



Personality Traits of Secondary school Teachers in Prayagraj City.

Sheeba Luther*, Avis Chintamani**

Department of Teacher Education, Allahabad School Of Education ,SHUATS

Abstract:

The backbone of the country is its teachers. Teachers are responsible for the destiny of the entire country. The destiny of children is greatly influenced by teachers. Personality is an interaction or merging of all the parts of one's psychological life the way one thinks, feels acts and behaves. Thus the purpose of this study was to compare Secondary School Level Physical Education Teachers and Other Subject Teachers on their levels of Personality Traits. Personality is interpreted as Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. The present study focuses on Personality Traits of secondary school teachers in the Prayagraj city. The present study was carried out on a representative sample of 100 secondary school teachers from various Government and Private schools selected in the Prayagraj City . The sample was selected using a random sampling technique.

Introduction:

Teaching is a noble profession. Teachers play a critical role in shaping children's lives. Teachers play an important role in an educational institution by providing their students' knowledge with an edge and enriching the talents that are present within them.

Personality is an interaction or merging of all the parts of one's psychological life the way one thinks, feels acts and behaves.

Traits are important and interesting because they describe stable patterns of behavior that persist for long periods of time In the study Personality is interpreted as Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. There is a broad consensus amongst personality theorists that this model, which describes five major traits, is the best current description of the structure of personality as follows:

Extraversion: This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness.

Agreeableness: This personality dimension includes attributes such as trust, altruism, kindness, affection, and other pro-social behaviours.

Conscientiousness: Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviours. Those high in conscientiousness tend to be organized and mindful of details. **Neuroticism:** Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.

Openness: This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.

Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like Extraversion is expected to be sociable in different situations and over time.

Emphasis on teachers' personality is based on the premise that the teacher as a person is a significant figure in the teaching-learning process. Personality influences the behavior of the teacher in diverse ways and students learn from a teacher's personality even if there is no formal interaction between student and teacher. Therefore, teachers must be consciously aware of this fact. They should also realize that personality traits are not inborn and are not permanent or cannot be changed as was the belief. Studies have shown that these traits can be worked on and can be improved on and also be changed. They should therefore be able to have the ability and responsibility to develop and maintain a conducive atmosphere in the classroom that supports the students for effective learning because the climate of the classroom is largely dependent on the teacher's personality.

Significance of Study:

Personality Traits and teaching competency plays a pivotal role in the careers of teachers. Having an engaging personality is key for teaching success. Aside from gauging student interest, it enables teachers to connect with their pupils, and think of innovative ways in which to explain different subject matters, and ensure students really understand what is being taught.

Teaching and learning process can be influenced by the teacher's personality and mentality either positively or negatively. If the teacher has positive traits in his personality as being a passion, patient, cooperative, and authoritative, he will be a successful teacher, and he could get his students' satisfaction. Teachers' personality traits are reflected not only in their classroom performance, example in their selection of instructional activities, materials, strategies, and classroom management techniques but also in their interactions with students as well. Personality aids teaching, for communication takes place between the teacher and the learner— even in the absence of the spoken word (nonverbal communication). The teacher whose personality helps create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn is said to have an enviable teaching personality.

Very few studies have been done in the district of Prayagraj in relation to personality traits. Therefore, the researcher has taken this topic to carry on the research. The personality traits of teachers influence the psychological wellbeing. Therefore the topic of study focusses on the personality traits of secondary school teachers.

Objective Of the Study:

1. To study the Personality Traits of secondary school teachers of government and private schools.

Research method:

For the present study the investigator will adopt descriptive survey research method.

S.NO.	DIMENSIONS	FACTORS	N	MEAN	S.D	t value
A	ACTIVITY - PASSIVITY TRAIT	GOVERNMENT	50	14.96	3.14	0.616
		PRIVATE	50	14.56	3.34	
B	ENTHUSIASTIC AND NON - ENTHUSIASTIC TRAIT	GOVERNMENT	50	13.42	3.31	1.103
		PRIVATE	50	12.72	3.03	
C	ASSERTIVE - SUBMISSIVE	GOVERNMENT	50	10.1	5.01	0.457
		PRIVATE	50	1.54	4.6	
D	SUSPICIOUS - TRUSTING	GOVERNMENT	50	8.7	5.56	0.899
		PRIVATE	50	9.66	5.1	
E	DEPRESSIVE- NON - DEPRESSIVE	GOVERNMENT	50	10.5	5.89	0.161
		PRIVATE	50	10.34	3.83	
F	EMOTIONAL	GOVERNMENT	50	9.22	5.8	0.857

	INSTABILITY AND EMOTIONAL STABILITY	PRIVATE	50	8.32	4.63	
TOTAL	OVERALL PERSONALITY TRAITS	GOVERNMENT	50	66.9	19.28	0.241

(*Significant at 0.05 level and 0.01 level)

Table no. 1.1: Personality Traits of Government and Private Secondary School Teachers.

Sample Selected for the Study:

The sample for the study will consists of 100 secondary school teachers

Tool Used:

Tools will be used – Mahesh bhargav: 5 personality traits inventory

Analysis and Interpretation:

Analysis and interpretation of data is a measuring step in the research, it aims to find the meaning of the Raw data. It is very essential in research to analyze and interpret the collected data in the tabular form. This chapter is devoted to analysis and interpretation of the data. The collected data was scored, tabulated and analyzed in the light of the objectives of the study

Fig1.1:Graph Representing of Mean , SD and t value of Personality traits secondary school teachers.

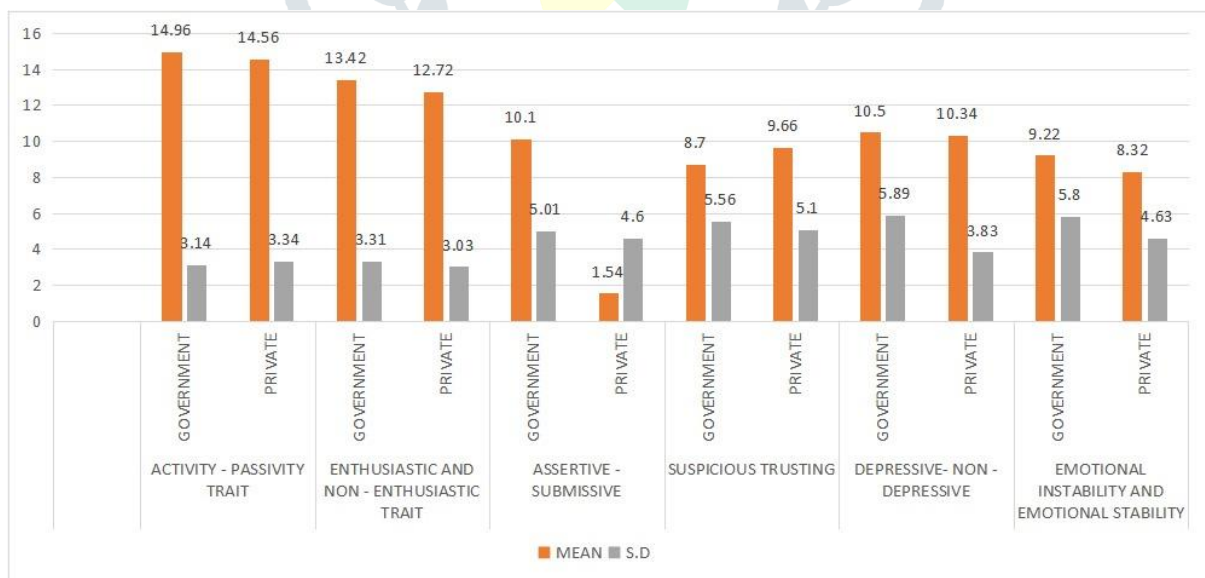
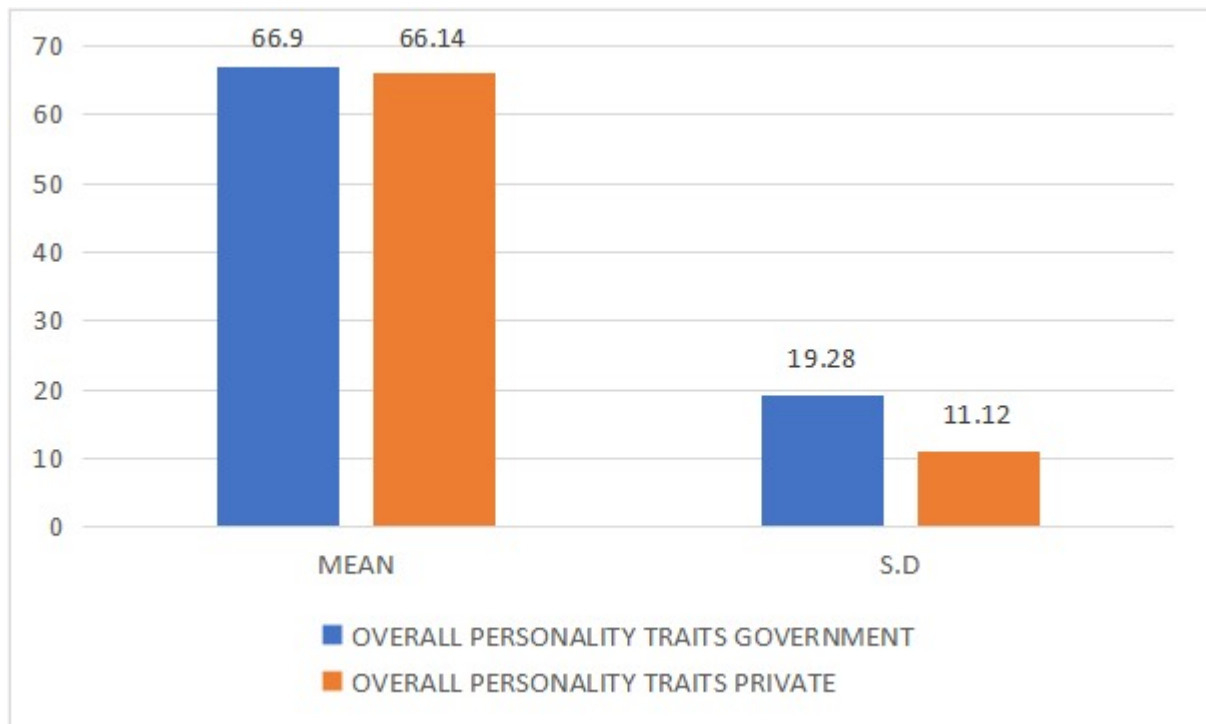


Fig1.2 Graph Representing Overall Mean and SD of Personality traits Secondary School Teachers

Observation of the table no. 1.1 Reveals that there is no significance difference between Personality Traits of Government and private Secondary school teachers at 0.05 level. The Mean is 66.9 and SD is 19.28 of Government secondary School Teachers The mean is 66.14 and SD is 11.12 of Private Secondary School Teachers with T value of 0.241 which is less than 1.98 the table value of T. So, it has no significance difference between government and private secondary school teachers in their personality traits

The finding is supported by **Baldev Singh (2019)** studied personality traits between secondary school level physical education teachers and other subject teachers. The descriptive method was employed. A purposive sampling method was applied to choose 60 teachers and data were gathered through questionnaires from them. The findings revealed that no significant difference existed in personality traits among physical education and other subject teachers.

Conclusion and Suggestion:

Finally, there is a need that teacher must be hardworking, dedicated, and create a peaceful learning environment in the classroom which builds positive attitudes among students to foster their - learners and employ appropriate teaching methods. To improve the quality of education, the government should improve the recruitment policy and selection should be based on merit. The government should also organize different academic workshops and seminars for teachers on regular basis for their professional development. Based on the results of the observation, teachers need to be more enthusiastic and kind with student and should be active in classroom.

- A comparative study may also be taken up to understand Personality traits with the work ethics of secondary school teachers in Higher Educational institutions and those at the school level.
 - A similar study may be carried out as a comparative study of College teachers and University teachers.
 - An interstate comparative study may be undertaken to develop Personality traits with the work ethics of secondary school teachers in the state of Uttar Pradesh with the other teachers in other states of India.
 - Comparative studies covering different levels of educator education i.e. preprimary, primary, and elementary stages may be done to find out the relationship between personality traits, and work ethics.
 - The present study is constrained to govt. aided / private secondary schools only. Similar endeavors can be placed in to conduct investigations on a different educational level such as primary and upper primary schools.

References:

- Allport GW. Personality and Psychological Interpretation. New York: Henry Holt & Co, 1927, 132-140.
- Buchanan T, Goldberg LR, Johnson JA. Personality assessment: Evaluation of an online Five Factor inventory, 1999. <http://www.personalitytest.org.uk/>. Retrieved on 18/07/2012
- Dr. Mohan Khatal N. A study of relationship between personality traits & effective communication of teachers from the professional courses, Dept. of Education Govt. College of Education, Akola, Maharashtra. International Research Journal. 2009-2010. ISSN-0975-3486 RNI: ~ 280 ~ International Journal of Yogic, Human Movement and Sports Sciences RAJBIL 2009/30097 Vol I *Issue.
- Gay P. Psychology. 4th Edition. Worth Publishers, 2001.
- Richard DeBlassie R. A Comparative Study of the Personality Structures of Persistent and Prospective Teachers. The Journal of Educational Research. 1971; 64(7):331-333. Published by: Taylor & Francis, Ltd. Article Stable URL: <http://www.jstor.org/stable/27536144>. Retrieved on 14/01/2012.