

Assessment of Personality Traits among School and Madarsa Teachers

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ABSTRACT

The aim of this study was to find out the differences on the personality traits among school teachers of Aligarh Muslim University Schools and Madarsa School teachers who joined training programme at the Department of Education, Aligarh Muslim University under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. The sample of this study consisted of 400 teachers and HEXACO-60 (Ashton & Lee, 2009) was administered to them. t-test was used to compare the sample sub-groups. Results revealed that significant differences were not found between the mean scores of School Teachers and Madarsa Teachers on the six personality traits of HEXACO-60.

Keywords: *Personality Traits, Hexaco-60, Education, Teachers, Teaching*

A teacher is the person who can teach, train or instruct to their students. These features refer to the methods for bringing about changes in the cognitive structure for those who are being taught. Though, they vary drastically in their meanings. Training entails arranging someone to do a job. It explains many learning that takes many years to complete. Training engrosses a relatively organized attempt to transfer knowledge and skills from one who knows to someone who does not know.

School teacher is a person who helps pupil to acquire knowledge, competencies or values. A teacher's role may vary in across the cultures. School teachers provide instructions in craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. Formal teaching tasks include preparing lessons according to approved curricula, giving lessons, and assessing pupil progress. On the other hand, Madarasa teachers are having specialization in different courses of curriculum of Madrasa i.e., teaching of Holy Quran, sunnah, Islamic Philosophy, and Arabic literature. Madarasa teachers cultivate moral values and provide the guidance to student based on Islamic laws. They teach the students to learn the Holy Quarn by heart (Completion of Hifz-e-Quran).

Personality Traits and Definitions of Personality

Personality traits are used to cover for all masking types to play a specific character. Thus, personality traits are used in terms of affecting others in the aspect of external or internal

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appearance. Several psychologists hypothesize that individual definitions are a reflection of the researcher's bias rather than a true reflection of the construct (Allport, 1937; Hall & Lindzey, 1957; Murray, 1938).

According to Larson and Buss (2006), "Personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to the inter-psychic, physical and social environments" (p. 23).

For Mayer (2007), "Personality as the organized developing system within the individual that represents the collective action of that individual's major psychological subsystems" (p.14).

"Personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same time, from the basis of our predictions concerning his future behaviour" (Wright et al., 1970, p. 511).

Personality traits reflect basic dimensions on which people differ (Matthews, Deary, & Whiteman, 2003). Personality traits reflect people's characteristic pattern of thoughts, feelings and behaviours. Personality traits imply consistency and stability. According to trait psychologists, there are a limited number of these dimensions, each individual falls somewhere on each dimension, meaning that they may possibly be low, medium, or high on any specific trait.

A growing literature documents a link between traits level and health (Hampson & Friedman, 2008; Smith, 2006), and this association is strongest for conscientiousness and neuroticism. For instance, there is evidence that low conscientiousness is related to negative health behaviour (e.g., smoking, drinking, poor diet, and lack of exercise; Friedman et al., 1993; Hampson, Goldberg, Vogt, & Dubanoski, 2007; Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007) and negative health outcomes (e.g., diabetes, hypertension, urinary problem, stroke, a variety of mental illness, and earlier mortality) (Roberts & Bogg, 2004). Neuroticism, or negative emotionality, too has clear association with both health behaviours and health outcomes. Neuroticism is associated to the exposure people have to stressors as well as their reaction (or Overreaction) to stress (Bolger & Schilling, 1991; Kling, Ryff, Love, & Essex, 2003; Mroczek & Almeida, 2004). One such reason is smoking, which account for about 25% of the association between neuroticism and mortality, at least among older adults (Mroczek, Spiro, & Turiano, 2009). People high in neuroticism also have a higher risk of developing obesity and metabolic syndrome (Hampson & Friedman, 2008). Extraversion has been linked to negative behaviour involving substance abuse (Coan, 1973; Schwarz, Bukhart, & Green, 1978; Spielberg & Jacobs, 1982) and to positive behaviour in the form of exercise compliance (Blumenthal, Sanders, Wallace, Williams, & Needles, 1982). Agreeableness, the tendency to be tolerant and accepting, may be related to poorer exercise habits, self care, and more frequent substance use given evidence associating these behaviours with hostility (Leicker & Healey, 1988).

Ashton and Lee (2009) gave the traits model which was similar to Big Five Factor but it was slightly different from Big Five Factor in terms of two important domains of individual difference. The HEXACO adds honesty-humility as the sixth dimension of personality. People high in trait are sincere, fair, and modest, whereas those in the trait are manipulative, narcissistic, and self-centered. Thus, traits theorists have agreed that personality traits are

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important in understanding behavior, but there are still debates on the exact number and composition of the traits are most important. “Honesty-humility is associated with sincerity, fairness, greed avoidance, and modesty. Agreeableness is associated with being altruistic, appreciative, compliant, trusting and tender-minded, as well as being generous, kind, sympathetic, and warm. Emotionality is associated with being fearfulness, anxiety, dependence and sentimentality. Extraversion is associated with being social self-esteem, social boldness, and sociability as well as being liveliness. Conscientiousness is associated with Organization, Diligence, Perfectionism, and Prudence. Openness to experience is associated with Aesthetic, Inquisitiveness, Creativity and unconventionality” (Ashton and Lee, 2009).

Objective

To examine differences between the mean score of School Teachers and Madarsa Teachers on Personality Traits.

Hypothesis

There will be no significant differences between School teachers and Madarsa Teachers on Personality Traits.

METHODOLOGY

Sample

Four hundred Muslim teachers served as participants in the present study. Of these, there were 200 Madarsa teachers and 200 school teachers. The participants were male in the age range of 21-40 years.

Tool

In the present study, the investigators used the following tool to measure Personality traits of the individuals.

HEXACO-60 was developed by Ashton and Lee (2009). The inventory consisted of 60 items based on five-point Likert scale (i.e., Strongly Agree to Strongly Disagree, 5 to 1) with six factors, namely, Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and openness to experience. The reliability of HEXACO-60 in the samples were found to be 0.74 in Madarsa Teachers and .804 in School Teachers.

Procedure

Data was collected individually from the teachers. Prior to data collection, the investigator approached to the Principals of School and Coordinator of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. Teachers were assured about the confidentiality of responses obtained on HEXACO-60.

RESULTS AND DISCUSSION

The means and standard deviations of the HEXACO-60 scores of the two groups were computed and presented in table 1. t-test was used to examine significance of difference between the mean scores of the two groups of teachers.

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Table 1: Significance of difference between the mean scores of Madarsa Teachers (n=200) and School Teachers (n=200) on HEXACO-60.

Variable	Groups	N	Mean	SD	t-value
HEXACO-60	Madarsa Teachers	200	195.37	15.513	.83
	School Teachers	200	196.75	17.509	
Humility-Honesty	Madarsa Teachers	200	35.78	5.350	.81
	School Teachers	200	35.35	5.503	
Emotionality	Madarsa Teachers	200	31.71	3.780	.71
	School Teachers	200	31.99	4.076	
Extroversion	Madarsa Teachers	200	33.47	4.653	1.32
	School Teachers	200	34.09	4.847	
Agreeableness	Madarsa Teachers	200	32.31	3.416	.16
	School Teachers	200	32.25	4.045	
Conscientiousness	Madarsa Teachers	200	32.26	3.715	.60
	School Teachers	200	32.49	3.939	
Openness to Experiences	Madarsa Teachers	200	29.84	5.014	1.48
	School Teachers	200	30.59	5.016	

Significant differences were not found between school teachers and Madarsa teachers on all personality traits of HEXACO-60, hence the hypothesis is accepted. Results suggest that the personality traits of Madarsa teachers and school teachers are the same. This may be because teachers of both type of schools were having the same faith and working in the same environment.

Limitations of the Study

This study had one main limitation. In This study only male School Teachers were included because of matching for another sample i.e., Male Madarsa Teachers because all teachers in Madarsa is male.

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Conflict of Interest

The author declared no potential conflicts of interest with respect to the research, authorship, and publication of this article.

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