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BIG FIVE PERSONALITIY OF PROSPECTIVE TEACHERS

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ABSTRACT

The aim of this study was to find out the level of big five personality of prospective teachers. A sample of 303 prospective teachers was selected in Namakkal district. Big Five Personality Inventory by John, O.P. and Srivastava, S. was used for data collection. Data was analyzed by t-test. Result found that most of the prospective teachers had average level of big five personality traits.

KEYWORDS: Big Five Personality, Prospective Teachers.

INTRODUCTION

Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual (Callahan, 1966).

SIGNIFICANCE OF THE STUDY

Society is demanding better education in terms of quality teaching. A teacher needs to possess the managing or leading skills to discharge all these responsibilities. Hence every member in the school community must possess Personality skills in areas where he/she is competent and skilled. Certainly effective teaching plays a role in the life of students as Personality is directly related to the success of an organization.

Teachers are the nation builders and the destiny of the nation is shaped in the classrooms. Therefore, teachers have much more responsibility and stewardship towards building the nation. It is possible only by molding the character and instilling values in the young ones entrusted in the hands of the teachers. Hence the teachers are called to be the leaders who are enlightened and filled with a spirit of good citizenship.

Personality influences the behavior of the teacher in different ways in which, for example, in reference to students, teaching strategies chosen and learning experiences selected. The effective use of a teacher's personality is important in conducting instructional activities. Students learn from a teacher's personality despite whether there is no formal interaction between student and teacher. The teacher whose personality helps create and maintain classroom a learning environment in which students feel comfortable and in which they are intended to be said to have a desirable teaching personality. Teacher's personality and its significance recommend that a lot of research has been led to investigate the personality traits of pre-service and in-service teachers, however unfortunately no specific research has been conducted in this area. Particularly no research has been led to measure the big five personality traits of prospective teachers. This study was directed to evacuate the insufficiency of research in this specific area.

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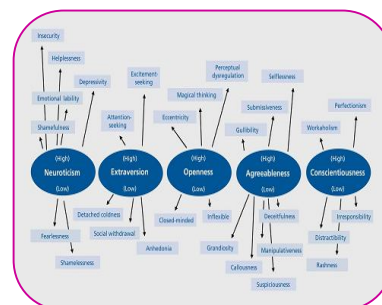
OBJECTIVES OF THE STUDY
- To study the level of big five personality traits of prospective teachers.
- To study the significant difference in big five personality traits of prospective teachers with regard to gender.

Hypothesis
1. There is no significant difference in big five personality traits of prospective teachers based on gender.

Method & Sample
Survey method was used for the present study. The sample consisted of 303 B.Ed. first year students in colleges of education situated in Namakkal District, Tamil Nadu.

Tool
- Big Five Personality Inventory by John, O.P. & Srivastava, S.

Data Analysis

Table 1: Level of Big Five Personality Traits of Prospective Teachers

Big Five Personality Traits	Low		Average		High	
	N	%	N	%	N	%
Extraversion	93	30.7	133	43.9	77	25.4
Agreeableness	80	26.4	141	46.5	82	27.1
Conscientiousness	90	29.7	117	38.6	96	31.7
Neuroticism	78	25.7	136	44.9	78	25.7
Openness	76	25.1	138	45.5	89	29.4

From Table-1, 30.7% of the prospective teachers have low, 43.9% of them have average and 25.4% of them have high level of Extraversion trait of personality. 26.4% of the prospective teachers have low, 46.5% of them have average and 27.1% of them have high level of Agreeableness trait of personality.29.7% of the prospective teachers have low, 38.6% of them have average and 31.7% of them have high level of Conscientiousness trait of personality. 25.7% of the prospective teachers have low, 44.9% of them have average and 25.7% of them have high level of Neuroticism trait of personality.25.1% of the prospective teachers have low, 45.5% of them have average and 29.4% of them have high level of Openness trait of personality. This means that most of the prospective teachers are at the average level of big five personality traits.

Table 2: Big Five Personality Traits between Male and Female Prospective Teachers

Big Five Personality Traits	Male (N=135)		Female (N=168)		t-value	Level of Significance
	Mean	SD	Mean	SD		
Extraversion	32.56	3.420	31.56	3.878	2.373	Significant
Agreeableness	36.13	4.312	35.13	4.694	1.933	Not Significant
Conscientiousness	35.98	4.451	35.20	4.360	1.533	Not Significant
Neuroticism	31.49	3.390	30.70	3.767	1.924	Not Significant
Openness	38.38	5.386	37.04	4.523	2.313	Significant

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From Table-2, the Extraversion trait of personality; Male prospective teachers have a mean score of 32.56 with SD 3.420. Female prospective teachers have mean score of 31.56 with SD 3.878. The t-value obtained for difference between means in scores of male and female prospective teachers is 2.373 which is greater than table for critical ratio to be significant even at 0.05 level. It can be concluded that there is significant difference in extraversion trait of personality of male and female prospective teachers.

The Agreeableness trait of personality; Male prospective teachers have a mean score of 36.13 with SD 4.312. Female prospective teachers have mean score of 35.13 with SD 4.694. The t-value obtained for difference between means in scores of male and female prospective teachers is 1.933 which is less than table for critical ratio to be not significant even at 0.05 level. It can be concluded that there is no significant difference in agreeableness trait of personality of male and female prospective teachers.

The Conscientiousness trait of personality; Male prospective teachers have a mean score of 35.98 with SD 4.451. Female prospective teachers have mean score of 35.20 with SD 4.360. The t- value obtained for difference between means in scores of male and female prospective teachers is 1.533 which is less than table for critical ratio to be not significant even at 0.05 level. It can be concluded that there is no significant difference in conscientiousness trait of personality of male and female prospective teachers.

The Neuroticism trait of personality; Male prospective teachers have a mean score of 31.49 with SD 3.390. Female prospective teachers have mean score of 30.70 with SD 3.767. The t-value obtained for difference between means in scores of male and female prospective teachers is 1.924 which is less than table for critical ratio to be not significant even at 0.05 level. It can be concluded that there is no significant difference in neuroticism trait of personality of male and female prospective teachers.

The Openness trait of personality; Male prospective teachers have a mean score of 38.38 with SD 5.386. Female prospective teachers have mean score of 37.04 with SD 4.523. The t-value obtained for difference between means in scores of male and female prospective teachers is 2.313 which is greater than table for critical ratio to be significant even at 0.05 level. It can be concluded that there is significant difference in openness trait of personality of male and female prospective teachers.

FINDINGS
- Most of the prospective teachers are at the average level of big five personality traits.
- There is significant difference in extraversion and openness personality traits of prospective teachers based on gender. The other personality traits like agreeableness, conscientiousness and neuroticism are did not differ significantly between male and female prospective teachers.

RECOMMENDATIONS
Based on the study Big Five personality traits assessments in organizational psychology to aid personnel selection, it may be appropriate to start a discussion on the usefulness of Big Five personality traits assessments in teacher education to aid applicant selection. Researchers have previously suggested using personality as a selection procedure for entering teacher preparation (Thornton, Peltier, & Hill, 2005) and for entering teaching practice (Kennedy, 2012). Teacher trainee selection procedures used in a variety of countries are not based on strong theory-based or evidence-based models. As such, our findings provide preliminary empirical support for a potential role of Big Five personality traits assessments, particularly conscientiousness and agreeableness, for academic systems that especially emphasize building student-teacher relationships and student teachers self-efficacy. The teacher educator should create a situation in class room that will allow and improve the personality of the prospective teachers. The parents can also do their role for developing the personality of the prospective teachers if the personality of the prospective teachers is improved the achievement of them is also improved. The government may also implementing personality development courses in the curriculum of the B.Ed. college syllabus. So that the big five personality of the prospective teachers is improved in the step by step manner throughout the academic year.

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