Explore the Personality Traits among Secondary School Teachers

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Abstract

A person's personality is comprised of their tendencies in thinking, feeling, and behaving. "Explore the personality traits of secondary school teachers, specifically in Punjab, Pakistan," was the overarching goal of the research. This research goal is pressing and important because it can improve teaching methods and student outcomes. The researchers set out to learn more about secondary school teachers' character quirks. The purpose of this study is to examine the gender gap in secondary school teachers' personality traits. With this goal in mind, 440 secondary school teachers were selected as the study's total sample. We used a 24-item self-administered questionnaire to look at the instructors' character traits. John and Srivastava's (1999) Big Five Factors served as the basis for a 24-item personality assessment that measures these traits. Agreeableness, neuroticism, openness to experience, extraversion, and conscientiousness are the five main personality traits that are comprised of TPTS. We utilized a 5-point Likert scale for the survey. Using an average mean value for each personality trait, the data were analyzed and interpreted by calculating the mean, standard deviation, and t-test for each item of each trait possessed by participants. High levels of agreeableness, openness to experience, awareness, and extraversion were part of a balanced personality profile found among secondary school teachers in the study. Possessing the ideal character traits for a career in education is believed to be the key to a successful classroom. That being said, the Pakistani Ministry of Education would do well to take applicants' personalities into account when making teaching appointments.

Keywords: Personality Traits, unhelpful behaviors, Agreeableness, neuroticism

Introduction

A person's cognitive, emotional, and behavioral tendencies make up their personality traits. The way a person thinks and acts is dictated by their personality, which is a complex web of interrelated psycho-physical systems. A person's personality is defined by their recurring patterns

of behavior, feelings, and ideas (Dong et al., 2022). Individual characteristics, including thought patterns, behavioral reactions, emotional responses, and social interactions, provide light on personality. In their 2023 publication, Ani and Obih provide that It may also be detected by looking for unique things in people (Schwaba et al., 2018). Numerous studies have shown that a teacher's personality is a crucial factor in determining how successful they will be in the classroom (Layne, 2012). Anyone who helps pupils grow intellectually, emotionally, and morally is called a teacher. This information is from Qamar et al. (2024). Ayyub et al. (2023) assert that their professors' personalities impact students' perspectives, motivation, and academic performance. Throughout the teaching-learning process, students' learning is greatly influenced by their teachers' personalities. It fosters an atmosphere that is enjoyable, fulfilling, and educationally enriching for students. Teachers, like all people, have one-of-a-kind characteristics that give them their distinct character. Teachers inspire admiration in their students, which in turn helps them become better people. By removing unhelpful behaviors, attitudes, and personality traits, teachers successfully raise their pupils' academic knowledge and performance.

Statement of the Problem

When educators lack the right personality traits, the job can be extremely stressful (Kokkinos, 2007; Fontana & Abouserie, 1993). Among the many obstacles that modern students must overcome to achieve academic achievement, inept educators rank high (Walton & Spencer, 2009). According to Skelton et al. (2009), teachers' success and capacity to provide instructional techniques are negatively impacted when they lack the requisite qualities. No amount of inaction on the part of educators will alleviate the problems plaguing the field (Elizabeth, 2008). Knowing one's personality features is crucial for effective teaching (Stronge, 2018). According to Costa and McCrae (2017), five major personality qualities summarize a person's character and have a significant impact on their actions. The five-factor model is related to several investigations, and the empirical evidence from these studies supports the stability and predictive validity of the five-factor model, leading to its widespread adoption and acceptance as a description of the personality structure. According to Dekker-Groen et al. (2013), students frequently observe their professors' character attributes and look up to them as role models. However, do all modern teachers really have what it takes to be effective in their roles? Every educator's unique set of personality qualities shapes the way they approach the classroom.

"Explore the personality traits of secondary school teachers, specifically in Punjab, Pakistan," was the research's overarching goal. Because it has the potential to lead to substantial advances in pedagogy and student results, this research aim is both urgent and crucial.

Objectives of the Study

The objectives of the study were:

1. To explore the personality traits possessed by secondary school teachers.
2. To compare the significant difference between male and female secondary school teachers regarding personality traits.

Research Questions of the Study

1. Is there any significant difference between male and female secondary school teachers regarding personality traits?

Literature Review

An individual's "personality" consists of their "generally stable, lasting, and important characteristics of the self" (Victori & Lockhart, 1995). Success in life, work, family, and health preservation is influenced by our personalities and the characteristics of others we interact with, say Schultz and Schultz (2020).

Personality characteristics are both stable and persistent, meaning they tend to stay the same throughout time for the same person and may be seen in different social contexts. Therefore, personality qualities are crucial for understanding people's actions. Personality qualities reveal how steady and reliable a person is. Accordingly, the premise upon which trait psychology is built is that people vary in their assessments of a set of universally applicable core aspects of personality. A person's personality reflects the unique qualities of their ideas, feelings, and behaviors.

Typically, one may classify personality qualities into three broad groups: Reliability number one. How consistent an individual's trait-related behavior is across contexts is a measure of their personality characteristics. Just as they do at home, they will be too chatty at work. Secondly, those who exhibit a tendency tend to maintain that conduct across the years. Someone outgoing at 30 years old will likely maintain that trait at 40. The third consideration is that people differ in the way they act in relation to their traits. A person's personality is not defined by their speech or their ability to walk unassisted. People are unique in many ways, and that is why traits like extroversion and activity level exist.

A teacher is an essential part of every school system. The success of a school is affected by the instructor's personality. The people who build a nation are its educators. Through art, a teacher may reflect a student's character. The pupils try to imitate their teachers. So, in order to be the "ideal model" that their pupils want to be, educators must display certain traits. "Immediately go down to the level of the student and transfer his soul to the students and see and understand through his mind." That is what a true teacher can accomplish, says Vivekananda. According to Singh et al. (2023), knowledge can only be imparted by such a teacher. Teaching is more than simply a profession; it is an essential social institution in and of itself. Teachers have a profound impact on their students' lives because they shape their perspectives and help them navigate the educational system. Therefore, teachers need attributes like optimism, self-assurance, an obsession with interpersonal skills, leadership abilities, transparency, tolerance, teamwork, commitment, compassion, etc. Published in 2023 by Singh et al. According to Pala (2011), many people believe that a teacher's character is the most crucial element that pupils may learn from. Teachers have a unique opportunity to change the destinies of both their pupils and the school itself because of the power and influence they possess (Anice, 2005).

According to Istiyono et al. (2021), students' character and personality characteristics, classroom behavior, and academic success are greatly influenced by teachers' personalities. After that, they should act politely. Important new information about the impact of instructors' character traits on

their effectiveness in the classroom has been presented by Kim et al. (2019). Individuals' success as educators is greatly influenced by these personality components, which are the core characteristics of instructors. A teacher's demeanor, communication skills, and subject matter expertise are all part of these (Gibbons, 2003).

The personality traits of a sample of Indian secondary and upper secondary school teachers were investigated by Goswami et al. (2024). Six hundred sixteen people were chosen at random to fill out the Big Five Inventory (BFI) (Goldberg, 2013), a trustworthy and extensively used instrument. The five main aspects of personality that the BFI measures are openness, neuroticism, agreeableness, and conscientiousness. Teachers scored well on measures of agreeableness, openness, and conscientiousness.

The impact of neuroticism and extraversion on the performance of secondary school teachers in Nigeria was studied by Zakka et al. (2024). The personality traits that were examined in this study were extraversion, which is defined by friendliness and assertiveness, and neuroticism, which is marked by emotional instability and negative affect. The results showed that both neuroticism and extraversion were highly present among the educators.

The most prominent personality attribute among secondary school teachers in the Philippines, according to V Gonzales et al. (2022), is agreeableness. The next most prominent traits are conscientiousness, openness, and extraversion. Among educators, neuroticism had the lowest mean score. With the use of the Big Five Inventory (1991), 457 participants were surveyed.

At the secondary school level, Shah et al. (2021) found the personalities of the teachers. A total of 120 educators from both the public and private sectors were surveyed using a random sample method. According to the study's results, instructors in Sanghar, Pakistan, are most known for their conscientiousness, while those working in public schools rank lowest for agreeableness.

Asma et al. (2021) found several fascinating things about the personalities of professors in universities. According to the results, agreeableness ranks highest, followed by extroversion, neuroticism, openness to experience, and conscientiousness. We can learn a lot about how teachers affect their students' growth and academic achievement if we have a thorough grasp of the personality qualities they exhibit. Abu and Abu (2017) found that among Arab educators, agreeableness, extraversion, and conscientiousness were the most frequent personality traits. Studies have shown that Arab instructors are more likely to exhibit these traits. We found that emotional stability and openness were less prevalent.

Sharma et al. (2022) provided useful insight into gender roles and the ways in which men and women exhibit different features in relation to the five important personality attributes. According to studies that looked at neuroticism as a trait, women are more likely to experience emotions of anxiety and depression. Their study used a large sample size and a thorough research strategy to reach this conclusion. The importance of this discovery lies in the fact that it provides strong evidence of a gender gap when it comes to agreeableness. Women tend to do better than men on tests of kindness and empathy. There must be a clear gender gap when it comes to compassion and giving. As a trait of character, conscientiousness did not differ significantly across the sexes. When it came to openness to experience and extroversion, there was no clear gender difference. Fadaee et al. (2022) investigate how instructors' personalities and levels of autonomy impact their students' learning and the classroom experience. The findings of the Teacher Autonomy Scale and the NEO Five-Factor Personality Inventory were inputted into SPSS-26 by 156 EFL instructors from Iran; 63 of them were male, and 93 were women. As a

result, of the Big Five personality qualities, extraversion was always considered most important. There are a few ways in which men differ from women: d) they are more adventurous, e) they are more amiable, and f) they are usually more careful with their work.

An individual's temperament, emotional stability, and habitual behavior may be gleaned from their personality qualities, which are extremely relevant in the classroom. Examining the levels of extroversion, agreeableness, conscientiousness, neuroticism, and openness, Ajay et al. (2018) compared Jammu physical education instructors with instructors from other subject areas. With the use of Dr. Tom Buchana's Big Five Personality Inventory, 80 Jammu secondary school teachers were selected at random to take part in the study. Nevertheless, the study's shortcomings must be acknowledged. There may be limitations to the findings' generalizability due to the small sample size and the study's regional confinement. Furthermore, self-reported data was used in the study, which might have introduced bias. Regardless of these caveats, the study did not find a correlation between the personality characteristic scores.

An essay on teacher training programs in Punjab, Pakistan, was authored by Arif et al. (2012) with the intention of comparing and contrasting the Big Five personality traits among prospective teachers. Participants were 100 preservice teachers (60 female and 40 male) enrolled at four public colleges in Punjab, Pakistan, offering Bachelor of Education degrees. Each institution chose 25 aspiring educators using a suitable selection method. The results showed that compared to the other four personality traits, openness to new experiences and ideas was the most prevalent among potential teachers. While extraversion, conscientiousness, neuroticism, and agreeableness all had lower ratios, agreeableness had the highest. The gender difference among those aspiring to become teachers stood out. This study offers novel insight into the role of gender in educators' personality qualities by showing that female candidates for teaching positions outperformed male candidates on the Big Five exam.

Methodology

The study used a quantitative approach.

Population

All 44,871 secondary school instructors in Punjab Province's public and higher secondary schools were included in the survey (24,352 men and 20,519 women).

Based on the literacy rate, the researcher organized all 36 districts of Punjab. Based on data made public by the Pakistan Bureau of Statistics, the researcher used the 2019–20 literacy rate across all Punjab districts. In order to provide a good picture of the population, the researcher split the 36 districts into five categories based on the literacy rate. The literacy percentage in the six districts that made up the first group ranged from 40% to 50%. Nine districts made up the second group, and their literacy rates ranged from 50.1% to 60%. Thirteen districts (ranging from 60.1% to 70%) made up the third group. In the fourth category, there were six districts with literacy rates between 70.1% and 80%. The fifth and final category comprised just one district; their literacy rates ranged from 70.1% to 80%.

Sample

In order to gather data, five districts were chosen at random from each of the five groupings in the Punjab province. The number of male SSTs (4717) and female SSTs (4091) employed in the chosen districts was calculated with great care because the study's sample consisted of secondary school instructors. In the second round, 40 secondary schools for males and 40 secondary

schools for females were chosen at random from 5 districts. Eight male-only schools and eight female-only schools were chosen from each chosen district for this reason. Fifth percent of male SSTs (4776 out of 4058) and fifth percent of female SSTs (235 out of 4058) were identified in the final stage. The data collecting sample consisted of 205 female SSTs and 235 male SSTs. The schools included in the sample were randomly chosen from five districts. In terms of sample size, according to Gay et al. (2012), a 400-person sample is sufficient if the population is larger than 5,000 people. The quote is from Mills and Gay (2016). In order to ensure that the research was comprehensive, 440 secondary school teachers were chosen as the overall sample for the study.

Research Instruments

This study utilized the following two instruments, taking into consideration the survey's nature:
 Background Variables Questionnaire.
To gather data on teachers' gender and district, among other demographics, the researcher prepared a questionnaire.

Teachers' Personality Traits Scale (TPTS). The teachers' personality traits were investigated using a self-administered questionnaire consisting of 24 items. Based on the Big Five Factors proposed by John and Srivastava (1999), a 24-item personality assessment tool was created to gauge an individual's Big Five Traits. The five major personality qualities that makeup TPTS are agreeableness, neuroticism, openness to experience, extraversion, and conscientiousness. The survey used a 5-point Likert scale, with one representing strongly disagree and five representing strongly agree.

Data Collection Procedure
Data collecting was an arduous and time-consuming process for the researcher. I contacted the principals of the five chosen school districts to get their feedback before posting the survey on Google Forms. To make sure that people could access the survey and submit it online, we sent the URL to school administrators, who then shared it on social media. The researcher made sure that all statements were mandatory and provided clear instructions for each question in the online surveys to make sure that they were filled out completely.

Data Analysis
Section1: Explore the Personality Traits possessed by secondary school teachers

To explore the personality traits, the data were analyzed and interpreted by calculating the mean, standard deviation, and t-test of each item of every trait possessed by participants with an average mean value of each personality trait.

Personality Traits and Comparison of Male and Female Secondary School Teachers Personality Traits

Table   *Difference in all Personality Traits on Gender Basis*

Personality Trait	Gender	f	M	SD	t	p	Effect size
Openness to Experience	Male	235	16.55	2.86	-5.573	0.05	
	Female	205	17.86	1.90			0.55
Conscientiousness	Male	235	20.41	3.60	-1.362	0.174	_
	Female	205	20.85	3.12			
Extraversion	Male	235	19.18	3.84	-1.019	0.309	_
	Female	205	19.55	3.71			
Agreeableness	Male	235	23.44	3.80	-4.418	0.000	0.43
	Female	205	24.91	3.07			
Neuroticism	Male	235	12.02	4.10	0.058	0.953	_
	Female	205	12.00	3.45			

Gender disparities in all aspects of the personality characteristics scale are shown in the table. The results show that agreeableness and openness to experience are two personality qualities that vary considerably, with t-values of -4.418 and -5.573, respectively, with df (438) at p <0.05. Both personality qualities exhibit a notable gender difference, as seen by the effect sizes of 0.55 and 0.43, which were larger than 0.2. The results show that compared to the males, the females had larger mean values (17.86, 24.91) and standard deviations (1.902, 3.067) for both personality characteristics. With t-values of -1.362, -1.019, and 0.058 with df (438) at p>0.05, the table reveals no significant change in the other three personality traits: neuroticism, extraversion, and conscientiousness.

Discussion

Research Objective 1: Secondary school teachers' personality traits

The study's results showed that secondary school teachers had a balanced personality profile with high levels of agreeableness, openness to experience, awareness, and extraversion. Secondary school teachers are shown in this balanced personality profile as being open to new ideas and willing to try new things, which makes them great candidates for creative teaching methods. Research by Goswami et al. (2024), Shah et al. (2021), Ozturk (2020), Abu Hussain and Abu Hussain (2017), and Arif et al. (2012) is consistent with this conclusion. According to the results, educators who exhibit this personality type are adaptable, focused on their pupils, and sensitive to their requirements. Teachers who are very extroverted and inquisitive are able to motivate their pupils because they are enthusiastic about what they teach and have a genuine interest in learning. Commitment, responsibility, and compassion are likely traits of highly pleasant and conscientious educators. A positive school climate may be fostered by exhibiting these traits. The study also found that secondary school teachers had a low degree of neuroticism. Teachers of secondary school students are not very neurotic, according to a large body of research. These

studies were published in 2022 by Fadaee et al., 2022, Goswami et al., 2022, Abu Hussain and Abu Hussain (2017), Ajay et al. (2018), Ozturk (2020), and Shah et al. (2021). Teachers are able to provide a safe space for their pupils to study because they possess a rare blend of traits, including low levels of neuroticism, emotional stability, resilience, interpersonal skills, and the capacity to take on difficult jobs.

The survey went on to say that among Pakistani secondary school teachers, receptivity to new experiences was the most important personality attribute. While enthusiasm, patience, and collaboration were common among both male and female educators, creativity (openness) stood out as a distinctive attribute (Arif et al., 2012). Due to high expectations and a lack of resources, Pakistani teachers have a difficult job. They could be better able to handle challenging situations if they were receptive to new experiences. They discover they can think of fresh solutions to old challenges. Pakistani schools may not teach critical thinking, but the country's culture, morals, hospitality, curiosity, and pursuit of wisdom might inspire educators to think beyond the box. Teachers may greatly impact their students' achievement by combining these attributes. They lay the groundwork for their pupils' successful futures by making the classroom a warm and inviting place to study. Students' performance improves solely when they are receptive to novel experiences (Domínguez et al., 2013).

Gender variations in agreeableness and openness to experience are reflected in the results. Compared to men, women performed better on both measures of personality. It is believed that female educators are more likely to be open-minded, creative, and appreciative of new experiences because of this trait. This shows that female instructors with an openness to experience personality characteristics are more likely to foster intellectual curiosity and use creative teaching approaches, which in turn increases the quality of their interactions with pupils. Arif et al. (2012) found that female educators are more likely to have a growth mindset, which manifests itself in an openness to new ideas, creativity, and the willingness to try out different approaches to teaching. In addition, they are more accepting, firm, compassionate, and eager to help in the process of teaching and learning, as shown by their higher agreeableness score. Consistent with the findings, Costa et al. (2001) found that women tend to be more emotionally expressive and pleasant. It implies that female educators possess unique qualities that enable them to establish an inclusive and encouraging learning environment for students. Only the findings of the agreeableness trait were confirmed by Sharma et al. (2022) and Fadaee et al. (2022), suggesting that women display a greater degree of this attribute than men. Sharma et al. (2022) acknowledge that females experience higher levels of anxiety, apprehension, and depression compared to males. However, they also note that female teachers may be more emotionally invested in their students' emotional well-being and in resolving work-life balance concerns, which can lead to increased stress and anxiety. According to research by Fadaee et al. (2022) and Arif et al. (2012), male and female respondents differ significantly in terms of openness to experience, conscientiousness, and extraversion qualities. According to Arif et al. (2012), when comparing males and females, the five characteristics of a balanced personality are higher in females. The diverse range of approaches, strategies, and ideas that female educators bring to the table may enrich the educational journey of every student.

Conclusion

 The study's results are vital to our knowledge of metacognitive awareness and personality characteristics among Pakistani secondary school teachers, and they are both perceptive and based on substantial data. A plethora of information that can substantially enhance our

pedagogical practices has resulted from this correlational investigation's four aims and study questions.

Personality traits possessed by secondary school teachers

Teachers in secondary schools are somewhat low in neuroticism and high in agreeableness, openness to experience, conscientiousness, and extraversion. Additionally, among Pakistani secondary school teachers, receptivity to new experiences was shown to be the most prominent personality attribute. Only agreeableness and openness to experience were determined to differ significantly by gender in the research. The results showed that women performed better than men in both categories. The remaining three characteristics—conscientiousness, extraversion, and neuroticism—did not show any statistically significant variations between the sexes. The results show that, with the exception of agreeableness and openness to experience, gender does not significantly affect the personality characteristics of Pakistani secondary school teachers.

Recommendations

1. Ensuring the quality and perfection of the teaching-learning process is having the right personality for the teaching profession. Consequently, it is strongly advised that the Pakistani Ministry of Education consider the candidate's personality traits while hiring teachers.
2. A person's personality features are heavily impacted by their surroundings. Their effect is shaped by a variety of characteristics, including financial status, family size, religious affiliation, racial identity, parental level of education, geographical location, and the family's reputation. Consequently, research into factors including personality types,
3. To ensure that school teachers' professional development is adequately supported and that any holes in the policies are filled, researchers should also use qualitative methodologies.

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