

# Relationship between Teachers' Personality Traits and Self Efficacy: An Empirical Analysis of School Teachers in Karaikal Region (Puducherry)

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## **Abstract**

This study examines the relationship between big five personality traits and self-efficacy of high school teachers in Karaikal. In this study, Big Five Inventory (BFI) and Teacher Sense of Efficacy Scale (TSES) have used to measure the personality and their self efficacy. The study is carried out on a sample consist of 200 teachers in Puducherry. The data have been selected through convenience sampling. Pearson Product Movement Correlation analysis has been used for analysis. The results of the study reveal that there is a significant positive relationship between extraversion, agreeableness, openness to experience and conscientiousness to self-efficacy. However, there was a significant negative relationship between neuroticism and self-efficacy among high school teachers.

**Keywords:** Extraversion, Agreeableness, Openness to experience, Conscientiousness, Neuroticism, Self-efficacy.

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## **Introduction**

**Personality:** Personality is derived from the Latin word Persona which means a cover or mask used by actors in the play to represent their character and personality. The following are the big five factors of personality.

- (a) **Openness** - appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity and variety of experience. This trait features characteristics such as imagination and insight and those high in this trait also tend to have a broad range of interests.
- (b) **Conscientiousness** - a tendency to show self-discipline, act dutifully and aim for achievement; planned rather than spontaneous behavior. Conscientiousness - 2nd most related factor. Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tend to be organized and mindful of details.
- (c) **Extraversion** – Extroverts can be divided into two types that are extroverts and introverts. Extroverts can get their energy from interacting with others; they like to communicate with

people, full of energy, often create positive emotions and is the people who like to say "Yes" or "Let's go" to opportunities for excitement. Introverts will be the opposite meaning from extroverts. They will get their energy from within themselves, lack of energy, do not take part in activity and do not socialize (Costa & McRae, 1992). Lastly, extroversion shows energy, positive emotions, and the tendency to seek stimulation in the company of others.

- (d) **Agreeableness** - a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. Agreeableness - only weakly related to leadership. This personality dimension includes attributes such as trust, altruism, kindness, affection and other pro-social behaviors.
- (e) **Neuroticism** - a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability; sometimes called emotional instability. Neuroticism & Openness - next most related. Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.

### Determinants of Personality

The factors affecting personality development are illustrated as follows:

**A. Heredity:** The concept that heredity is a determinant of personality is embedded in our minds. The traits like physique, eye colour, hair colour, height, temperament, energy level, intelligence, reflexes etc. happens to an individual due to heredity factor. But the importance of heredity varies from one personality traits to another. For example, heredity is generally more important in determining a person's temperament than his values and ideals.

**B. Environment:** If all personality traits are determined by heredity, they would be fixed at birth and would not be changed throughout the life. But this is not so. The personality traits are not completely dictated by heredity, environment also plays a very important role in the development of personality of a person. Environment comprises of culture, family, social and situational factors:

Culture is the sum total of learned behaviour traits which are manifested and shared by the members of the society. Culture establishes norms, attitudes and values that are passed along from generation to generation and create consistencies over time.

A next important determinant of the personality of a

person is his immediate family. Families influence the behaviour of a person especially in the early stages. The nature of such influence will depend upon the following factors are socio-economic level of the family, family size, birth order, race, religion, parent's, educational level, geographic location.

Socialization is a process by which an infant acquires from the enormously wide range of behavioural potentialities that are open to him at birth, those behaviour patterns that are customary and acceptable to the family and social groups. Contacts with the other members of the family and social groups influence his socialization process. These social groups include school mates, friends, then friend or colleagues at work place, groups to which an individual belongs. There are some norms and laws of every society in which the individuals exists. Much of the behaviour arises out of the respect for these norms and laws. The social life has a considerable impact on the individual's behaviour.

**Self-Efficacy** Self efficacy is an important influence on human achievement in a wide variety of education, sports and in work. Bandura (1986) was the first to define self-efficacy as a person's sense and confidence in his/her abilities to achieve his/her goals. Self-efficacy is defined as "people's judgments of their capabilities to organize and execute courses of action required attaining designated types of performances." According to the Social-cognitive theory of learning, a person's self efficacy depends on behavioral, environmental and cognitive factors. A group of researchers expanded the definition of self-efficacy by adding that self-efficacy "refers to beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands." Wood & Bandura, (1989)

### Review of Literature

**Navidnia(2009)**, made an attempt to determine the relationship between English language teachers' personality and teacher efficacy beliefs in a study entitled "Psychological Characteristics of English Language Teachers: on the Relationship among Big Five Personality Traits and Teacher Efficacy Belief." Participants of the study included 168 English language teachers who were teaching to senior and junior high school students. Data obtained from the above mentioned instruments were analyzed through stepwise multiple regression. Results of the study indicated that two of the NEO-FFM variables, extroversion and conscientiousness, significantly predicted teacher efficacy beliefs. The results demonstrated that regarding the facets of teacher efficacy beliefs, extroversion was the most significant predictor for classroom management and conscientiousness came out to be the most significant predictor for instructional strategies as well as student engagement. **Rajabzadeh and Moshkani (2014)**, carried out an study entitled "The Relationship between the Big Five personality Factor and self-efficiency in managers of Bank" the sample of the study consist of 81 managers, the

**data were obtained through** correlation analysis and stepwise regression. The result showed that there was a statistically positive significant relationship between extraversion, agreeableness, openness to experience, and conscientiousness and statistically negative significant between neuroticism and self-efficiency in managers. Moreover, results of stepwise regression indicated that two of NEO five personality factors, i.e. conscientiousness (directly) and neuroticism (reversely) had significant relationships with self-efficiency.

**Ratheeswari (2013), in a study entitled “Study on personality traits of teachers working in colleges of education in relation to their value pattern”.** 820 samples were statistically analyzed the personality traits of female teachers are better than the male teachers, urban college teachers personality traits are better than the rural college teachers and value pattern show that the teachers working in colleges of education has given first preference for political value followed by religious, social, aesthetic, economic, and theoretical value respectively. **Rothman and Coetzer (2003)**, made an attempt to determine the relationship between personality dimensions and job performance of pharmaceutical company in the study entitled “The big five personality dimensions and job performance” The study consist of 159 employees, descriptive statistics, correlation, stepwise regression were employed for analysis, The results showed that Emotional Stability, Extraversion, Openness to Experience and Conscientiousness were related to task performance and creativity. Three personality dimensions, namely Emotional Stability, Openness to Experience and Agreeableness, explained 28% of the variance in participants' management performance.

**Fazeli (2012)**, in a paper entitled “**Personality traits as predictors of the social English language learning strategies**” 213 *Iranian female university level learners* of English language as a university major in Iran, were volunteer to participate in this research work. The intact classes were chosen. The collected were analyses using Pearson Correlation, ANOVA, Multiple regressions. The results show that however, there is a significant relationship between four traits of personality and use of the SELLSs, but personality traits cannot be as a strong predictor to predict use of the SELLSs. **Zargar and Ghaffari (2009)**, in a study entitled “**Simple and Multiple Relationships between Big-Five Personality Dimensions and Addiction in University Students**” Three hundred and forty two students were selected by cluster sampling from the Shahid Chamran University (Iran). The scales used for this descriptive study were NEO-FFI personality inventory and Iranian Addiction Potential Scale (IAPS). To analyze the data, we used

descriptive and inferential statistic test. **Results of the study indicate that** there were simple and multiple relationships between personality traits and addiction potential. Multiple regression analysis (stepwise method) showed that neuroticism, conscientiousness and agreeableness had significant multiple correlation with addiction potential ( $F=32.89$ ,  $P< 0.001$ ). The components of openness and extroversion eliminated from regression.

**Zhang (2007)**, in a work entitled “Do personality traits make a difference in teaching styles among Chinese high school teachers?” the study consist of 157 teachers, hierarchical multiple-regression, Zero-order correlation coefficients were employed for analysis, the results indicated that teachers' personality traits as measured by Costa and McCrae (1992) NEO Five-Factor Inventory significantly contributed to teachers' teaching styles as assessed by the Thinking Styles in Teaching Inventory (Grigorenko and Sternberg, 1993) over and above their gender, educational level, and perceptions of the quality of the students they were teaching. **Golestaneh, S.M. (2014)**, in a study entitled “A Study of the Relationship of Self-Regulated Learning Strategies, Self-Esteem and Personality Traits with Self-Efficacy”. The sample consisted of 150 students of high school and selected through a randomly sampling. The instruments used in this research consisted of Self-Efficacy Scale, Self-Regulated Learning Strategies Questionnaire, Self-Esteem Inventory and the revised NEO Personality Inventory. The results indicated that there were significant relationships between self-regulated learning strategies, self-esteem and personality traits variables with self-efficacy. The results of regression analysis showed that for predicting self-efficacy, the best predictive variables were self-regulated learning strategies, conscientiousness and agreeableness orderly. Also, from among types of self-regulated learning strategies for predicting self-efficacy, the best predictive variables were note taking, self-evaluation and goal setting orderly.

### Objective of the Study

The purpose of this study is to determine the relationship between big five personality traits and self efficacy of high school teachers.

### Hypothesis

There is no significant relationship between teachers' big five personality and their self-efficacy.

### Sampling Size and Technique Adopted

Convenience sampling technique have been used to collect the sample consists of 200 (56 Male and 144 Female) teachers among the government and private high schools in the Karaikal region.

### Data Collection Instrument

In order to collect the data, two instruments have been utilized: Big Five Inventory (BFI) and Teachers' Sense of Efficacy Scale (TSES).

### Big Five Personality

Big five personality was measured by The Big Five Inventory (BFI), which was constructed by John, Donahue and Kentlein in 1991. It measured an individual on the Big Five Factors (dimensions) of personality which included extraversion (vs. introversion), agreeableness (vs. antagonism), conscientiousness (vs. lack of direction), neuroticism (vs. emotional stability) and openness (vs. closeness to experience). The inventory consisted of 44 items, and the extraversion dimension was measured by 8 items, the agreeableness dimension was measured by 9 items, the conscientiousness was measured by 9 items, the neuroticism dimension was measured by 8 items and the openness dimension was measured by 10 items. Each of the items is scored on a Likert scale from 1 (strongly disagree) to 5 (strongly

agree).

### Teachers' Sense of Efficacy Scale

The Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001) was used to measure TSES consists of 12 items, assessed along a 9 point Likert scale from 1 to 9, ranging from "Nothing" to "Great Deal". Each of the three subscales of teacher efficacy, i.e. efficacy for instructional strategies, efficacy for classroom management, and efficacy for students' engagement is assessed by four statements.

### Sampling Techniques

Pearson Product Movement correlation has been used for the study to analyse the relationship between Big Five Personality and Job satisfaction of high school teachers.

## Research Methodology

**Table 1: Descriptive statistics for Big Five Personality**

Personality Factors	Mean	SD
Extraversion	28.39	4.05
Agreeableness	30.97	4.09
Conscientiousness	30.87	3.94
Neuroticism	24.51	4.25
Openness	40.23	5.42
Overall Personality	155.06	15.08

The descriptive statistics for the big five personality factors are shown in the **table 1**. The mean value is greater among the teachers in the Openness factor and a moderate

value in Agreeableness and conscientiousness and then followed by Extraversion and Neuroticism.

**Table 2: Descriptive statistics for Teacher Self Efficacy**

Teacher Self Efficacy Factors	Mean	SD
Student Engagement	30.17	4.95
Instructional Strategies	29.28	5.37
Classroom Management	30.19	5.10
Overall Teachers' Sense of Efficacy	89.64	13.45

High score reflected a high sense of teacher efficacy and a low score reflected a low sense of teacher efficacy. The highest score had in Classroom Management and then Student engagement and Instructional Strategies.

**Table: 3: Pearson Correlation Coefficient between Big Five Personality Traits and Teachers Sense of Self Efficacy**

Factors of personality and self efficacy				Overall
	Student Engagement	Instructional Strategies	Classroom Management	
<b>Extraversion</b>	.078	.340(**)	.056	.186(**)
	.272	.000	.428	.008
	200	200	200	200
<b>Agreeableness</b>	.300(**)	.372(**)	.223(**)	.343(**)
	.000	.000	.002	.000
	200	200	200	200
<b>Conscientiousness</b>	.190(**)	.285(**)	.228(**)	.270(**)
	.007	.000	.001	.000
	200	200	200	200
<b>Neuroticism</b>	-.087	-.128	-.058	-.105
	.220	.070	.411	.137
	200	200	200	200
<b>Openness</b>	.392(**)	.428(**)	.361(**)	.452(**)
	.000	.000	.000	.000
	200	200	200	200
<b>Overall Personality</b>	.246(**)	.389(**)	.229(**)	.333(**)
	.000	.000	.001	.000
	200	200	200	200

\*\* Correlation is significant at the 0.01 level (2-tailed).

As table 3, shows there is a positive relationship between extraversion and student engagement ( $r = .078$ ,  $p=.272<0.05$ ). It means that the higher the extraversion score, the higher the level of student engagement. Furthermore, the relationship between extraversion and instructional strategies is positive ( $r=.340$ ,  $p=.000<0.05$ ), that is, the higher the extraversion score, the higher the instructional strategies. There is a positive relationship between extraversion and classroom management ( $r=.056$ ,  $p=.428<0.05$ ), in other words, the higher the extraversion score, the higher the classroom management.

Table 3 also illustrated, there is a positive relationship between agreeableness and student engagement ( $r = .300$ ,  $p.000<0.05$ ). It means that the higher the agreeableness score, the higher the student engagement. There is a positive relationship between agreeableness and instructional strategies ( $r=.372$ ,  $p.000<0.05$ ). It means that the higher the agreeableness, the higher the instructional strategies, and the relationship between agreeableness and classroom management is positive ( $r=.223$ ,  $p=.002 <0.05$ ), which is indicative of the increase in classroom management with higher agreeableness. The table shows that there is a positive relationship between conscientiousness and student engagement ( $r = .190$ ,  $p=.007 <0.05$ ). It means that the higher the conscientiousness score, the higher the student engagement. There is also a positive relationship between conscientiousness and instructional strategies ( $r=.285$ ,  $p=.000 < 0.05$ ), it means that the higher the conscientiousness the higher the instructional strategies, and the relationship between conscientiousness and classroom management is positive ( $r=.228$ ,  $p=.001 < 0.05$ ), it means that the higher the conscientiousness score the higher the classroom management. The table also presented there is a negative relationship between neuroticism and student engagement ( $r = -.087$ ,  $p.220<0.05$ ). It means that the higher the neuroticism, the lower the level of student engagement. The relationship between neuroticism and instructional strategies and classroom management are also negative, it is ( $r=-.128$ ,  $p.070<0.05$ ) for instructional strategies and ( $r= -.058$ ,  $p.<0.05$ ) for classroom management. It means that the higher the neuroticism, the lower the instructional strategies and also the higher the neuroticism, the lower the classroom management.

There is a meaningful relationship between openness and student engagement ( $r = .392$ ,  $p= 0.000< 0.05$ ). It means that the higher the openness score, the higher the student engagement. There is also a positive relationship between openness and instructional strategies ( $r=.428$ ,  $p= 0.000<0.05$ ). It means that the higher the openness score, the higher the instructional strategies, Moreover, the relationship between openness and classroom

management is positive ( $r=.361$ ,  $p= 0.000< 0.05$ ), that classroom management increases with openness.

### Conclusion

It is concluded that there is positive and significant correlation between Extraversion, openness to experience, agreeableness, and conscientiousness with three of the facets of teachers self efficacy namely Student Engagement, Instructional Strategies and Classroom Management. And there is a negative correlated relationship between Neuroticism and teachers self efficacy of high school teacher in the Karaikal region.

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