

Personality Dimensions of Primary School Teachers

CHARANKUMAR.VENKATAPATI

Lecturer in Mathematics

S. V. College of Education, Payakaraopeta -531126, Eastgodavari District, Andhrapradesh, INDIA

Abstract: The present study is an attempt to examine a study of the Personality Dimensions Primary school teachers in East Godavari District of Andhra Pradesh. There are Four hundred and ninety two Primary school teachers who were working in the Primary schools constituted sample. There are 400 primary schools in Eastgodavari District, retrieved from the <http://www.mabadi.com>. Out of 400, 39 primary schools i.e. 10% were selected randomly by the lottery method. Regarding the sample of teachers, on an average thirteen (13) primary school teacher participants were selected randomly from each of the 39 selected primary schools. On the whole, the tools were administered to 530 primary schools teachers. Despite careful supervision, it was found that 38 tools were answered partially and hence only 492 questionnaires which were perfectly alright could be considered for the analysis. The present education of pupil-teachers is given priority to cognitive and psychomotor development of the behavior rather than to the all-round development of personality. The personalities of individuals include whole behavior i.e., cognitive (knowing), affective (feeling) and psychomotor (doing). The main aim of education is all round development of personality. The development of affective aspect of behavior not only helps the person in development of personality but also creates certain abilities within the learner to handle the feeling aspect of behavior.

Keywords: Personality, Activity and Passivity Trait, Enthusiastic and Non-Enthusiastic Trait, Assertive and Submissive Trait, Suspicious and Trusting Trait, Depressive and Non-Depressive Trait and , Emotional instability and Emotional stability Trait respectively, Trait Approach, Introversion / Extraversion, Neuroticism /Emotional Stability and Psychoticism.

I. INTRODUCTION

Teaching is a noble profession. The teachers are the heart and core of the whole educational process. The strength of the education system largely depends upon the quality of teachers. These individuals should be able to impart character among the pupils. They are expected to arouse enthusiasm and be a source of inspiration for the real pupils. No doubt, the teachers are the real architects of a nation and the makers of the humanity.

The present education of pupil-teachers is given priority to cognitive and psychomotor development of the behavior rather than to the all-round development of personality. The personalities of individuals include whole behavior i.e., cognitive (knowing), affective (feeling) and psychomotor (doing). The main aim of education is all round development of personality. The development of affective aspect of behavior not only helps the person in development of personality but also creates certain abilities within the learner to handle the feeling aspect of behavior.

Personality:

Personality plays an important role in the life of an individual. The role of academic institution in promoting overall personality development of younger generation is of paramount importance. Personality is complex blend of a constantly evolving and changing pattern of one's unique behaviour, emerged as a result of one's interaction with one's environment

and directed towards some specific ends. Teacher's knowledge of student's personality and positive outlook towards personality development is of immense importance. The teacher has to play a pivotal role in the development of pupil's personality. The positive outlook about personality characteristics of pupil and attention of the teacher puts positive effect on the development of pupil's personality. Teacher's knowledge of a student's personality is generated to the student's need and building up or improving upon his personality, which is yet in the making. It not only helps the children to improve their productive work but also gives boost to their confidence which is an integral part of personality development.

Meaning of Personality:

The word personality is derived from the Greek word "persona", which means mask. The study of personality can be understood as the study of masks that people wear. These are the persona that people project and display, but also includes the inner parts of psychological experience which we collectively call ourselves. Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information Watson, J. B. (1930).

"I" is for personality: According to Adams (1954, cited in Schultz & Schultz, 1994), personality is "I". Adams suggested that we get a good idea of what personality is by listening to what we say when we use "I". When you say I, you are, in effect, summing up everything about yourself - your likes and dislikes, fears and virtues, strengths and weaknesses. The word I is what defined you as an individual, as a person separate from all others? (Schultz & Schultz, 1994.)

Definitions of Personality:

Carver and Scheier (2000) suggest that the word personality conveys a sense of consistency, internal causality, and personal distinctiveness. This issue of personal distinctiveness is very important. There are certain universal characteristics of the human race and particular features of individuals. We all for example, experience stress and the elevated cortisol that goes with it, and we all suffer the immune suppressive effects thereof. But each of us is unique too.

Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.

.....Allport, W.G. (1948)

Personality is that which permits a prediction of what a person will do in a given situation.

.....Cattell.R.B. (1970)

Dimensions of Personality:

The dimensional personality inventory is developed and standardized by Mahesh Bhargava (2006). In this inventory, the terms Dimensions of Personality and Personality Traits are used synonymously. It measures six important dimensions of personality. They are: 1. Activity and Passivity Trait, 2. Enthusiastic and Non-Enthusiastic Trait, 3. Assertive and Submissive Trait, 4. Suspicious and Trusting Trait, 5. Depressive and Non-Depressive Trait and 6. Emotional instability and Emotional stability Trait respectively.

The present theory is based on the trait theory model of Eysenck (1947), who through those traits constitute the most important parts of personality, which refer to observed consistency of behavior and action tendencies. General cues to the traits are what the person does, how person does it and how well he does it (Singh, 1998). Several traits together constitute a dimension of personality which helps us in making distinction among persons, considering this assumption Singh and Singh (2002) have developed Singh's 'Differential Personality Inventory' which measures ten dimensions of personality- decisiveness, responsibility, emotional stability, masculinity, friendliness, hetero-sexuality, ego-strength, curiosity, dominance and self concept. Dhar and Jain (2001) have also devised a personality measure namely type A/B Behavioral Pattern Scale (ABBPS) where type A measures factors like tenseness, impatience, restlessness, achievement, domineering, and work aholic and type B assesses factors like complacency, easy going, non-assertive relaxed and patience.

Trait Approach:

In the trait personality is viewed in terms of various traits. In our day-to-day conversation we ascribe trait to our friends and near one's as being honest, shy, aggressive, lazy, dull, dependent etc. Traits may be defined as relatively permanent

and relatively consistent general behavior patterns that an individual exhibits in most situations. The definitions of personality must take into account three factors. First, individuals are unique, in the sense that not two people are exactly alike in terms of temperament, behavior or preferences. Second, individuals do not behave in identical ways in all situations. Third, although individuals are unique and are not completely consistent across situations, there is considerable commonality in human behavior (Murphy and Davidshofer, 1991). These patterns are said to be the basic unit of one's personality that can be discovered through observing one's behavior in a variety of situations. If a person behaves honestly in several situations, his behavior may be generalized and he may be labeled as honest and honesty is then said to be a behavioral trait of his personality. The psychologist who subscribe to this approach believe that the personality of an individual is but a combination or sum total of these personality traits that can be discovered through the continuous and objective observation of his behavior. Two personality theories namely, Allport's theory and Cattell's theory are said to be the best example of the trait approach.

Teachers in the twenty-first century are responsible for the overall well-being of their students, as well as educating, disciplining, and stimulating their developing minds. Because teachers have these additional duties, many more requirements are needed to be an effective teacher than simply an education and a certificate. Certain personality traits are necessary to be able to accomplish all of these tasks and duties. One must be passionate, patient, cooperative, authoritative, and creative in order to be an effective teacher.

According to Eysenck, "Character signified psychomotor behavior, temperament stood for effective behavior based on emotions, and intellect implied the cognitive behavior or intelligence and physique means bodily configuration and neuron endocrine endowments". From this definition, it becomes clear that personality is not any entity located either in one's physical or mental qualities alone. Personality refers to the total pattern or configuration of all the qualities of body, mind and behavior. These three basic dimensions refers to definite personality types-cum-traits i.e. introvert-extrovert, neurotic and psychotic. However, the term "traits" as applied by Eysenck stands clearly for a dimension along a scale with a low end and a high end for putting people at various points between the two extremes. While the high end on the first dimension introversion-extroversion, the highly extrovert is recognized as sociable, outgoing, impulsive, optimistic and jolly people, the lower end typifies the highly introvert recognized as quiet, introspective, reserved, reflective, and disciplined people. Eysenck believed that purely extrovert or purely introvert people are rarely found and he therefore, preferred to use a dimension, i.e. a continuum ranging from introversion to extroversion instead of naming types as introverts and extroverts. The second major dimension suggested by Eysenck involves emotional instability at the lower end and emotional stability at the upper end describing people as neurotic and not neurotic. Thus, at its lower end are the persons who are moody, touchy, anxious or restless and at the upper end are persons who are stable, calm, carefree, even-tempered and dependable. The third dimension is psychotics. The people high on this dimension tend to be solitary, insensitive, egocentric, impersonal and impulsive and oppose social norms while those scoring low, found to be more empathic and less adventurous and bold.

II. STATEMENT OF THE PROBLEM

The present study is entitled "*A study of personality dimensions of primary school teachers in Eastgodavari district*"

Objectives of the Study:

The investigator has designed the following specific objectives for his study.

1. To study the levels of personality dimensions of primary school teachers.
2. To study the influence of the following variables on the personality dimensions of the primary school teachers.
 - a) Gender b) Age c) Academic Qualifications d) Professional Qualifications e) Teaching Experience f) Locality g) Type of management
3. To study the influence of the following variables on the relationship between personality dimensions of primary school teachers.
 - a) Gender b) Age c) Academic Qualifications d) Professional Qualifications e) Teaching Experience f) Locality g) Type of management
4. To study the influence of the following variable on the different dimensions of personality of primary school teachers.

- a) Gender b) Age c) Academic Qualifications d) Professional Qualifications e) Teaching Experience f) Locality
g) Type of management

Hypotheses of the Study:

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

1. Primary school teachers differ in their levels of personality dimensions.
2. There is a significant difference in the personality dimensions Primary school teachers in relation to the following variables.
a) Gender b) Age c) Academic Qualifications d) Professional Qualifications e) Teaching Experience f) Locality
g) Type of management
3. There is a significant difference in the different areas of personality dimensions of Primary school teachers.
a) Gender b) Age c) Academic Qualifications d) Professional Qualifications e) Teaching Experience f) Locality
g) Type of management
4. The following variables make a significant influence on the relationship between personality dimensions of primary school teachers.
a) Gender b) Age c) Academic Qualifications d) Professional Qualifications e) Teaching Experience f) Locality
g) Type of management

III. RESEARCH METHOD

In the present study the investigator employed the survey methods.

Sampling of the Study:

There are 400 primary schools in Eastgodavari District, retrieved from the <http://www.mabadi.com>. Out of 400, 39 primary schools i.e. 10% were selected randomly by the lottery method. Regarding the sample of teachers, on an average thirteen (13) primary school teacher participants were selected randomly from each of the 39 selected primary schools. On the whole, the tools were administered to 530 primary schools teachers. Despite careful supervision, it was found that 38 tools were answered partially and hence only 492 questionnaires which were perfectly alright could be considered for the analysis.

Tool Used:

Dimensional Personality Inventory is developed and standardized by Mahesh Bhargava (2002). It consists of 60 items. It measures six important dimensions of personality. They are 1) Activity and Passivity Trait, 2) Enthusiastic and Non-Enthusiastic Trait, 3) Assertive and Submissive Trait 4) Suspicious and Trusting Trait, 5) Depressive and Non-Depressive Trait and 6) Emotional instability and Emotional stability Trait. The test constructor established only reliability of different Dimensions of Personality Inventory. Coefficients of correlation for Dimensional Personality Inventory were 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.

Method of Scoring:

There are three options for each item. The 'Yes' is to be scored as 2, "Undecided" is to be scored as 1, where as 'No' is equal to zero. Thus, on the total inventory the range of scores will be from minimum of 0 to a maximum of 120.

Statistical Techniques Used:

The investigator used following statistical techniques i.e., Mean, Standard Deviation, Critical Ratio and ANOVA.

IV. ANALYSIS OF DATA AND INTERPRETATION

Table 1: Dimensions of Personality – Gender - Mean, S.D And C.R.

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Male	303	61.53	14.02	0.87	1.25	0.70*
Female	189	60.66	13.20			

*Not significant at 0.05 level

From table No. 1, it is found that the obtained C.R. value (0.70) is less than the table value of 1.96. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. That is, the gender of the primary school teachers does not make a significant difference in their dimensions of personality.

Table 2: Dimensions of Personality - Academic Qualifications - Mean, S.D and C.R

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Graduate	229	62.11	12.99	1.71	1.23	1.39*
Post graduate	263	60.40	14.30			

* Not significant at 0.05 level

From table No.2, it is found that the obtained C.R. value (1.39) is less than the table value of 1.96. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. That is, there is no significant difference between graduate and post graduate primary school teachers in their dimensions of personality. This shows that the academic qualifications do not make a significant difference in their dimensions of personality among primary school teachers

Table 3: Dimensions of Personality – Professional Qualifications – ANOVA

Source of variation	df	Sum of squares	Mean squares	F-value
Between groups	2	567.66	283.83	1.51*
Within groups	489	91858.45	187.85	
Total	491	92426.11		

*Not significant at 0.05 level

From table No. 3, it is found that F-value (1.51) for df=2 and 489 is less than the table value of 3.01. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. It shows that the professional qualifications do not make a significant difference in their dimensions of personality among primary school teachers.

Table 4: Dimensions of Personality – Teaching Experience – ANOVA

Source of Variation	df	Sum of Squares	Mean Squares	F-value
Between groups	3	1434.29	478.10	2.56*
Within groups	488	90953.77	186.38	
Total	491	92388.06		

*Not significant at 0.05 level

From table No.4, it is found that F-value (2.56) for df=3 and 488 is less than the table value of 2.62. Hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained. It shows that the teaching experience does not make a significant difference in their dimensions of personality among primary school teachers.

Table 5: Dimensions of Personality – Locality -Mean, S.D AND C.R

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Urban	179	63.52	13.41	3.66	1.27	2.88*

Rural	313	59.86	13.74		
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* Significant at 0.01 level

From table No.5, it is found that the obtained C.R. value (2.88) is greater than the table value of 2.58. Hence, it is significant at 0.01 level. Therefore, the null hypothesis is rejected. That is, there is a significant difference between urban and rural primary school teachers in their dimensions of personality. Hence, this shows that the locality make a significant difference in their dimensions of personality among primary school teachers. The mean difference (3.66) is in favor of the urban primary school teachers. Hence, it can be stated that urban primary school teachers possess high dimensions of personality when compared to their rural counterparts.

Table 6: Dimensions of Personality –Type of Management– ANOVA

Source of Variation	df	Sum of Squares	Mean Squares	F-value
Between groups	3	6518.19	2172.73	12.34*
Within the groups	488	85884.40	175.99	
Total	491	92402.59		

* Significant at 0.01 level

From table No.6, it is found that the obtained F-value (12.34) for $df=3$ and 488 is greater than the table value of 3.82. Hence, it is significant at 0.01 level. Therefore, the null hypothesis is rejected. It shows that the type of management creates significant difference in their dimensions of personality among primary school teachers.

V. LIMITATIONS OF THE STUDY

No study is complete in itself. Any piece of research work has its own merits and demerits, limitations and drawbacks. The present study is undertaken with the following limitations.

1. Certain variables like marital status, religion, and other aspects are not taken into account in the present study.
2. Variable wise calculations, within the variable calculations and also area wise calculations were done for the interpretation.
3. The geographical area of investigation is also limited to one district i.e. Eastgodavari district of Andhra Pradesh.
4. The present study is confined to 39 high schools out of the 400.

VI. MAJOR FINDINGS OF THE STUDY

1. Gender, academic qualifications, professional qualifications and teaching experience of the primary school teachers do not make a significant difference in their dimensions of personality.
2. Locality and type of management of primary school teachers make a significant difference in their dimensions of personality.

Educational Implications:

1. As locality and type of management make a significant difference in the dimensions of personality, an attempt is to be made to introduce necessary structural and conceptual changes in the organizations that employ teachers that are government and non government agencies to strengthen the personality dimensions that are needed for effective functioning.
2. As different group of teachers exhibits individual differences in several personality factors, teacher training curriculum is to be enriched to provide opportunities for the all-round development of the personality of teachers.
3. Further as personality development is a continuous ongoing process, in- service training programmes are to be provided to working teachers to refine and retune their personality aspects.

Suggestions for further Research

Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.

1. The study may be replicated with prospective teachers in all the four districts of Andhra University area.
2. A similar study may be conducted with large sample in the entire coastal districts of Andhra Pradesh.
3. A study may be undertaken in the three regions of Andhra Pradesh namely, Coastal and Rayalaseema.
4. A comparative study may be undertaken with the samples in southern states of India namely Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and Kerala.
5. A comparative study may be undertaken to study the personality dimensions of prospective primary school teachers (B.Ed) and primary (D.Ed) levels.
6. A study with personality dimensions of women teachers can be undertaken.
7. The study may be undertaken to +2 students, degree and engineering students studying in various colleges situated in Eastgodavari District.

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