

Personality Traits of Different Faculty Teachers of Paschim Bardhaman District

Arnab Ray* & Sachin Mondal**

*Assistant Teacher in Physical Education, Lalgola M N Academy, Lalgola, Murshidabad, west Bengal.

**Asst. Teacher, Sirpur Hat High School, Asansol, Paschim Bardhaman, West Bengal.

Received: May 29, 2018

Accepted: July 17, 2018

ABSTRACT

Personality is the sum of people's values and attitudes plus all of their traits, and that this sum is always a dynamic organization. In the educational disciplines, there are relatively distinct research fields that focus on investigating different aspects of the teaching profession and personalities. In the psychological sciences, there are no such specified research fields for teaching, which is surprising because there is a long-running consensus that the teacher's personality is the most important and complex variable in the educational process. The main purpose of the study was to find out the significant difference between Personality Traits of Different Faculty Teachers. For this study data were collected with purposive sampling methods. Sixty (60) Male Teachers, 20 from each faculty, Subject Teachers (20), Physical Education Teachers (20) and Librarian (20) of Senior Secondary High School of Paschim Bardhaman District, were taken as subject for the study. The age were ranged between 30 to 35 Years. To assess the personality of different faculty teachers, Eysenck Personality Questionnaire - Revised (EPQ-R) were used. Statistical Analysis was done on the basis of Analysis of Variance (ANOVA) at 0.05 level of significance. Result shows that there was insignificant difference in Psychoticism and Neuroticism among different faculty teachers of paschim bardhaman district as obtained F-ratio was 1.681 & 0.348 which is lesser than that of required tabulated 'F' value of 3.158 whereas Extraversion shows significant difference among different faculty teachers of paschim bardhaman district as obtained F-ratio was 7.528 which is greater than that of required tabulated 'F' value of 3.158 at .05 level of significance with (2, 57) degree of freedom. In Conclusion we can say that imparting knowledge to students that may be in any forms, favorably influences by personality traits and that teachers should become more knowledgeable about the personality traits. Such information should enable those individuals responsible for the imparting knowledge to students can construct a better environment conducive to appropriate personality traits and student success.

Keywords: Psychoticism , Extraversion , and Neuroticism .

Introduction

Psychology is an academic and applied discipline that involves the scientific study of mental functions and behaviors. In the educational disciplines, there are relatively distinct research fields that focus on investigating different aspects of the teaching profession and personalities. In the psychological sciences, there are no such specified research fields for teaching, which is surprising because there is a long-running consensus that the teacher's personality is the most important and complex variable in the educational process.

We believe that personality traits are a combination of characteristics that are innate to us as individuals as well as characteristics that develop out of specific life experiences. We are firm believers that the personality trait makeup of a person goes a long way in determining how successful they are.

There are certain personality traits that help teachers and students succeed. Success may mean different things for different people. Teachers and students who hold the majority of the following characteristics are almost always successful no matter how success is defined.

Personality is the total picture of one's organised behaviour. Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information. Personality is the sum of people's values and attitudes plus all of their traits, and that this sum is always a dynamic organization. In common usage, the term personality refers to vaguely conceived human quality which everyone recognizes as a special importance in inter-personal relation. It is a term frequently used in conversation, particularly when the topic involves social interaction. Individuals have difficult personalities, charming personalities, pleasing personalities, ugly personalities and the like-people are also to be having no personalities or are said to be full of radiating personalities. In common conversation, their personality is what one has of lacks as a person. Personality is also a product of biological and cultural heritage. A child is born with some biological heritage while the cultural environment moulds and shapes his personality. Personality is a product of the interaction of a biological organism with social environment. In other words, personality is a way and individual is adjusts with one external environment. In fact, it is a way of

responding to the environment. Each one of us has a unique system that determines and reflects characteristics behavior and thoughts.

Materials and Methods

Subject

The main purpose of the study was to find out the significant difference between Personality Traits of Different Faculty Teachers. For this study data were collected with purposive sampling methods. Sixty (60) Male Teachers, 20 from each faculty, Subject Teachers (20), Physical Education Teachers (20) and Librarian (20) of Senior Secondary High School of Paschim Bardhaman District, were taken as subject for the study. The age were ranged between 30 to 35 Years.

Administration of the test

To assess the personality of teachers, Eysenck Personality Questionnaire - Revised (EPQ-R) were used. The EPQ measures the traits of personality: Psychoticism (P), Extraversion (E), Neuroticism (N) and Lie (L). EPQ-R contains 90 items and covers all the four categories above mentioned. Scoring of EPQ-R can be done manually or with the help of stencils. 1 mark for each corrects responses according to scoring key of EPQ-R.

Statistical Analysis:

In order to find out the significant difference between personality traits of different faculty teachers of Paschim Bardhaman District the analysis of variance (ANOVA) was applied at 0.05 level of significance.

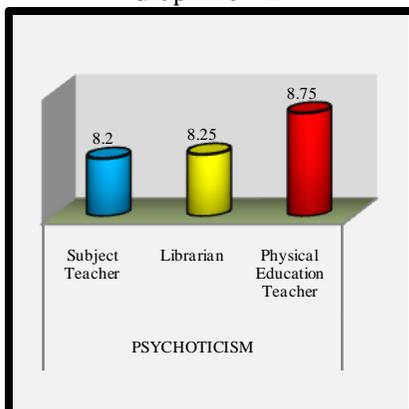
Analysis Of Variance of Personality Traits among different faculty teachers of Paschim Bardhaman District

Traits	SV	SS	df	MS	F
Psychoticism	between	3.7	2	1.85	1.681
	error	62.7	57	1.1	
Extraversion	between	6.3	2	6.65	7.528*
	error	55.35	57	0.88	
Neuroticism	between	0.7	2	0.35	0.348
	error	57.3	57	1.005	

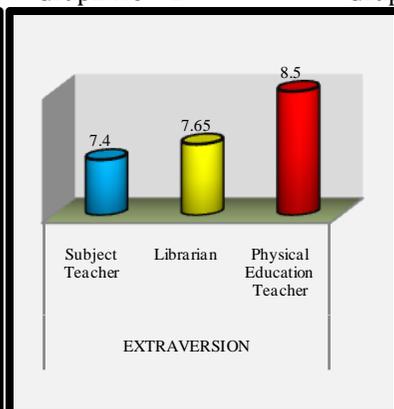
*Significant at 0.05 level Tabulated 'F' 0.05 (2,57) = 3.158

Above table revealed that there was insignificant difference in Psychoticism and Neuroticism among different faculty teachers, as obtained F-ratio was 1.681 & 0.348 which is lesser than that of required tabulated 'F' value of 3.158 whereas Extraversion shows significant difference among State, Inter Collegiate and Inter University Players as obtained F-ratio was 7.528 which is greater than that of required tabulated 'F' value of 3.158 at .05 level of significance with (2, 57) degree of freedom.

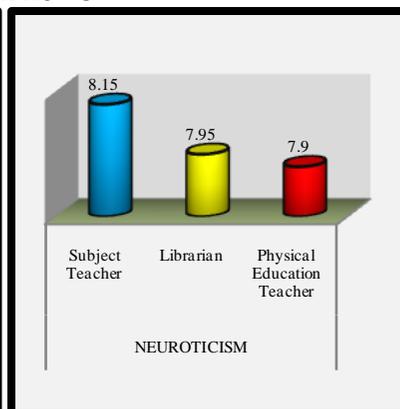
Graph No - 1



Graph No - 2



Graph No - 3



Finding

Comparison amongst all the three faculty of teachers with the performance of psychoticism shows insignificant difference, the reason may be attributed that psychoticism is defined by Eysenck as a personality type that is prone to take risks, might engage in anti-social behaviors, impulsiveness, or non-

conformist behavior. Psychoticism appears to be linked with certain hormonal and biochemical secretions, such as serotonin and dopamine metabolites and with sex hormones. There seems to be little doubt that personality traits have a firm basis in the individual's biological structure and functioning, this may be the reason to be insignificant.

Extraversion shows significant difference the reason may be attributed that Extraversion-introversion appears to be related to differences in cortical arousal, mediated by the reticular formation, in the sense that introverts are characterized by greater resting levels of arousal. Extraversion athletes, also to be characteristics such as sensation seeking, risk taking, distractibility could not control their emotions. In this regard, these athletes motivate oneself and feelings of pleasure and satisfy their curiosity, show emotional behaviors. And it is mainly found in highly trained athlete. As physical education teacher is an athlete so, extroversion characteristic seems high in physical education teachers as compared to subject teachers or librarians.

Neuroticism also shows insignificant the reason may be attributed that, Neuroticism—stability appears to be related to differences in limbic system functioning, mediated by the autonomic system, in the sense that unstable people are characterized by excessive function of these variables. Hence they were able to express their emotions appropriately as demanded by the situation; this may be the reason to be insignificant.

Conclusion

It has been suggested that imparting knowledge to students that may be in any forms, favorably influences by personality traits and that teachers should become more knowledgeable about the personality traits. Such information should enable those individuals responsible for the imparting knowledge to students can construct a better environment conducive to appropriate personality traits and student success.

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