



A STUDY ON PERSONALITY DIMENSIONS OF SECONDARY SCHOOL TEACHERS

Setlem Chandra Mohan¹ & Dr. J. R. Priyadarsini²

¹Research Scholar, Dept. of Education, Acharya Nagarjuna University, Nagarjuna Nagar –
522510

Guntur, Andhra Pradesh, India.

² Associate Professor, St. Joseph's College of Education for Women, Guntur, Andhra
Pradesh, India.

ABSTRACT

The present research aims to investigate the personality dimensions of secondary school teachers. By using random sampling technique a sample of 225 secondary school teachers were selected from Tenali Division of Guntur District of A.P. Dimensional Personality Inventory (DPI) scale was used to collect the required data, it was developed and standardized by Mahesh Bhargava (2006). It has 60 components. This inventory measures six important dimensions of personality. Results showed that nearly 16% of the sample secondary school teachers have low personality dimensions. Sixty-six percent of the sample has moderate personality dimensions and the remaining 18% of the samples have high personality dimensions. This study reveals that secondary school teachers differ in their levels of personality dimensions. The age of secondary school teachers does not make a significant difference in all the dimensions of personality as well as overall personality dimensions.

Keywords: Personality, Personality traits, and Secondary School Teachers

Introduction

According to Wright et al. (1997), the teacher is the single most crucial element in the learning process. "Regardless of the student placement procedures used within a school, one must infer that improvement of student learning begins with the reform of relatively poor teachers if the end goal is to increase the academic progress of student populations". According to Guthrie et al. (1998), personality is the propensity to act or behave in a particular way in reaction to one's surroundings. The dynamic organization of a person's traits and recognizable behavioural patterns is known as their personality (Callahan, 1996).

According to Curtis and Liying (2001), a teacher's personality traits have an impact on their performance. The personality traits of teachers are evident in their interactions with students as well as in how effectively they function in the classroom, particularly in how they choose instructional activities, materials, procedures, and classroom management techniques (Henson & Chambers, 2002).

According to McLaughlin and Talbert (1993), a teacher's work is supported by colleagues and administrators who give them the resources and encouragement they need to do their jobs well. Teachers might raise the caliber of their work because of commitments made by the schools. Personality helps the teacher because even when there is no spoken word between the teacher and the student, communication still occurs (nonverbal communication). A teacher is said to have an admirable teaching personality if their personality fosters and maintains a learning atmosphere in the classroom or other settings where pupils feel comfortable and motivated to study (Callahan, 1996).

Personality traits of a teacher

Personal, topic, pedagogical, and psychological competence are the traditional categories used to classify professional competencies. A teacher's competencies are described by the pedagogical dictionary as "a collection of professional abilities and dispositions which a teacher should possess to be able to effectively carry out their job" (Pedagogick Slovnik, 2003). A statement of personal and professional competencies is typically made. Personal competencies include accountability, initiative, problem-solving skills, teamwork, social awareness, and reflection.

According to (Čáp and Mareš 2007), personality is defined psychologically as "its feelings and behaviour, conscious and subconscious elements in activities and interactions with the environment." "Behaviour and emotions are always a reflection of the personality of a unique individual with typically human and individual qualities, goals, joys, and challenges". A teacher must possess both broad skills including above-average intelligence and unique skills that are essential to the teaching profession. They include "didactic talents," which are connected to the employment of pertinent teaching strategies, engaging subject-matter presentation, growing creativity, and the volitional traits of students. Constructive skills are based on the design of instructional and educational procedures, while perceptive skills are concerned with how students are perceived in the classroom and how their needs are perceived. Important communication skills affect the connection between a teacher and students; expressive abilities manifest themselves through perceptible verbal and non-verbal expression. Organizational skills demonstrate the teacher's capacity to oversee both the students' activities and their instructional job. A teacher should be capable of self-reflection, which results from feedback from students or oneself. A teacher's personality includes pedagogical touch, which manifests itself through empathy, prompt decision-making, a sense of fairness, an objective approach, and an interest in the difficulties of their students (Pruner, 2003).

Statement of the Problem

The current research problem entitled as "*A Study on Personality Dimensions of Secondary School Teachers*".

Operational definition of the terms

Personality:

According to Mullins (2005), a person's personality is made up of constant traits that explain why they act the way they do. A person's personality, which underlying a consistent way of thinking, feeling, and acting, is a generally stable antecedent of behaviour, according to Hogan (1991).

Personality Traits/ Dimensions:

A personality trait is a pervasive consistency of feelings, thoughts, and behaviours that evaluate aspects of individual differences and aid in understanding and predicting a wide range of traits, including extroversion, introversion, self-concept, independence, temperament, adjustment, anxiety, and psychological well-being. Eysenck (1947) stated that "Traits comprise the most significant characteristics of personality," referring to visible consistency in behaviour and action patterns.

Secondary Schools:

A school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses. In the present study VI to X class schools are referred to as "secondary schools".

Secondary School Teachers:

A secondary school teacher is someone who teaches at a secondary school.

Need and Importance of the Study

Researchers consider the idea that a person's amount of personality traits define them. Understanding how and why people vary from one another is crucial to the study of personality. Teachers-students are given the chance to grow and develop all facets of their personalities in a positive learning environment. One is more likely to be motivated to achieve, work with others, and take on new tasks when they have developed the psychological characteristics of personality. Even as a young child, a person's behaviour is greatly influenced by their personality traits, which also have an impact on the objectives they set for themselves and the methods they use to achieve them. A teacher must have a positive personality that will reflect on their students.

Review of the Related Literature

The relationship between organizational commitment, personality, and adaptability was investigated by *Sharma (2008)* among college teachers in Haryana. The findings showed that college teachers are more committed to their family, health, emotional, and professional adjustment-all of which are governed by external realities than they are to their organization of conscience, regulation, social bravery, trustworthiness, application, and practicality. In 2011, *Ali et al.* looked at how personality traits affected secondary school teachers' leadership philosophies. Quantitative research is being conducted on a manageable sample of 228 elementary and secondary school teachers in Lahore using a survey. The findings highlighted the attributes of effective leadership styles by illuminating the relationship between personality traits and leadership philosophies. The implications of this are that teachers are more aware of and supportive of the traits that lead to effective behaviour and change as people become more focused. *Djigi et al. (2013)* looked into the self-efficacy and basic personality traits of teachers. The sample employed in the study consisted of 168 teachers. The results demonstrated that teachers greatly overestimated their level of self-efficacy. The greatest evaluation was given to self-efficacy in the domain of instruction, while other elements were underestimated. The two personality factors that have the biggest influence on predicting teachers' levels of self-efficacy are conscientiousness and openness. In 2013, *Kumar and Ritu* conducted research on the social maturity of senior secondary school students' personalities. 100 senior secondary school students (50 males and 50 females) enrolled in class XII senior secondary schools were chosen using a straightforward random selection procedure. The results of the study showed a positive relationship between the social maturity of senior

secondary school pupils and their personalities. The social development and personality of secondary school students are greatly influenced by their gender.

Objectives of the study

The following objectives were formulated for the present investigation.

1. To determine the levels of personality dimensions among secondary school teachers.
2. To find out whether there is any significant difference in the various dimensions of personality as well as overall personality dimensions among secondary school teachers with respect to their age (Below 35 years and Above 35 years).

Hypotheses of the study:

The following hypotheses have been formulated based on the objectives of the present investigation.

1. Secondary school teachers don't differ in their levels of personality dimensions.
2. There is no significant difference in the various dimensions of personality as well as overall personality dimensions of secondary school teachers in relation to their age.

Methodology:

- a) *Sample*: A sample of 225 secondary school teachers were selected from Tenali Division of Guntur District of A.P.
- b) *Sapling technique*: By using random sampling technique, the necessary sample was chosen.
- c) *Research tool*: Mahesh Bhargava (2006) developed and standardized the Dimensional Personality Inventory (DPI). It has 60 components. This inventory measures six significant dimensions. They include activity and passivity, enthusiastic and non-enthusiastic, assertive and submissive, suspicious and trusting, depressive and non-depressive, emotional instability and emotional stability, respectively. Each personality trait is assessed using ten items with three possible answers: "Yes," "Undecided," and "NO." "Yes" is awarded two points, "Undecided" is considered one, and "No" is worth zero. As a result, the range of ratings for the entire inventory will be from a minimum of 0 to a maximum of 120. The reliability dimensional personality inventory's coefficient of correlation is given as follows: activity and passivity 0.74, enthusiastic and non-enthusiastic 0.69, assertive and submissive 0.79, suspicious and trusting 0.82, depressive and non-depressive 0.66 and emotional instability and emotional stability 0.84.

Statistical Techniques Used

Mean, S.D., Percentage, and Critical Ratio were used in this study to analyze the data.

Analysis of Data and Interpretation of Results

Table 1: Classification of the Total Sample on Personality Dimensions

Scores	N	%	Verbal Description
46 and below scores	042	16.00	Low
Between 45 and 71 scores	167	66.00	Average
72 and above scores	046	18.00	High
	255	100.00	

H₁: The computed mean and standard deviation from table 1 are 59 and 13, respectively. Additionally, three personality dimension groups were created from the entire sample: high (greater than $M + 1SD$), moderate

(between $M - 1SD$ and $M + 1SD$), and low (less than $M - 1SD$). Secondary school teachers are categorized as belonging to the low-level personality dimension group if their scores fall below [$Mean - 1SD = 59 - 13$] 46. They are 42 in number and 16%. The respondents are regarded as having high-level personality dimensions if their scores are greater than [$M + 1SD = 59 + 13$] 72. There are 46 of them, and 18%, with the remaining 66% having personality dimensions at a moderate level. Low personality dimensions are present in over 16% of the secondary school teachers in the sample. The remaining 18% of the samples have high personality dimensions, while 66% of the samples have moderate personality dimensions. This study unequivocally demonstrates that secondary school teachers' levels of personality dimensions differ.

Table 2

Means, SDs, and CR values and the significance of mean differences between the age groups of Below 35 years and Above 35 years Secondary School Teachers in various Dimensions of Personality as well as in the overall Personality Dimensions

PD	Below 35 years N=109		Above 35 years N = 146		D	$\frac{\sigma}{D}$	C.R.
	Mean	S.D.	Mean	S.D.			
	Activity & Passivity	16.60	2.25	16.42			
Enthusiastic & Non-enthusiastic	12.45	3.26	12.14	4.28	0.31	0.47	0.66*
Assertive & Submissive	9.31	3.77	9.34	3.34	0.03	0.45	0.07*
Suspicious & Trusting	3.79	3.55	4.01	3.58	0.22	0.45	0.49*
Depressive & Non-depressive	6.84	3.51	7.28	4.03	0.44	0.47	0.94*
Emotional stability & Emotional instability	9.90	4.78	9.45	4.91	0.45	0.61	0.74*
Overall Personality Dimensions	58.89	12.11	58.62	14.02	0.27	1.64	0.16*

* Not significant at 0.05 level

H₂: From table 2, all of the calculated CR values from table 2 are less than 1.96. At a 0.05 level, they are not significant. The null hypotheses are thus retained. Therefore, secondary school teachers who are below 35 years and those who are above 35 years of age do not significantly differ in any of the personality dimensions.

The total personality dimensions' computed CR value (0.16) is less than their tabulated value (1.96). At the 0.05 level, it is not significant. The null hypothesis is therefore accepted. In other words, the personality dimensions of secondary school teachers are not significantly affected by their age.

Major Findings of the Study

1. Nearly 16% of the sample of secondary school teachers have low personality dimensions. Sixty-six percent of the sample has moderate personality dimensions and the remaining 18% of the samples have

high personality dimensions. This study clearly shows that secondary school teachers differ in their levels of personality dimensions.

2. The age of secondary school teachers does not make a significant difference in all the dimensions of personality namely activity & passivity, enthusiastic & non-enthusiastic, assertive & submissive, suspicious & trusting, depressive & non-depressive, and emotional stability & emotional instability respectively as well as overall personality dimensions.

Conclusion

The purpose of this research is to examine the personality dimensions of secondary school teachers. However, the present study's findings showed that teachers in secondary schools show differing levels of personality dimensions. All personality dimensions, including activity and passivity, enthusiasm and non-enthusiasm, assertiveness and submission, suspicion and trust, depression and non-depression, emotional stability and instability, as well as overall personality dimensions, are unaffected by the age of secondary school teachers. The teacher training curriculum has to be improved to give chances for the all-round development of teachers' personalities since various age groups of teachers demonstrate individual variances in several personality factors. Additionally, as personality development is a constant process, working teachers will get in-service training programmes to polish and hone their personality characteristics.

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