A Study of Personality Traits of Secondary School Teacher in Content to Certain Variables

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1. Introduction

Education is knowledge acquired by learning and instruction. It is facts, skills, and ideas that have been learned. Education is any act or experience that has a formative effect on the mind or character.

- The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.
- The act or process of imparting or acquiring particular knowledge or skills, as for a profession.
- A degree, level, or kind of schooling: a university education.
- The result produced by instruction, training, or study: to show one's education.
- The science or art of teaching.

Education is a life long journey for r every person. A person experiences most of their education through school from grade school all the way to high school and even college. We also experience education through life challenges.

Education is the development of the individual of all the perfection of which he is capable-**Kant**

The purpose of personality test is to find out the aspects of a person's character that remains stable throughout that person's lifetime. A personality test is a standardised diagnostic test that records non-cognitive traits of someone.

To be a successful class teacher one must come to grips with the basic question: "how well do I get along with my pupils?" The answer to this question depends largely upon your personality. Your personality is very important. If it is not as good as you think it should be, you can improve upon it. There are two ways of handling this: you alter the goals or you alter yourself to meet the goals. In this writing attention is directed not to the goals of the teacher, but to the teacher's personality.

While children in general need plenty of love and attention from their parents and teachers, children with special needs are most benefited by people whose personality traits enhance the learning process. Both passion and concern for children with special needs are necessary to be a good special education teacher. In addition, a few commendable personality traits of special education teachers have been listed below. If you are considering teaching special needs kids prepare yourself for a challenging, life-changing yet rewarding career.

2. Statement of the problem.

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3. Definition the key words of the problem

3.1 Personality Traits

- The set of emotional qualities, ways of behaving, etc., that makes a person different from

other people
- Attractive qualities (such as energy, friendliness, and humour) that make a person interesting or pleasant to be with
- Attractive qualities that make something unusual or interesting

4. Objectives
- To know about the personality of the secondary school teachers.
- To compare the Activity- Passivity trait, Enthusiastic- Non-Enthusiastic trait, Assertive-Submissive trait, Suspicious- trusting trait, Depressive- Non-Depressive trait, Emotional Instability-Emotional stability trait of the Secondary School Teachers Male and Female.
- To compare the Activity- Passivity trait, Enthusiastic –Non-Enthusiastic trait, Assertive-Submissive trait, Suspicious – trusting trait, Depressive – Non-Depressive trait, Emotional Instability- Emotional stability trait of the Secondary School teacher of Granted and Non-Granted Schools.
- To compare the Activity- Passivity trait, Enthusiastic –Non-Enthusiastic trait, Assertive-Submissive trait, Suspicious – trusting trait, Depressive – Non-Depressive trait, Emotional Instability- Emotional stability trait of the Secondary School teachers possessing High and Low Achievement.

5. Hypotheses
H_{O_1} There will be no difference in the level of the mean Z scores of personality trait of the secondary school teachers.

Ho_2: There will be no difference in the level of the mean Z scores of Active- Passivity trait of the secondary school teachers Male and Female.

6. Importance
Cattell also developed an assessment based on these 16 personality factors. The test is known as the 16 PF Personality Questionnaires and is still frequently used today, especially in business for employee testing and selection, career counselling and marital counselling. The test is composed of forced-choice questions in which the respondent must choose one of three different alternatives. Personality traits are then represented by a range and the individuals score falls somewhere on the continuum between highest and lowest extremes.

Personality exhibits self- self – consciousness among the students. It gives rise to the behaviour patterns including cognitive, co- native and covers not only conscious activities but also semi-conscious and unconscious levels. It organizes the psycho- physical system which shapes the behaviour of the teachers.

In the development of personality of the teachers, the school plays a prominent part in moulding the personality. Because a signification part of a teachers life is spent in school. In school the personality of the trusts, staff fellows, playmates the richness of the curriculum, co-curricular activities, methods of teaching, nature of the school organization and discipline that prevails are affecting teachers personality

7. Limitations
- The Study is limited to Ahmedabad city only
- The study is limited to English & Gujarati medium school teachers
- The study is limited to the Secondary school teachers.
- The study is limited to the GSEB.

8. Population
Population density refers to the number of people that are living per the unit of a certain area. The population density is the population that is divided by the total land area. It is usually applied to the living organisms and the humans as well.

9. Sample
In present research the researcher has used stratified random sampling method. The researcher has selected 100 secondary school teachers from Ahmedabad city for sample.

10. Origin of a research problem
These help to ensure that your study will remain manageable and that you will remain motivated.
1. **Interest**: a research endeavour is usually time consuming, and involves hard work and possibly unforeseen problems. One should select topic of great interest to sustain the required motivation.
2. **Magnitude:** It is extremely important to select a topic that you can manage within the time and resources at your disposal. Narrow the topic down to something manageable, specific and clear.
3. **Measurement of concepts**: Make sure that you are clear about the indicators and measurement of concepts (if used) in your study.
4. **Level of expertise**: Make sure that you have adequate level of expertise for the task you are proposing since you need to do the work yourself.
5. **Relevance**: Ensure that your study adds to the existing body of knowledge, bridges current gaps and is useful in policy formulation. This will help you to sustain interest in the study.
6. **Availability of data**: Before finalizing the topic, make sure that data are available.
7. **Ethical issues**: How ethical issues can affect the study population and how ethical problems can be overcome should be thoroughly examined at the problem formulating stage.

11. Research Method
In present research the researcher has used survey method

12. Research Tool
In present research the researcher has used the standardize test prepared by the Dr. S. P. Shatma. The present inventory is based on the theory model of eysenek (1947).It consists of 30 statements in simple English. It measures six important six important personality dimensions- (i) Activity-Passivity, (ii) Enthusiastic-non- enthusiastic,(iii) Assertive-Submissive, (iv) suspicious-Trusting, (v) Depressive- Non-Depressive, (vi) Emotional Instability and Emotional Stability

13. Methods of Evaluation
Each personality trait is measured by 5 items through three responses ternatives-Yes, Undecided and No. The 'yes' is to be scored as 2, _undecided' it to e scored as 1, whereas _no' is to zero. All the six dimensional areas of personality e grouped as Part I, II, III, IV.V and VI, each containing 5 statements.

Thus on each area of personality, score of each part may be obtained at that place and then transfer to scoring table below each part against raw scores column.
There are a variety of methods of criteria to consider, ranging from personal, informal methods to the more educational, formal techniques. There is no one perfect method of evaluating information, rather "you must make an inference from a collection of clues or indicators, based on the use you plan to make of your source.

14. Statistical techniques used
In order to analyze and interpret the data obtained by administering the student's personality traits,

the following statistical techniques are used with the help of computer aid.
(a) Mean
(b) Z-Score

15. Data Collection
Data are both quantitative and qualitative in nature. For this data collection the researcher administered the tools personally to the teachers of secondary schools. The researcher instructs the teachers by saying that all questions are compulsory for all teachers. In this way the researcher gave the instruction to the teachers and administered the tool to collect the data.

Ho1: From the above table it is significant that the mean z-scores of the activity-passivity traits of the secondary school teachers is 0.07, which lies in the range of -0.50 to 0.50 indicating the average level of the activity- passivity trait. Further from the same table it is significant that the mean z-scores of the enthusiastic-non –enthusiastic traits of personality of the secondary school teacher is 0.72, which lies in the range of 0.51 to 1.25, indicating the above average level of the enthusiastic-non –enthusiastic trait. Further from the same table it is significant that the mean z-scores of the assertive-submissive traits of personality of the secondary school teachers is 0.92, which lies in the range of +0.51 to 1.25 indicating the above average level of the trait. Further, from the same table it is significant that the mean z-scores of the suspicious-trusting traits of personality of the secondary school teachers is 0.05, which lies in the range of -0.50 to 0.50 indicating the average level of the suspicious-trusting trait. Further, from the same table it is significant that the mean z-scores of the depressive-non depressive traits of personality of the secondary school teacher is 0.9, which lies in the range of - 0.50 to 0.50 indicating the average level of the depressive-non-depressive trait. Further, from the same table it is significant that the mean z-scores of the emotional instability-emotional stability traits of personality of the Male is -0.43, which lies in the range of -0.50 to 0.50 indicating the average level of the emotional instability-emotional stability trait.

16. Findings of the Study
Many researchers believe that personality has an important influence on success in language learning. Ellis (1985) claims that the effects of personality on SLA are difficult to investigate because these factors are not easy to define and measure as most of the tests used lack validity. Most of personality traits are dynamic and may change depending of a situation. It is important for a teacher to recognize students' personality in order to supply them with suitable instructions and create the accurate atmosphere for learning. The following is a brief discussion of some of the research done in the area.

Personality is considered a very important category of individual differences since the individual is often judged depending on her/his personality. According to Wright & Taylor (1970), ―Personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same time, form the basis of our predictions concerning his future behaviour‖. Another definition that captures much of what psychologists mean by personality is Child's (1968) description of personality characteristics as more or less stable, internal factors that make one person's behaviour consistent from one time to another, and also from one situation to another and different from the behaviour and reaction other people would manifest in comparable situations. Therefore, it is expected that any given individual will behave in a reasonably consistent manner on different occasions.

17. Suggestions of the Study
 1. The level of the personality trait of the teachers working in grant and non-granted secondary school is of average level which can be brought back to lower lever by organizing the counseling and guidance.

2. The level of the activity-passivity trait of the teachers working in grant and non-granted secondary school is of average level which can be brought back to lower lever by organizing the counseling and guidance.

3. The level of the enthusiastic and non-enthusiastic trait of the teachers working in grant and non-granted secondary school is of average level which can be brought back to lower lever by organizing the counseling and guidance.

4. The level of the assertive-submissive trait of the teachers working in grant and non-granted secondary school is of average level which can be brought back to lower lever by organizing the counseling and guidance.

5. The level of the suspicious-trusting trait of the teachers working in grant and non-granted secondary school is of average level which can be brought back to lower lever by organizing the counseling and guidance.

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