



CORRELATES BETWEEN PERSONALITY CHARACTERISTICS AND SELF- ESTEEM OF HIGH SCHOOL TEACHERS

Cynthia Gnamalar. S

Ph.D Research Scholar Department of Distance Education, Alagappa University, Karaikudi, Tamil Nadu

Dr. Vasimalai Raja. M

Associate Professor cum Research Advisor, Department of Distance Education, Alagappa University, Karaikudi, Tamil Nadu

ABSTRACT

This study aimed at investigating the relationship between personality and self-esteem of high school teachers. Data of this study were collected by administering a questionnaire of self-esteem and questionnaire of personality type measuring test that were prepared by the researcher. The instruments were administered to a random sample from government and private high school. The sample consisted of 60 teachers (30 males and 30 females). Pearson Coefficient Correlation was used to determine the relationship between variables. Results of the study revealed that there was a positive relationship between overall self-esteem and personality. Likewise, positive relationships between situational and task self-esteem with the relationship between personality type was significant.

KEYWORDS : Personality Characteristics, Self-Esteem, personality traits

Introduction

Quality teachers possess many characteristics such as personality, self-esteem, and commitment that influence their instructional practices. Because, personality affects on self-esteem (Chambers et al., 2001). Self-esteem is something that many people struggle with at some point during their lifetime. Self-esteem is defined as the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation.

Teaching is one of the most demanding profession, thus there is likelihood of stress and burnout among teachers. Thus, the teaching profession is increasingly being perceived as a highly stressful one. In particular, research on teacher self-esteem has become more prominent than research on any other human service occupation. 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. Teachers should display such personality traits as extroversion, conscientiousness, agreeableness, emotional stability, openness to experience, and amicability. They should not, however, activate such personality traits as emotional instability, easy-going/carelessness, introversion, or consistency/cautiousness. Personality types can be utilized to predict how a leader will tend to act in his or her role. And students respond to those leadership behaviors as exhibited by their high school teachers (Michael, 2003).

Maslach (1982) defined burnout syndrome to include physical and emotional exhaustion, development of negative self-esteem and attitude to work as well as loss of understanding and sympathy for clients. According to Arogundade and Alausa (2013) the concept of personality is multidimensional and as a result, theorists and researchers differ in their definitions. They defined personality as the characteristic patterns of behaviour and modes of thinking that

determine a person's adjustment to the environment. Allport defined personality as the dynamic organization within the individuals of those psychological systems that determine his characteristics behaviour and thought. Thus personality is an organized, permanent and subjectively perceived entity, which makes one unique and different from others. Self-esteem is an extremely popular construct within the field of psychology and has been related to virtually every other psychological concept or domain, including personality (Asadi, 2010). Success is not measured by how much one gains but of how satisfied one is with one's work (Grandin, 2002). Hence, a person should put a high value for his performance and be confident of his achievement because those judgments he makes are the drive for mastering proficiency (Stout, 2001). Moreover, Branden (1985) indicates that the biggest barrier to success is not lack of ability or talent but it is lack of self-esteem. Researchers found self-esteem affects achievement. Brown (2000) maintains that no successful activity can occur without some degree of self-esteem.

Objective of the Study

- The purpose of this study is to determine the relationship between personality and self-esteem of high school teachers.
- To differentiate between male and female high school teachers' and their personality and self esteem
- To differentiate between government and private high school teachers' and their personality and self esteem

Methods and materials

Convenience sampling technique have been used to collect the sample consists of 60 (30 Male and 30 Female) teachers among the government (n=30) and private (n=30) high schools in Tiruchirappalli town. In order to collect the data, two instruments have been utilized: Personality Big Five Inventory (BFI) and self-esteem scale.

Data analysis and interpretation

Hypothesis: There is a significant difference between male and female high school teachers' and their personality

Hypothesis: There is a significant difference between government and private high school teachers' and their personality

Table – 1: Difference between gender and type of high school teachers' and their personality

Overall Personality	n	Mean	S.D	Statistical inference
Male	30	32.07	0.917	t=12.274 Df=58
Female	30	30.18	1.102	0.013<0.05 Significant
Government	30	30.27	1.121	t=9.842 Df=58
Private	30	33.01	0.897	0.001<0.05 Significant

The above 't' test table reveals that male (n=30) mean ± S.D value is 32.07±0.917 and female (n=30) 30.18±1.102 and their personality score. So there is a significant difference between gender of the respondents and their overall teachers' personality. Hence, the calculated value is less than table value (0.013<0.05). So the research hypothesis is accepted. The government school (n=30) mean ± S.D value is 30.27±1.121 and private school (n=30) 33.01±0.897 and their personality score. So there is a significant difference between type of school of the respondents and their overall teachers' personality. Hence, the calculated value is less than table value (0.001<0.05). So the research hypothesis is accepted.

Table – 2: Difference between gender and type of high school teachers' and their self esteem

Overall self esteem	n	Mean	S.D	Statistical inference
Male	30	28.42	0.981	t=11.341 Df=58
Female	30	26.13	1.117	0.021<0.05 Significant
Government	30	24.81	1.246	t=13.012 Df=58
Private	30	27.09	0.876	0.007<0.05 Significant

The above 't' table inferred that male (n=30) mean ± S.D value is 28.42±0.981 and female (n=30) 26.13±1.117 and their self-esteem score. So there is a significant difference between gender of the respondents and their overall teachers' self-esteem. Hence, the calculated value is less than table value (0.021<0.05). So the research hypothesis is accepted. The government school (n=30) mean ± S.D value is 24.81±1.246 and private school (n=30) 27.09±0.876 and their self-esteem score. So there is a significant difference between type of school of the respondents and their overall teachers' self-esteem score. Hence, the calculated value is less than table value (0.007<0.05). So the research hypothesis is accepted.

Table – 3: Correlations between personality and self-esteem

		Self Esteem
Personality	Pearson Correlation	.352(**)
	Sig.(2 tailed)	.008
	n	60

**Correlation is significant at the 0.01 level

The correlation between personality and self-esteem, as shown in table was r = 0.352. This level of Pearson Coefficient of Correlation indicated that the correlation was significant at the 0.01 level. This means that there was a relationship between the two variables. When a teacher is extrovert, his self-esteem increases and when he is introvert his self-esteem decreases. In light of this result, the null hypothesis was rejected.

Conclusion and suggestions

Self-esteem is found to be an important affective factor. It plays a considerable role in reading comprehension. Self-esteem should be taken into consideration as a serious issue when planning teaching subjects. Teachers come from different environment. Teachers who have low self-esteem should overcome their negative feelings about themselves and look positively at their capabilities. Teachers should accept their mistakes as a natural part of encourage trying and risk-taking in this professional. Specific instruments are measures specific areas leads to more accurate findings.

REFERENCES

- Asadi, A. (2010), Prevalence of anxiety and its relationship with self-esteem among Zabol University students, Iran. Educational Research, 5, Pp.140-144.
- Chambers, S., Henson, R., and Sienty, S. (2001, February). Personality types and teaching efficacy as predictors of classroom control orientation in beginning teachers. Paper presented at the Annual Meeting of the Southwest Educational Research Association, New Orleans, LA.
- Grandin, T. (2002), Asperger's and self-esteem: Insight and hope through famous role models. Arlington, TE: Future Horizons.
- Maslach C. Burnout: The cost of caring. Englewood Cliffs, NJ: Prentice Hall; 1982.
- Michael, J. (2003). Using the Myers-Briggs Type Indicator as a tool for leadership development? Apply with caution. Journal of Leadership and Organizational Studies, 10(1), Pp.68-81
- Stout, M., (2001), The feel-good curriculum: The dumping down of America's kids in

the name of self-esteem. USA: Da Capo Press.

- Tunde, Arogundade Odunayo and Onabanjo Oladipo C (2013), "Influence of Personality and Self-Esteem on Teachers' Pronsess to Burnout Syndrome in Lagos Metropolis", American Journal of Applied Psychology, Vol.1, Issue.1, Pp.7-13.