



RESEARCH ARTICLE

TO EXPLORE THE PERSONALITY FACTORS OF THE TEACHERS

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ABSTRACT

A teacher's success depends on good qualities like enthusiasm, patience, cooperation, control and classroom management then he gets satisfaction from his students. In the same way, a teacher's personality and mindset can have a positive or negative influence on their academic performance in teaching-learning process. In the Big Five-Factor model of personality, five basic dimensions of personality is organized a hierarchically to describe personality of a teacher i.e., (a) Openness, (b) Conscientiousness, (c) Extroversion, (d) Agreeableness, and (e) Neuroticism. The aim of this study was to explore the present status of teachers' Personality Factors in secondary and higher secondary schools of West Bengal. The present study was designed to carry out through the Descriptive Survey Method by administering Big Five Inventory (BFI) (Goldberg, 1993) on a random sample of 616 school teachers of West Bengal. In the test there are 44 statements and with each statement a 5-point Likert type scale is attached and ranging from 1 to 5, where 1=disagree and 5=agree. The results of the study reflected that on an average the teachers of West Bengal were high personality factors in Extroversion, Conscientiousness and Openness and low personality factors in Agreeableness and Neuroticism. It might be concluded that the teachers might have balanced personality.

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INTRODUCTION

If a teacher has positive personality traits such as passion, patience, cooperation and authority, he will be a successful teacher and could achieve the satisfaction of his students. The teaching and learning process can be directly influenced by the teacher's personality either positively or negatively. Focusing on the personality of the teacher could be a good effort in identifying the factors that influence his performance in promoting the achievement of any educational goals. As stated by Polk (2006), teacher performance is influenced by teachers' personality characteristics. In addition, being a good and successful or effective teacher may require certain personality traits (Eilam & Vidergor, 2011; Goldstein & Benassi, 2006; Polk, 2006; Srivastava & Bhargava, 1984). After decades of research, the Big Five model, developed through lexical studies (Goldberg, 1990), and the Five Factor Model, developed using both natural language

adjectives and theoretically grounded personality questionnaires (Costa & McCrae, 1992), have been dominantly used to describe and assess human personality. The Big Five taxonomy serves an integrative function because it can represent the various and diverse systems of personality description in a common framework. According to these models, personality is distinguished as five broad domains: (a) Extroversion, (b) Agreeableness, (c) Conscientiousness, (d) Neuroticism and (e) Openness. The present study is focused to explore the present state of the teachers with respect to Personality Factors in secondary and higher secondary schools of West Bengal.

Specific Objective of the Study

The present study was designed to realize the following specific objective.

To know the present situation of the teachers with respect to *Personality Factors*.

Research Hypothesis of the Study

The present study was designed to verify the following research hypothesis

- The teachers have balanced *Personality*.

Personality Factors – Construct of the Study

Personality has been conceptualized from a variety of theoretical perspectives, and at various levels of abstraction or breadth (John, Hampson, & Goldberg, 1991; McAdams, 1995). Researchers, as well as practitioners in the field of personality assessment, were faced with a bewildering array of personality scales from which to choose, with little guidance and no overall rationale at hand. What made matters worse was that scales with the same name often measure concepts that are not the same, and scales with different names often measure concepts that are quite similar. Although diversity and scientific pluralism are useful, the systematic accumulation of findings and the communication among researchers became difficult amidst the Babel of concepts and scales.

Personality Traits: According to Cattell, factors, or traits, are the basic structural units of personality. All human being possess the common traits to some degree; *unique traits* exemplify one or a few persons. *Ability traits* determine how efficiently an individual works toward a goal. Emotional style of behaviour is defined by *temperament traits*. Again, *dynamic traits* are concerned with motivation. *Surface traits* are personality characteristics that correlate with one another but do not constitute a factor because they are not determined by a single source. Cattell identified 16 *source traits* each as single factors, and each is the sole source of some aspect of behaviour. Source traits may be constitutional traits, which is originated in internal bodily conditions, or environmental-mould traits, which is driven from environmental influences (Cattell, R. B., 1978).

In the Big Five-Factor model of personality five basic dimensions of personality is organized a hierarchically. Literature suggests that the big five personality traits are five empirically supported dimensions of personality being used to describe personality which are (a) Openness, (b) Conscientiousness, (c) Extroversion, (d) Agreeableness, and (e) Neuroticism (OCEAN) or (CANOE) if arranged differently (Digman, 1990; Ewen, 1998; Srivastava, 2010).

Review of Allied literature

A brief review of allied literature on Personality Factors of the Teachers is reported herewith.

Personality Factors of Teachers: Doherty and Nugent (2011) have reported that the personality trait known as conscientiousness has been found to be a significant predictor of performance in medical school; additional traits concerning sociability i.e. extraversion, openness, self-esteem and neuroticism have been identified to be also relevant particularly in the applied medical environment. From the results of their study Ebstrup et al., (2011) explored the association between stress and NEO Five-Factor model of personality. According to these researchers, the persons with higher scores in neuroticism react to stressful events in a more aversive and negative way. The results of study of Mroczek and Almeida, (2004) exhibited a significant positive correlation between perceived stress and levels of neuroticism; but extraversion was significantly negatively correlated with perceived stress.

METHODOLOGY

The present study was carried out through descriptive survey method.

The details regarding the method of research design, sample, research instruments, procedure of data collection and statistical technique are reported herewith.

Research Design: The research design of the present study is presented hereunder.

Variables: Personality Factors of teachers was the only variable in the present study.

Sample: The source of sample, sampling procedure and sample size are reported herewith.

Source of Sample: Government/Government-aided Secondary/Higher Secondary Schools of West Bengal, India was constituted the source of sample.

Sampling Procedure: In the present study “Stratified Random Sampling Technique” was adopted.

Sample Size: Finally 426 male subjects and 190 female subjects were participated in the study.

Table 4.1. Gender-Wise Distribution of Sample

| Gender | | Total |
|--------|--------|-------|
| Male | Female | |
| 426 | 190 | 616 |

Tool of Research: The following research tool is used in the present study for data collection. The tool is selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given herewith.

Big Five Inventory (BFI) (Goldberg, 1993): A 44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets. The Big Five Factors (dimensions) of personality are – (a) Openness, (b) Conscientiousness, (c) Extraversion, (d) Agreeableness and (e) Neuroticism. There are 44 statements and with each statement a 5-point Likert type scale is attached. An individual has to mark how much s/he agrees with the statement on the 1 - 5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree. Here the mean score of the scale was normalized and the normalization procedure was as follows: Normalized mean = Sum of the item responses in a total scale/Total number of items in the scale. Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid- point (moderately satisfied). The range of Normalized means score of “Big Five Inventory (BFI)” may be interpreted

as –

| | |
|--------------|------------|
| 1.00 to 1.99 | :Very Low |
| 2.00 to 2.99 | :Low |
| 3.00 to 3.99 | :High |
| 4.00 to 5.00 | :Very High |

Procedure for Data Collection: The head of the institutes was contacted for his/her permission to allow collecting the data. The relevant data on different constructs will be collected by administering the above- mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

Statistical Techniques: To prove the hypothesis – I (i.e., The teachers have balanced Personality.) descriptive statistics such as Range, Minimum, Maximum, Mean and Standard Deviation were computed with the help of SPSS-20 software.

RESULTS

Quantitative research in Descriptive Survey Method was used to explore the Personality Factors of the teachers of secondary and higher secondary schools of West Bengal.

Table-5.1.1. Descriptive Statistics of Personality Factors Scores of Teachers (Considering male and female as a Whole)

| Personality Factors | N | Range | Minimum | Maximum | Mean | Std. Deviation | Remark |
|---------------------|-----|-------|---------|---------|------|----------------|--------|
| Extraversion | 616 | 2.63 | 1.88 | 4.50 | 3.24 | 0.42 | High |
| Agreeableness | 616 | 2.67 | 1.78 | 4.44 | 2.98 | 0.53 | Low |
| Conscientiousness | 616 | 2.89 | 2.11 | 5.00 | 3.80 | 0.51 | High |
| Neuroticism | 616 | 3.50 | 1.38 | 4.88 | 2.97 | 0.69 | Low |
| Openness | 616 | 2.60 | 2.00 | 4.60 | 3.43 | 0.38 | High |

The results of the study are presented hereunder

Descriptive Presentation

The results of the descriptive presentation of the study are presented herewith.

Personality Factors of the Teachers

To prove the hypothesis-(I) (i.e., the teachers have balanced Personality.) the results of the descriptive presentation of Personality Factors of the teachers are presented herewith. Table-5.1.1 depicts descriptive statistics of personality factors of teachers (considering male and female as a whole). In case of Extraversion the “minimum” of the scores was 1.88 and the “maximum” of those was 4.50 and the range was 2.63; the “mean” and “standard deviation” of the said distribution were 3.24 and 0.42 respectively.

Then in case of Agreeableness the “minimum” of the scores was 1.78 and the “maximum” of those was 4.44 and the range was 2.67; the “mean” and “standard deviation” of the said distribution were 2.98 and 0.53 respectively. Next, in case of Conscientiousness the “minimum” of the scores was 2.11 and the “maximum” of those was 5.00 and the range was 2.89; the “mean” and “standard deviation” of the said distribution were 3.80 and 0.51 respectively. In case of Neuroticism the “minimum” of the scores was 1.38 and the “maximum” of those was 4.88 and the range was 3.50; the “mean” and “standard deviation” of the said distribution were 2.97 and 0.69 respectively. Finally, in Openness the “minimum” of the scores was 2.00 and the “maximum” of those was 4.60 and the range was 2.60; the “mean” and “standard deviation” of the said distribution were 3.43 and 0.38 respectively.

Figure: 5.1.1(a) depicts the bar diagram of scores of five different factors of personality of the teachers considering male and female as a whole.

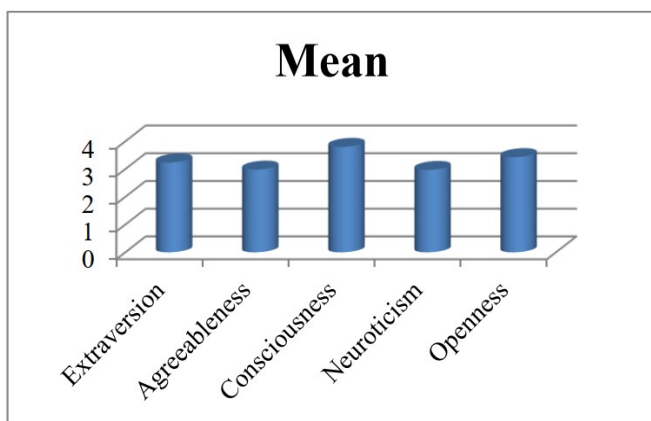


Figure-5.1.1(a): Bar Diagram of Different Factors Scores of Personality of Teachers Considering Male and Female as a Whole

Figure-5.1.1(b) depicts the histogram with normal curve of Extraversion Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin and Hendry, 2022).

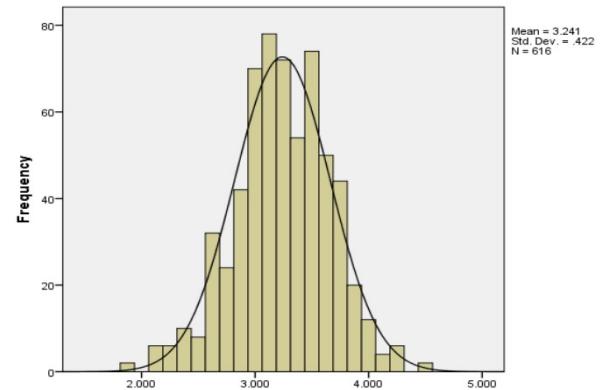


Figure-5.1.1(b). Histogram with normal curve of Extraversion Scores of Teachers considering male and female as a whole

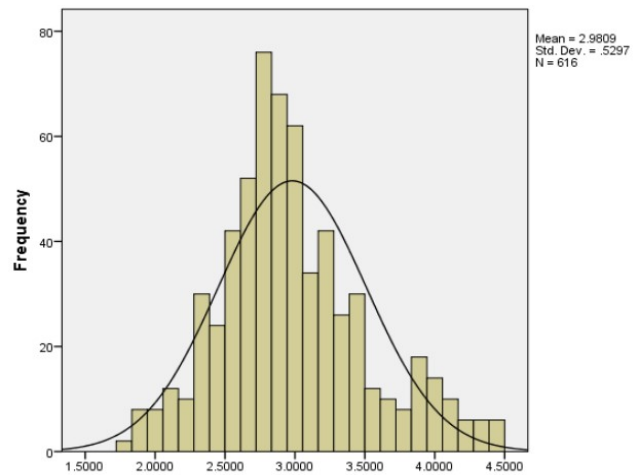


Figure-5.1.1(c): Histogram with normal curve of Agreeableness Scores of Teachers considering male and female as a whole

Figure-5.1.1(c) depicts the histogram with normal curve of Agreeableness Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin and Hendry, 2022).

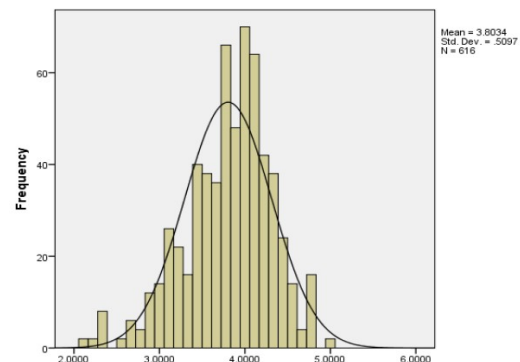


Figure-5.1.1(d). Histogram with normal curve of Consciousness Scores of Teachers considering male and female as a whole

Figure-5.1.1(d) depicts the histogram with normal curve of Conscientiousness Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin and Hendry, 2022).

Figure-5.1.1(e) depicts the histogram with normal curve of Neuroticism Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin and Hendry, 2022).

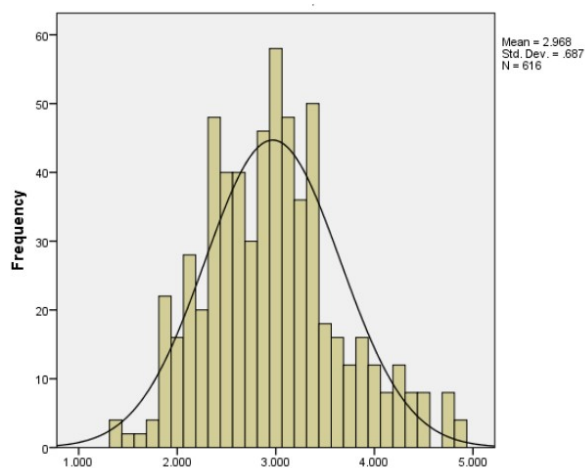


Figure-5.1.1(e): Histogram with normal curve of Neuroticism Scores of Teachers considering male and female as a whole

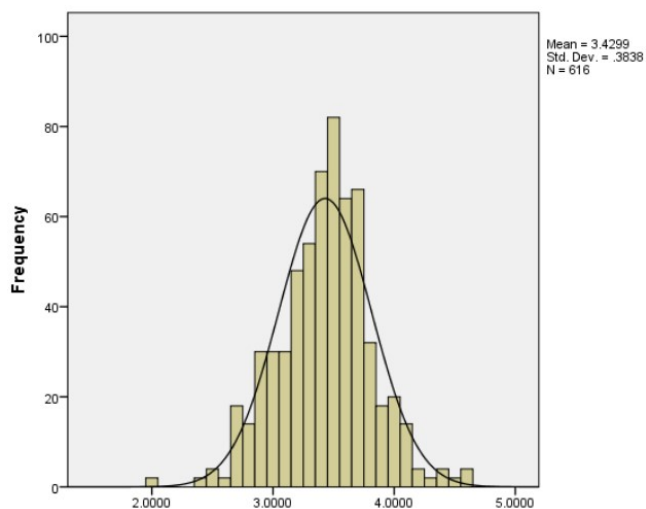


Figure-5.1.1(f). Histogram with normal curve of Openness Scores of Teachers considering male and female as a whole

Figure-5.1.1(f) depicts the histogram with normal curve of Openness Scores of teachers considering male and female as a whole. By visually examining we come to know that the said distribution was about to normal (Fein, Gilmour, Machin and Hendry, 2022).

DISCUSSION

Here discussions on Descriptive Presentation of the results of the present study are placed hereunder

Descriptive Presentation: The discussion of the descriptive presentation of the results is reported herewith.

Personality Factors of Teachers: To prove the hypothesis-I (i.e., The teachers have balanced Personality.) the following discussion is

placed. From the results of the table-5.1.2, it was found that on an average the teachers reported that they were – (a) more sociable as well as fun-loving, but less reserved (High Extraversion); more disciplined as well as careful, but less impulsive as well as disorganized (High Conscientiousness); more imaginative as well as spontaneous, less routine as well as practical work doer (High Openness to Experience); more suspicious as well as uncooperative, but less trusting as well as helpful (Low Agreeableness); more calm as well as confident, but less anxious as well as pessimistic (Low Neuroticism). Hence, the hypothesis-I has been failed to reject. There are many studies on teacher behaviour. Looking at psychological research, it is seen that teacher behaviour plays an important role in the learning process (Göncz, 2017). The following five categories of research are examined in psychology and related professions – (a) research on teacher typologies, (b) research on teacher goals and negative traits, (c) research on teacher behaviour and its impact on students, (d) research on teacher personality, and (e) research on teachers. The article of Göncz (2017) suggests that findings on teacher behaviour taken in the context of existing behavioural theory may be the best starting point for thinking about the theory of teaching behaviour in educational psychology.

CONCLUSION

In accordance with the results and subsequent discussions of Descriptive Presentation of the present study it might be concluded that, In Extraversion (E) on an average the teachers were high extrovert personality – they might tend to be very social and also prefer to work in a team; in Agreeableness (A) on an average the teachers were low agreeable – they might tend to “tell it like it is”; in Conscientiousness (C) on an average the teachers were high Conscientiousness – they might tend to follow rules and prefer clean homes; in Neuroticism (N) on an average the teachers were emotionally balanced and might have good mental health and in Openness to Experience (O) factor of personality on an average the teachers were more open – they might tend to be daydreamer. From the results and the subsequent discussions the researcher may accept the hypothesis-(I) i.e., the teachers might have balanced personality. This may be the encouraging on their academic performance in teaching-learning process.

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