

## A Critical Review on Personality Pattern of Women Teacher

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### ABSTRACT

This study aims to analyse the personality pattern of women teacher. Nowadays, Anxiety, Stress, depression are common issues among women teacher. The study shows that majority of women teachers feeling stress and facing difficulties which has adverse effect on their personality this review has focused on investigating different factors which affect personality of women teachers, so that their psychological health can be improved and hence their performance will be improved.

**Keywords:** *Personality Pattern, Five-Factor Women Teacher.*

This study aims to demonstrate the personality pattern, thorough explanation of the role women teacher's personality of women teachers. (Noflte & Robind. 2007) Nowadays Anxiety, stress, depression are common issues among women teachers which has adverse effect on their personality. teacher personality. (M. Houlihan, Fraser, K.D, T. Fish. Christin M. 2009), (Kinmann, Jones, & Kinmann. 2006). All forms of observation have been used, ranging from casual to experimental. Moreover, studies have been based on teachers' self-evaluations and on assessments of teachers by their pupils and experts in the educational field. In addition, (Cattell & Mead, 2007), data were collected from essays on teachers' personalities, evaluation scales, checklists, sociometry methods and personality and ability tests. (Extraversion, Agreeableness, Openness, Conscientiousness, Neuroticism), (Oshio et al.2018; Parks-Leduc et al.2015; Vedel. 2014; Richardson et al.2012). This study focused on investigating different factors which affect personality of women teacher.

It would be right said that women have large contribution in maintaining the balance of society, and teacher with a strong personality will always beat the one having a weak personality. (M Zeraatpishemi. Et al.2018) teaching is one of the best occupations with highest proportion. Women participation in teaching has increased so rapidly and this increasing trend challenges in their life, and increasing challenges women teacher facing stress, anxiety. (Hatfield et al. 1994; Frenzel 2018.), (Fraser et al. 2007)

For every teacher, personality development generates a sense of happiness, self-concept and confidence in their minds. (Djigic & Stojiljkovic, 2011), this makes a teacher strong, feel confident and teach student with gratitude and patience. (Navidinia, Zangoeei & Ghazanfari,

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2015; Alraihi & Aldhafri,2015; Othman,2009). Management needs to studies on teachers' personality, self-esteem, professional behaviour of women teacher.

This study has been done by analysing various reviews of women teachers' personality using five-factor model. All studies aim to find out problem of women teachers', because teachers are the pioneer in shaping the lives of the student and society.

### *Teacher personality*

Research study on teacher personality in educational psychology and related same fields are diverse with their assumption and aims. Studies based on teachers' self-evaluations of teachers by their behaviour, pupils and other teachers or experts in the educational field's observation have been used, from casual to experimental. As mentioned in the Introduction, a brief description of this model is given, many researchers reflect on today's leading personality model, the Five-Factor model.

With regard to earlier study Noflte & Robins (2007) that research shows the big five, standardized test underpredict women's academic performance. Especially conscientiousness, predict academic achievement including grades and standardized test score. Study shows women earn higher grade. Specifically, women were higher in conscientiousness. Cramer (2012) research convincingly demonstrated a combination finding different personality theories. It can provide best solution for important life problems and also role of teachers' personality in the educational processes. This review is limited to discussion of several investigation rely on Eysenck's, Cattell's, and Jung's theory and five-factor model. A good personality theory should explain, describe, control and predict phenomena and behaviour.

However, there is no guiding framework which qualities are important for teachers. L.E. Kim, Verena Jorg & Robert M. Klassen. (2019). Conducted a meta-analysis on the 25 studies, scoring the studies is the relationship between teacher Big five personality domains and job-related outcomes. Ratio of four personality traits was nearly same, but the ratio of Openness personality is greater. Researcher found conscientiousness is the best predictor of overall job satisfaction, job efficiency and job performance, in meta-analyses (Barrick and Mount 1991; Salgado 2003). High similarity between two models, meta-analyses combine the domains two frameworks (Oshio et al. 2018; Parks-Leduc et al. 2015; Vedel 2014; Richardson et al. 2012.) It's benefits of high conscientiousness. M I. Arif, A. Rashid, S S. Tahira. M. Akhte. (2012) study found that there was a significant difference between male & female. Study indicated the quality of teacher education programs of their capability to develop teacher's personality. Personality development is the part of teacher education program.

According to M Zeraatpish, E Mirhashemi, K Motallebzadeh. (2018) nurturing the teachers is a preoccupation for the educational organizations. Quality of teacher has influence on the quality of educational services. Study found significant relationship between teacher self-concept and teaching style. Teachers may discover themselves as well as hoe to combine personality capability to create their teaching techniques will be useful which is required in in achieving the education progress blueprint and National Mission. Highly evaluates the model with respect to taxonomy, application (academic and experimental forum), originality, and judges that five-factor model holes very well across cultural and linguistic lines. This opinion is in line with Srivastava (2010) who claims that model is also a model of social perception along made these dimensions to predict one's behaviour in most cultures. Regard to the application of Five-Factor model, it has most often been considered within the field of organizational behaviour and professional selection and occupational choice, Liao and Lee

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(2009) revealed that engagement in the workplace was positively correlated with all the dimensions, except for neuroticism. Judge, Heller and Mount (2002) conducted a meta-analysis to establish the reported positive correlation between job satisfaction and conscientiousness, agreeableness, extraversion and negative correlation with neuroticism. Although only the relations with neuroticism and extraversion were found in all the studies, Patrick (2011) found that teacher evaluations are tertiary level were estimated most by high levels of teacher conscientiousness. Teachers evaluated more positively and as more competent, maybe due to the fact that conscientiousness encompasses characteristics such as competence, sense of duty, planning, order, impulse control, self-discipline and dedication that are somewhat associated to the facet.

Replicated a similar study, Davis and Damary (2012) research on personality dimensions and performance shows that the conscientiousness is the most predictive of job performance at followed by openness, agreeableness, extraversion and emotional stability. Hence it is useful for predicting other work-related criteria, like job performance and job satisfaction. According to S Rothmann & E P Coetzer (2003) the relation between personality and job performance has been a frequently studied in industrial psychology (Barrick, Mount & Judge 2001) was research survey design used to achieve the research objective sample is from a population at a particular point in time NEO Personality Inventory Revised and performance appraisal questionnaire were used as measuring instruments. Build upon Klassen and Tze's (2014) findings in five ways. 1) examine personality as a multidimensional construct. 2) examine multiple aspects of teacher effectiveness and relationship with teacher personality as moderator. 3) capture more studies in the meta-analysis including specific search terms for predictor and outcomes. 4) examine other moderator that affect association between teacher personality and outcomes. 5) additional important outcome the teaching profession. This meta-analysis examines teacher personality (using Big five model). The effect of teacher effectiveness measure, personality report and educational level.

Djigic & Stojiljkovic, (2011). Plethora of traits & characteristics, three significant which are focus on the present study, teachers' personality, teaching styles and teachers' self-concept. Similar study, (Navidinia, Zangoeei and Ghazanfari, 2015; Alraihi & Aldhafri, 2015; Othman, 2009) this study examines the affiliation between teachers' personality, behaviour and self-concept with different variables, study has been done the relationship between teaching style and these concept in a framework. This way study was done.

### ***Studies of teachers Anxiety, Stress teacher's personality***

There is little research examining the relationship between teaching anxiety and personality. Teaching anxiety is prevalent among professors. Work related and anxiety have a negative impact personality, job satisfaction and overall well-being. Personality is an important factor in teaching anxiety (M. Houlihan, I. Fraser, Kimberley D, T. Fish, Christin M. 2009) research on relationship between anxiety and personality. Study shows lower extraversion and higher neuroticism are related to teaching anxiety. Anxiety and Anger radiates and they can turn become anxious, that will be affect on academic abilities (Hatfield et al. 1994; Frenzel et al. 2018.) self-consciousness and Vulnerability, deals with a sensitivity to another people's appraisal. Under pressure, is not a good trait for teachers, which are evaluated a lot. The major stressor faced by university professors (fish and Fraser, 2001; Gardner and leak, 1994).

University professor are well trained in their research field, but same time have teachers' facing problems (Fraser et al. 2007) problem was exasperated by reductions in post-secondary funding, which resulted in increased student to faculty ratios. Teaching anxiety and

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personality 63 decrease the requirements for promotion, renewal and tenure (Canadian Association of university teachers, 1998, 1999, 2005)

Teaching anxiety is prevalent among professors. Understanding the role of personality characteristics, the teacher to adjust coping strategies that important to circumventing and minimizing anxiety situation. Anxiety and stress have a negative impact on personality and overall well-being. (Kinman, Jones, and Kinman 2006) study the level of stress experienced by university professor. The Beck Anxiety Inventory (BAI) was used. University teachers are unique in other ways that make the likelihood of anxiety and stress greater than in other professions.

Role stress can different patterns of mismatch in capability, expectations, and values about the role. Snigdha Rai & V. V. Ajith Kumar (2012) stress is critical problem for employees in the workplace. In this matching process personality factor act as conditioning variables. (Ortqvist & Wincent, 2006). Research also indicate that the amount of role stress is partly depended personality of the employee. Eysenck. H. J (1970) the structure of human personality. Edition was early attempts at bringing together theories of personality organization. Research structure of human personality by introducing certain theoretical concepts and experimental techniques originated to casual which the observed behaviour pattern.

### ***Studies of teacher's personality and Behaviour***

Many researches regarding teachers' behaviours, professional behaviour is appropriate to all educational situations can be established. Such procedures all teaching methods, communication, styles, socio-emotional and relation with student and management. Lamke (1951) this was first personality questionnaire statements using in personality theory, Cattell personality theory (Cattell & Mead, 2007) description of traits and behaviour of successful and unsuccessful teachers. This study found successful teachers achieved above average. Using 16 dimensions result for H dimension. For F dimension they were cheerful. Clam, open talkative and impulsive, and H dimension they were artistic, adventurous, social boldness and sentimental.

According to Michael Mount et al. (2006) study to understand relationship of personality traits and counterproductive work behaviour with the mediating effects of job satisfaction. Judge, T. A., Rodell, J. B., Klinger, R. L., Simon, L. S., & Crawford, E. R. (2013). The study used path analysis to test a model that posits that relevant personality traits will have both direct and indirect relationships with counterproductive work behaviours. Research found Klassen et al., (2017). Agreeableness had a direct relationship with interpersonal counterproductive work behaviour; Conscientiousness had a direct relationship with organizational counterproductive work behaviour. Teachers always have strong personality and behaviour. Behaviour also shoes good teacher & poor teacher. Early studies, Li and Wu (2011) found good & poor teachers' personality. For study used Eysenck's four-dimension personality model namely, Extraversion, Neuroticism, Psychoticism and social conformity. And reasons for these results they believe that, teachers paid attention to the teaching quality and performance.

The Five-Factor model applied to research on teacher personality. Description of dimensions is connection with the effective teachers. Good teachers are mild-mannered, cooperative, benevolent with in mankind and willing to compromise. Study focusses on teacher personality

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in educational psychology with respect to their assumptions and aims. Moreover, studies have been based on teachers' personality, behaviour and self-evaluations.

### CONCLUSION

This review is focusing on women teachers' personality. There are various studies on five-factor model as today's most leading personality model and it's useful to understanding teachers' personality. Women are back-bone of society but increasing work load women facing lot of problems, even at education sector women teacher faces social issue, challenges like globalization of education, update their knowledge to face advanced technology. From the above study it is found that study of personality theories can help educational psychology to understand different problems faced by women teachers' and solutions can be find out to resolve these issues. This review helps to examine the relationship between personality and teachers' anxiety. This study shows that majority of women teacher facing difficulty. Study also analyses behaviour, stress, anxiety impact on personality Women teacher' especially find it difficult to attain advancement, due to their multi- roles in family and in academic institution. In order to get respect from the student community and from the superiors in the institution. So according to above studies Institutions should consider psychological issues of their women staff and resolve matters for their better performance.

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### ***Conflict of Interest***

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