**POSITIVE PERSONALITY TRAITS OF TEACHERS AND CLASSROOM TEACHING IN CURRENT SCENARIO**

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**Abstract**

Teaching is considered to be most challenging occupation especially after covid19 and now we have new education policy. Traditional classroom teaching is totally changed. The teachers have to build positive self-concept, it is essential that they must possess positive personality traits in themselves and manage the classroom climate and motivate their students. The eventual goal of the present study was to assist teachers to become more effective by recognizing positive personality traits that help them to achieve and learning positive traits of personality, it helps the teachers to express, explain, adjust, create positive environment.

**Keywords**: personality traits, Teacher, classroom teaching.

**Introduction**

After freedom this is the third time the Indian Education Policy has been revised. The first two were revised in 1968 and 1986 under the then Prime Ministers Indira Gandhi and Rajiv Gandhi. The second (NEP 1986) was further revised in 1992 under PV Narasimha Rao, the then Prime Minister of India. The third and newest education policy 2020 was declared on July 29, 2020. The new education policy must help recruit the very best and brightest to enter the teaching. The new education policy must provide to all.

The teachers are essential members of our society, because they truly shape students as our next generation. A teacher has excellent knowledge of the subject matter and technology too, it is important because,new world depend on technology and every nation depend on it ,even on the transmission of culture,presentation on world platform ,new researches ,new information’s etc. teachers looking for new ways to engage with their students must be innovative and explore using technologies that appeal to the students. A teacher needs to recognise few necessary things about them to control their teaching in classroom as knowledge ,attitude, commitment, enthusiasm, spirit of seeking new challenges and capable of face them in adverse conditions, , sensitive and perceptive, .help to handle technology, guidance, information about new changes in world etc. The duty of teacher is to impart the right type of knowledge and mould them in a good human as well as social. Teachers need to have the ability to see both sides of students’ social as well as professional. Personal skills involve character formation, communication skills and physical development of students. The personality of students prepared by teachers because they trust them more than any other from the beginning of their studies Personality factors are of extreme importance in today's competitive organizational world. Besides the mastery of the subjects in school curriculum every teacher ought to understand the personality traits and learn to grasp positive one. Personality is the term which originates from the Latin word persona. Personality, Refers to the dynamic organization of an individual’s cognitive, psychomotor, and affective characteristics which in some respects relate him with his group and in other aspects distinguish him from the others. Personality has to do with individual differences among people in behaviour patterns, cognition and emotion. Personality can be conceptualized using personality traits. The factors affecting personality can be divided as Biological Factors: body-build, physical homoeostasis, health condition, attractiveness, etc. Psychological Factors: intellectual ability, emotional self, self-disclosure, aspirations and achievements etc. Environmental Factor: favourable, not-so favourable, adverse etc. Educational Factor: basic/primary education, specialized education etc. Family Factor: care andlove from the members of family etc. Teachers‟ personality contributes to overall effectiveness in classroom teaching, so it is essential that they are habitual to control these negative traits into positive ones.Positivity is the quality for a teacher because teachers, especially elementary teachers, need to praise there students and encourage them to perform the best they can be. Personality has a significant impact on behaviour so on performance of individual in any domain. Personality traits are recurring regularities or trends in a person (Colquitt, 2009). Personality therefore represents a process of change and it relates to the psychological growth and development of individuals. Learning is individual and Teaching is generally a group activity. Teachers become a mentor and consultant about learning for their students. Nowadays mostly parents are working and children rely heavily on their teachers they want solutions of their problems they have curiosity and they want it to resolve at once. Now Teachers can’t handle the students with stick so it’s essential that first teachers opt the positive traits in their personality and they will ready for the new challenges which they face in everyday teaching. According to the psychological tool of R.B. Cattle’s 16 P.F Questionnaire when we count score of every individual it comes high or low on every trait we find few positive and few negative traits. Teachers are overwhelmed with multiple roles and tasks such as performing professional duties outside the classroom such as school meetings or supervise extra-curricular activities, sports events, and engaging students in community services activities. Subsequently, teachers experience negative emotions such as stress, strain, hostility, depression, fury, nervousness, and frustration, it is about their mental health also. They have to increase the capacity how they ignore the negative emotions during their working hours or in professional and in personal life.

Greenberg and baron’s gave definition of personality –the unique and relatively stable are various aspect of personality or individual differences.” **Zhang (2016)** surveyed 796 teachers from various institutions. He asserted that personality describes one‟sbehavior in various situations and personality influences a vast amount of an individual‟sbehavior, specifically in the area of knowledge sharing, which the authors asserted is crucial to engagement and achievement. He found that teachers‟ personality is a factor in their ability to effectively share knowledge. **Kiefer and Pennington (2017)** in their study on teacher personality and student engagement concluded that the personality of the teacher directly shapes student engagement and is a key to understand the perspectives of students in school. Traits -Refers to those generalized habit patterns as a result of which the individual tends to behave in a way in most of the life situations of similar nature.

Teacher’s personality works and raises the impact of teaching effectiveness in classroom teaching. According to B.K.Passi in his manual of classroom teaching tool there are 21 teaching skills which encompasses the entire teaching –learning process in the classroom .They are related to five major aspects of classroom teaching, namely, planning, presentation, closing. Evaluation and managerial .Teachers with positive traits will be result oriented,improve their performance, have positive attitude, they build confidence in their colleagues and in their students ,they gave strength to others ,they smoothly handle multiple task of teachings, flexible to the school environment or for sudden changes . The review on teacher’s personality traits and their classroom teaching had justified their importance. It is quite necessary to observe the personality pattern, and classroom teaching of teachers. The teachers have low score on few traits possess good qualities, on other hand teachers who score high on few traits having sober qualities ,time to time if teachers know about their weakness they can improve their classroom teaching by working on it ,so every trait is different and make a different personality ,and impact of it is also works differently ,like a teacher delivers its lecture very softly ,may be the subject matter is clear but students behave like passive listeners ,now what change this teacher needs? he/she immediately change the teaching style as it attract and became more interesting for student, then only the aim of teaching will be fulfilled.

Therefore, teachers must be consciously aware of this fact. They should also realize that personality traits are not inborn and are not permanent or cannot be changed as was the belief. Studies have shown that these traits can be worked on and can be improved on and also be changed. They should therefore be able to have the ability and responsibility to develop and maintain a conducive atmosphere in the classroom that supports the students for effective learning because the climate of the classroom is largely dependent on the teacher’s personality.

Murray, Rushton &Paunonen (1990) conducted a study on teacher personality traits and student instructional ratings in six types of university courses,. Major findings were listed as follows: (I) Rated teaching effectiveness varied substantially across different types of courses for a given instructor; (2) teaching effectiveness in each type of course could be predicted with considerable accuracy from colleague ratings of personality; and (3) the specific personality traits contributing to effective teaching differed markedly for different course types. It was concluded that psychology instructors tend to be differentially suited to different types of courses and furthermore that the compatibility of instructors to courses is determined in part by personality characteristics. Erylmaz (2014) conducted a study on perceived personality traits and types of teachers and their relationship to the subjective well-being and academic achievements of adolescents. The study aimed at investigating the relationship of the perceived types of teachers (liked, disliked and neutral) with the subjective well-being and academic success of their students, and to determine how students come to categorize their liked, disliked and neutral teachers considering the Big-Five Personality Model. The most important personality traits of “liked” teachers are extroversion, conscientiousness, agreeableness, emotional stability, and openness. However, “disliked” teachers have such personality traits as introversion, suspiciousness and antagonism towards others, emotional instability, an easy-going nature/carelessness, and consistency/cautiousness. Teacher with positive traits have tendency to be good natured, easy- going, ready to co-operate, attentive to people, soft hearted, warm, outgoing, kindly, and adaptability. They are able to grasp new ideas, emotionally mature, realistic about life, unruffled and to be better able to maintain solid group morale, cheerful, active, talkative, frank, expressive and carefree**,** ready to try new things, spontaneous and abundant in emotional response. , tendency of being independent, over protected, and sensitive, concerned with other people and to be a good team worker. This type of research is imperative **for current and prospective teachers** to know as to how they may be able to adapt themselves to turn into more effective in their classroom teaching. The teachers may know themselves how to integrate their personality strength to make their teaching methods more effective which is needed in achieving the education objectives as well as in achieving the National Mission. Every teacher has their own teaching styles. The study would also be useful for the teachers in determining their personality types. **Colleges** may even be able to utilize data about personality traits and classroom effectiveness to help prospective teachers, and direct certain learners toward the teaching profession. Since the pressures on teachers are very high in terms of handling students and classroom behaviors, teachers should learn to handle all kinds of situations effectively and this can be possible only when the schools shall organize exercises and workshops to enhance their personal and social emotional competence since teachers are the main contributors in shaping the personality and character of youth.

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