



Personality patterns of high school teachers

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Abstract

The main aim of the study is to find out the significance difference between personality patterns of high school teachers of certain demographic variables. Survey method was adopted for this study. The sample consists of 300 high school teachers in Ariyalur, Perambalur and Cuddalore Districts of Tamilnadu. Simple Random Sampling Technique was used. "Extrovert-Introvert Inventory (E-I I)" (2016) self made tool developed by the investigator and guide was used to collect the data. The statistical technique used was percentage analysis and 't' test. The findings of the study were: It was found that 29% high school teachers have the personality pattern of extrovert in nature. 32.50% of high school teachers have fall in the category of introvert in nature. 38.50% of high school teachers have ambivert personality pattern. There was no significant between male and female high school teachers in their personality pattern. There was significant between permanent and temporary high school teachers in their personality pattern. The educational implications and suggestions for further study are also given as per the findings of the study.

Keywords: personality patterns and high school teachers

Introduction

Modern teacher, who is to succeed in the work, should be a specialist who understands children, how they grow, develop, learn and adjust. The teacher should also be a performing important educational and vocational guidance function. No teacher untrained in the method of psychology can possible fulfills the obligations and tasks which are the responsibilities of the teacher. People differ in their outlook, emotional volatility, and physical appearance and so on. Some people are quiet and passive, while others are loud and aggressive. This leads to the study of personality, which represents a significant aspect of individual difference. Individual traits and attributes reflect a person's personality. The relationship between a person and their neighbours is reflected in their personalities. Some are ambitious; others are silent, anxious and amusing. These qualities make up personalities.

Need for the Study

Teaching profession demands a clear set of goals, love for profession, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. Many people believe that the student's personality is the most critical factor in successful teaching. If high school teachers have warmth, empathy, enthusiasm and humour, teachers are much more likely to be successful than if teachers lack their characteristics. In fact many people argue that without the attributes an individual is unlikely to be a good professional. Personality of a high school teachers influences directly and indirectly to the society. So every high school teachers should do his work honestly, patiently and dedicatedly. The high school teachers know their strengths and weaknesses for their own development and for the development of good citizen of the society and the nation. The high school teachers in

adopting better instructional strategies and provide extra educational treatment like guidance and counselling for the betterment of learning. A high school teacher can make learning very interesting and exciting by changing the attitude of the students.

Everybody needs personality. Personality traits enable kindness and happy life in good and correct manner to solve the problem easily. So this is needed one for the high school teachers. The studies on personality traits are undertaken. So, it is felt by the investigator that the personality traits are to be possessed by the high school teachers. Before developing personality traits, it is necessary to know their personality at present as the first step. The present study "Personality Patterns of High School Teachers" therefore, is undertaken.

Operational Definitions of the Key Terms

i) Personality Patterns

For the present research investigation, the researcher defined personality pattern is extrovert, introvert and ambivert. Extrovert person tend to be sociable, outgoing, talkative, responsive, easygoing, lively, carefree, leadership (sanguine), touchy, restless, aggressive, excitable, changeable, impulsive, optimistic and active (choleric). The introvert tend to be passive, careful, thoughtful, peaceful, controlled, reliable, even tempered, calm (plegmatic), moody, anxious, rigid, sover, pessimistic, reserved, unsociable and un-quite (melancholic). For the present investigation the characteristics of sanguine has been considered as extroverted personality and the characteristics of melancholic has been considered as introverted personality of high school teachers. Ambiversion has been taken as balance of extrovert and introvert characteristics of high school teachers in the present investigation.

ii) High School Teachers

The teachers teaching and working in high schools are called high school teachers.

Objectives of the Study

1. To find out the personality patterns of high school teachers.
2. To find out the significant difference, if any, between male and female high school teachers in their personality patterns.
3. To find out the significant difference, if any, between permanent and temporary high school teachers in their personality patterns.

Hypotheses of the Study

1. The personality patterns of high school teachers is moderate.
2. There is no significant between male and female high school teachers in their personality patterns.
3. There is no significant between permanent and temporary high school teachers in their personality patterns.

Methodology

Normative survey method has been adapted in this study. A questionnaire was developed to find out the personality patterns of high school teachers.

Population and Sample

The high school teachers working in high schools from Ariyalur, Perambalur and Cuddalore Districts of Tamilnadu is the population for this study. The investigator used simple random sampling technique for selecting the sample for her investigation. The investigation randomly selected 300 high

Hypothesis 2

Table 2: Difference between male and female high school teachers in their personality patterns

Variable	Category	N	Mean	Standard Deviation	t-value	Remark (5% level)
Personality Patterns	Male	136	167.01	20.68	0.434	Not Significant
	Female	164	166.60	17.88		

The calculated ‘t’ value 0.434 of high school teachers on personality patterns is not significant at 0.05 level. Hence it is found that the mean scores of the male high school teachers (167.01) and female (166.60) do not vary. Hence the formulated hypothesis there is no significance difference in

Hypothesis 3

Table 3: Difference between permanent and temporary high school teachers in their personality patterns

Variable	Category	N	Mean	Standard Deviation	t-value	Remark (5% level)
Personality Patterns	Permanent	263	196.78	21.39	2.000	Significant
	Temporary	37	196.75	11.88		

The calculated ‘t’ value 2.000 of high school teachers on personality patterns is significant at 0.05 level. It is found that permanent high school teachers (196.78) have higher level of personality patterns than temporary high school teachers (196.75). Hence the formulated hypothesis there is no

school teachers.

Tool used for the Study

The investigator has used self made tool namely “Extrovert-Introvert Inventory (E-I I) (2016)”.

Statistical Techniques Applied

The statistical applications percentage analysis and ‘t’ test was applied for the study.

Delimitations of the study

1. This study is delimited to 300 high school teachers only.
2. This study is delimited to high schools only.
3. Only a few variables were selected for the study.

Data Analyses and Findings of the Study

Hypothesis 1

Table 1: Table showing the level of extrovert, introvert and ambivert personality patterns of high school teachers

Category	Number	Extrovert		Ambivert		Introvert	
		No	%	No	%	No	%
Total	300	91	29.00	111	38.50	98	32.50

It is found that 29% high school teachers have the personality pattern of extrovert in nature. 32.50% of high school teachers have fall in the category of introvert in nature. 38.50% of high school teachers have ambivert personality pattern. From the above all discussion, it is concluded that nearly two to three high school teachers out of five have ambivert of personality pattern in nature. Nearly every one out of three high school teachers has become either extrovert or introvert of personality in nature.

the personality patterns of high school teachers due to variations in their gender is accepted. It is concluded that the male and female high school teachers do not vary on personality patterns.

significance difference in the personality patterns of high school teachers due to variations in their nature of job is accepted. It is concluded that the permanent high school teachers have more personality patterns than temporary high school teachers.

Educational Implications

1. Seminars, workshops and debates may be conducted on various dimensional aspects of stress and personality for the high school teachers to make them competent teachers. The experts' views on stress management and ways and means of incorporating them in teaching-learning may be done in the form of workshops, seminars, debates, panel discussions and conferences. This will definitely enrich their students' academic achievement.
2. Digital library, language laboratory and e-learning facilities may be provided for improving creativity of the high school teachers. Teaching is reaching. It takes place when there is a mutually receptive mood. So the communication ability and expressions are very important. Constructing the sentences creatively to express one's view is very important in teaching. This is possible by having the above mentioned facilities in the schools.
3. High school teachers may be trained to prepare personality pattern-based software materials. Preparation of packages personality according to the needs of the learners helps the teachers to develop their students' academic achievement and to acquire the skill of developing software.
4. Co-curricular and extra-curricular activities to express their creativity may be given to the high school teachers. Utilisation of language laboratory, training in spoken English, experiments, cultural programmes, sports and games, projects, community camps, extension lectures, SUPW work, library work, club activities, assignments are a few co-curricular and extra-curricular activities. This will obviously enhance their level of stress management and personality pattern and directly influence their academic achievement.
5. Adequate opportunities are to be created for self-reflective, context-based teaching practices as a means to gain good knowledge on stress for high school teachers to be personality person and competent in their profession. The various dimensional aspects of personality pattern will help them to understand the context clearly by keeping personality in mind.

Suggestion for Further Studies

1. This study can be extended to more number of sample or area.
2. Studies can be conducted with all college teachers to know their personality patterns.
3. A similar study may be undertaken for school teachers, teachers and polytechnic teachers.
4. The sample is taken from Ariyalur, Perambalur and Cuddalore Districts of Tamilnadu only. It can be extended to other states and
5. Some more dimensions were included and can be taken into account for further investigation.
6. The speculative reasons given for various findings in this study may be tested experimentally.

Conclusion

Teaching is a complex set of task which demands the ability to understand, to communicate, to inspire and to motivate the students. The teachers need to equip themselves with essential skills in developing values, maturity, intelligence, enthusiasm,

friendliness, personality, creativity, sense of humour and empathy. A teacher must create opportunities for students to recognise and develop their personality. To be a developed personality in all the dimensions of extrovert, introvert and ambivert. A well equipped and resourceful teacher can only create many opportunities for the tiny tots to exhibit their talents and personality. If a teacher is capable of teaching efficiently with different personality pattern, he can be considered as a competent teacher. Teacher competency is profoundly related to the personality.

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