverted teacher is likely to promote teaching effectiveness based on the result of the study. Extroversion as a personality type is found to be a contributor to teaching effectiveness. (Gordon & Yocke 1999). The ability of the teachers to eagerly share the thoughts and feelings with their students, ability to share large social networking with students and better interpersonal relationships in the course of teaching and proper explanation of basic concepts may lead to teaching effectiveness of teachers. These are social skills that promote interpersonal communication between the teachers and the students.

Really, creativity has its own place in contributing to teaching effectiveness. It is viewed that highly creative people are productive and effective people (Akinboye 2003, 2007, Edelson 1996, Albert 1996, Kohl 2006). Teachers who are able to create

new concepts, perception and idea from old ones are likely to be effective teachers. This can help them to generate new techniques and method of solving students' problems especially in subjects that are not liked by students. Not only these, but also their ability to provide the environment of learning that allows students to explore and use creative problem solving methods and also their ability to make productive assessment and evaluation criteria is another important point to note.

IMPLICATIONS AND RECOMMENDATIONS

The implication of this study is that creativity, emotional intelligence, motivation and personality type are very important characteristics that teachers must possess in order to teach effectively in secondary schools.

It is then recommended that personality, creativity, emotional intelligence scales should be used to recruit teachers into secondary schools in case of future recruitment and the recruited ones should be introduced to training on creativity, emotional intelligence and good personality development strategies for better effectiveness in teaching. Motivation of teachers should also be taken seriously by stakeholders in the education sector.

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