
THE UNIQUENESS OF THE TEACHER'S PERSONALITY

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Annotation: The purpose of this study was to measure and compare the Big five personality traits of prospective teachers at teacher education institutes of Punjab, Pakistan. To fulfill the purpose of the study, a sample of 100 B.ed level prospective teachers (60 Female & 40 Male) was taken from four public sector universities of Punjab, Pakistan. Twenty Five prospective teachers from each university were selected by using convenient sampling technique. The big five inventory (BFI) originally developed by Oliver P. John, (1999) with little modification was distributed among the selected prospective teachers. This inventory comprised of twenty five statements about Big five personality traits (five statements about each personality trait). Big five personality traits are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness.

Keywords: Personality, Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness.

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). Some social psychologists express that personality is entirely a matter of social awareness -which is pointless to talk about anyone's personality separated from the particular people who intermingle with him, get impersonation about him, and use trait terms in unfolding him (Holt, 1971). A trait is a simple behavioral blueprint - a outlook or propensity to behave in a describable way.

MATERIALS AND METHODS

According to Allport (1966), a trait (1) is more widespread than a habit, (2) is forceful and determinative in behavior, (3) may be viewed either in the light of the personality which contains it, or in the light of its division in the population at large, and (4) cannot be proved

nonexistent by the absolute reality that some acts are incoherent with it. Research on teacher personality is based on the assumption that the teacher as a person is a momentous variable in the teaching-learning process. Personality influences the behavior of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen (Murray, 1972). The successful use of a teacher's personality is vital in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner— even in the absence of the spoken word (nonverbal communication).

RESULTS AND DISCUSSION

Becoming aware of one's own personality type and the personality type of others can be helpful in mounting intra-personal and inter-personal development. Personality recognition has been used for many purposes in various organizations; to forecast a worker's aptitude to fill definite roles, to set up pleasant-sounding relationships, to conclude team effectiveness, and to predict future behavior (Barbian, 2001).

The personality theory of Jung (1971) assumes that people are dissimilar from each other in realistic types consisting of pairs of opposites. The first pair describes the way people gain their energy. Some people are thrilled by interacting with others and are tuned to the outer world of measures. Others are more thoughtful with the inner self and are thrilled by their own judgment and thoughts. These two boundaries are termed Extraversion (E) and Introversion (I). The second pair in Jung's theory relates to the way individuals recognize and acquire information. These avenues of gaining are termed Sensing (S) and Intuition (N). Individual's principal in the Sensing direction carefully examines information and employ all of their senses in their investigations. They are reality based and are thorough in investigative the data they have carefully collected. Individuals who are spontaneous (N's) rely on their instincts and trust their "sixth sense" to collect information. Two modes of decision and methods of reaching decisions are labeled Thinking (T) and Feeling (F). Thinkers are objective, logical and reasonable, and consider data in reaching conclusions. They are able to suspend their personal feelings when they logically resolve a dilemma. In contrast, Feelers are subjective and thoughtful of sentimental outcomes to precise situation. Feelers consider how their decisions will crash others. Myers and Briggs (1987) elaborated on Jung's theory by adding the Judgment/ Perception polarities. These functions indicate the mode in which

people act together with the environment. Judgers (J) prefer an organized and stable environment, and strive to regulate and manage their lives. Whereas, Perceivers (P) are elastic and impulsive and favor to stay open to opportunities as they unfold.

Important Personality Traits needed for Teaching Effectiveness: The “Big five “Personality Traits:

1. **Conscientiousness:** dependable, hard-working, organized, self disciplined, persistent, responsible
2. **Emotional stability:** Calm, secure, happy, unworried
3. **Agreeableness:** Co-operative, warm caring, good-natured, Courteous trusting
4. **Extraversion:** Sociable, outgoing, talkative assertive, Gregarious
5. **Openness to experience:** Curious, intellectual, creative, cultured, artistic, sensitive, flexible imaginative.

CONCLUSION

Another finding of this research study reveals that the mean score of female prospective teachers is greater than the mean score of male prospective teachers on their Openness personality trait. One of the findings of Ekstrom’s study (1976) indicated that more flexible teachers are better able to respond differentially to pupils without having to resort to using various organizational strategies (aids, groups, etc.) to produce individualization. Teacher training programs can enhance teacher efficiency by training them in empathy and interpersonal skills. It is suggested that teacher training institutes should make efforts to develop all these personality traits in prospective teachers irrespective of their gender. Males need much attention than females as they lack almost all traits as compared to females. In future such type of researches should be conducted to check the level of these Big Five personality traits in prospective teachers.

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