

TO EXPLORE THE PERSONALITY FACTORS OF TEACHERS

Education

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ABSTRACT

The present study investigated the personality characteristics of secondary and higher secondary school teachers in Nadia district, West Bengal, with a particular focus on whether teachers exhibit balanced personality factors and whether gender differences exist. A descriptive survey design was used, employing stratified random sampling. The final sample included 516 teachers (344 male and 172 female) from 30 government, aided, and sponsored Bengali-medium schools across 15 educational blocks of Nadia district. Personality factors were measured using the 44-item Big Five Inventory (BFI), assessing the five dimensions of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Data were analysed using descriptive statistics and independent-samples t-tests. The results showed that teachers, regardless of gender, scored high on Extraversion, Agreeableness, Conscientiousness, and Openness, and low on Neuroticism, indicating a generally balanced and healthy personality profile. Specifically, the overall mean scores were 3.09 for Extraversion, 3.68 for Agreeableness, 3.89 for Conscientiousness, 3.45 for Openness, and 2.46 for Neuroticism. Male and female teachers exhibited similar personality profiles, with females scoring slightly higher in Agreeableness and Conscientiousness, while males scored marginally higher in Extraversion and Openness. However, independent-samples t-tests showed that none of these gender differences was statistically significant ($p > .05$). The study concludes that secondary and higher secondary school teachers in Nadia district generally possess balanced personality factors that may positively influence effective teaching, professional competence, and educational quality. These findings have significant implications for teacher recruitment, professional development, and initiatives to enhance psychological well-being and strengthen the teaching profession.

KEYWORDS

Big Five Inventory, Personality Factors, School Teachers, Gender Differences, Nadia District

1. INTRODUCTION

Teachers play a crucial role in shaping students' cognitive, social, and emotional development, making students' personalities key factors in educational effectiveness. Personality affects how teachers interact with learners, manage classrooms, respond to professional challenges, and build healthy relationships with colleagues and parents. Among various theoretical views of personality, the Five-Factor Model (FFM), also known as the Big Five personality framework, is among the most comprehensive and scientifically supported models for understanding individual differences. The model includes five main dimensions—Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience—that together explain behavioural tendencies, emotional regulation, and interpersonal functioning (John & Srivastava, 1999; McCrae & Costa, 2008).

Research has consistently shown that teachers with higher levels of conscientiousness, agreeableness, openness, and emotional stability tend to demonstrate greater instructional effectiveness, stronger professional commitment, better classroom management, and higher job satisfaction (Kim et al., 2019; Samfira & Palos, 2021). Conversely, increased neuroticism has been linked to occupational stress, burnout, decreased teaching effectiveness, and reduced psychological well-being (Judge et al., 2002). These findings emphasise the importance of understanding teachers' personality traits not only for enhancing educational outcomes but also for supporting their professional well-being.

In India, teachers operate within diverse socio-cultural and institutional environments that require adaptability, resilience, and effective interpersonal skills. Despite growing focus on teacher quality under the National Education Policy (NEP) 2020, limited empirical evidence exists regarding the personality profiles of school teachers, especially at the district level. Additionally, studies exploring gender-based differences in teacher personality have yielded inconsistent results, with some indicating significant differences and others showing minimal ones. These inconsistencies highlight the importance of conducting context-specific research.

Against this backdrop, the present study examines the personality traits of secondary and higher secondary school teachers in Nadia district, West Bengal, using the Big Five Inventory (BFI). It assesses whether teachers have balanced personality characteristics and explores potential gender differences across the five personality dimensions. The findings are expected to enhance understanding of teachers' psychological attributes and provide evidence for teacher education, professional development programmes, and educational policy aimed at cultivating a competent and emotionally resilient teaching workforce.

2. Significance of the Study

This study enhances understanding of the personality traits of secondary and higher secondary school teachers in Nadia district, West Bengal. Analysing the Big Five personality traits and comparing male and female teachers provides valuable insights into the psychological strengths that support effective teaching. The findings can help school administrators, teacher educators, and policymakers develop teacher training programmes, counselling initiatives, and recruitment policies. Moreover, the study provides empirical evidence that may help create supportive school environments, promote teachers' professional well-being, and ultimately improve the quality of teaching and student learning outcomes.

1.2 Objectives:

- O₁:** To evaluate whether school teachers, as a whole group, possess a balanced personality.
- O₂:** To analyse the personality factors of male school teachers to determine whether they have a balanced personality.
- O₃:** To analyse the personality factors of female school teachers to determine whether they have a balanced personality.
- O₄:** To compare male and female school teachers with respect to their personality factors.

1.3 Research Questions

- Q₁:** Do school teachers, as a whole group, possess a balanced personality?
- Q₂:** Do male school teachers possess a balanced personality?
- Q₃:** Do female school teachers possess a balanced personality?
- Q₄:** Do male and female school teachers differ significantly with respect to their personality factors?

1.4 Research Hypothesis of the Study

- H₁:** The school teachers, considering both male and female as a whole, have a Balanced Personality.
- H₂:** The male school teachers have a Balanced Personality.
- H₃:** The female school teachers have a Balanced Personality.
- H₄:** The male and female school teachers do not differ with respect to their Personality Factors.

2. Acquaintance with the Psychological Construct under Study: Personality Factors

Personality is one of the most basic psychological constructs used to explain the relatively stable patterns of thoughts, emotions, and behaviours that distinguish one individual from another. It reflects the unique ways in which people perceive, interpret, and respond to their environment over time. Psychologists generally agree that personality develops through the interaction of genetic predispositions, environmental influences, and life experiences, making it both

enduring and adaptable across different stages of life (McCrae & Costa, 2008). In the teaching profession, personality plays a crucial role because it influences classroom management, instructional practices, interpersonal relationships, emotional regulation, and professional commitment.

Among the various theories of personality, the Five-Factor Model (FFM), also known as the Big Five Model, has gained widespread acceptance due to its strong empirical support and cross-cultural relevance. The model classifies personality into five broad dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience (John & Srivastava, 1999). Extraversion reflects sociability, enthusiasm, and assertiveness; Agreeableness signifies kindness, empathy, and cooperation; Conscientiousness refers to responsibility, organisation, and self-discipline; Neuroticism indicates emotional instability and susceptibility to stress; and Openness to Experience describes intellectual curiosity, creativity, and openness to new ideas (Costa & McCrae, 1992).

These personality factors are especially important in educational environments because they influence teachers' professional behaviour and interactions with students. Research indicates that teachers with higher levels of conscientiousness, agreeableness, openness, and emotional stability are more likely to demonstrate effective classroom management, build positive relationships with students, experience greater job satisfaction, and perform better in teaching (Kim et al., 2019). Conversely, high neuroticism has been linked to increased occupational stress, emotional exhaustion, and burnout (Judge et al., 2002). Therefore, understanding teachers' personality traits offers valuable insights into their professional performance and psychological health. Studying these traits among school teachers can inform evidence-based teacher training, professional development, and educational policies that improve teaching quality and foster healthier learning environments.

3. Review of Allied Literature

Personality has long been recognised as an important psychological construct that influences human behaviour, interpersonal relationships, and occupational performance. In educational environments, teachers' personality traits affect their teaching effectiveness, classroom management, communication with students, and professional well-being. As a result, researchers have increasingly explored the link between personality traits and various educational outcomes. The Five-Factor Model (FFM), often called the Big Five personality framework, has become the leading theoretical model for studying personality because of its strong psychometric qualities and cross-cultural relevance (John & Srivastava, 1999; McCrae & Costa, 2008).

Early studies established that the Big Five dimensions—Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience—represent relatively stable personality characteristics that predict behavioural tendencies across diverse contexts. McCrae and Costa (2008) argued that these traits influence cognitive processes, emotional regulation, and interpersonal interactions throughout adulthood. Among these dimensions, conscientiousness has consistently emerged as the strongest predictor of occupational success because it reflects responsibility, self-discipline, organisation, and goal-oriented behaviour. In contrast, neuroticism is generally associated with emotional instability, anxiety, and vulnerability to stress, often leading to poorer psychological and professional outcomes (Judge et al., 2002).

In education, personality has been recognised as a key factor influencing teacher effectiveness. A comprehensive meta-analysis by Kim et al. (2019) found that teachers with high conscientiousness, agreeableness, openness, and emotional stability are more likely to create positive classroom environments, use effective instructional strategies, and enjoy greater occupational well-being. These personality traits improve communication skills, empathy, creativity, and resilience, thereby enhancing teaching performance and student engagement. Conversely, teachers with higher neuroticism tend to report greater emotional exhaustion, occupational stress, and lower instructional effectiveness.

Research has also examined the link between personality and coping strategies among teachers. Samfira and Palos (2021) discovered that teachers with greater conscientiousness and emotional stability were more likely to utilise adaptive coping mechanisms when facing

professional challenges. Their findings indicated that personality affects teachers' ability to manage workload, maintain emotional stability, and sustain professional dedication. Likewise, Poropat (2009) reported, through a meta-analysis, that conscientiousness positively predicts academic achievement and work performance across various educational settings, emphasising its importance in teaching roles.

Studies conducted within Asian educational settings further emphasise the significance of personality factors. Hashmi and Naz (2020) examined prospective teachers and discovered that conscientiousness and openness notably contributed to academic achievement and professional readiness. Similarly, Shetty et al. (2023) demonstrated that the Big Five framework effectively captures personality traits in the Indian cultural context, with satisfactory reliability and construct validity. Their findings reinforced the suitability of the Five-Factor Model for Indian educational research, where cultural diversity often necessitates context-sensitive psychological assessment.

Another significant area of study relates to gender differences in personality traits. International evidence shows that females tend to score slightly higher on agreeableness and neuroticism, while males sometimes score marginally higher on extraversion or openness. However, these differences are generally minor and can vary across different cultural contexts (Costa et al., 2001). Among teacher populations, results remain inconsistent. Some researchers have reported statistically significant gender differences in specific personality dimensions, whereas others have found negligible or no differences after accounting for contextual factors. These mixed findings suggest that personality is shaped by both biological and socio-cultural influences and should be examined within specific educational settings rather than being broadly generalised across populations.

Although international literature offers substantial evidence regarding teachers' personality traits, empirical studies focusing on school teachers in West Bengal, particularly in Nadia district, remain limited. Most Indian research has emphasised teacher effectiveness, job satisfaction, stress, and burnout, with comparatively fewer studies exploring teachers' overall personality profiles using standardised psychological tools. Additionally, district-level analyses comparing male and female teachers are rare despite the increasing focus on teacher quality under the National Education Policy (NEP) 2020. This gap justifies the present study, which examines the personality factors of secondary and higher secondary school teachers in Nadia district using the Big Five Inventory. The study aims to enrich existing literature by providing context-specific evidence on teachers' personality traits and gender-based differences, thereby contributing to teacher education, professional development, and educational policy.

4. Methodology

The present study used a descriptive survey research design to examine the personality factors of secondary and higher secondary school teachers in Nadia district, West Bengal. The study also adopted a gender-comparative approach to determine whether significant differences existed between male and female teachers across the five personality dimensions. The descriptive survey method was deemed appropriate because it facilitates the systematic collection and analysis of quantitative data from a large population, allowing the researcher to describe existing characteristics without manipulating the study variables.

The target population consisted of teachers working in government, government-aided, and government-sponsored Bengali-medium secondary and higher secondary schools in Nadia district, West Bengal. A multi-phase stratified random sampling method was used to ensure adequate representation of teachers across various educational blocks and gender groups. Initially, 15 out of the 18 educational blocks in the district were selected. Then, 30 co-educational secondary and higher secondary schools were randomly chosen from these blocks. Teachers from the selected schools comprised the study participants. Of the 574 teachers approached, 516 provided complete responses, including 344 males and 172 females, who formed the final sample.

Data were collected using the Big Five Inventory (BFI) developed by Goldberg (1993). The instrument consists of 44 items rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The inventory assesses five broad personality dimensions: Extraversion,

Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. The BFI is widely recognised for its strong psychometric properties, demonstrating satisfactory reliability and validity across different cultural contexts. Its brevity, ease of administration, and solid theoretical foundation make it an appropriate tool for educational and psychological research.

Prior to data collection, formal permission was secured from the heads of the selected schools. The researcher personally visited each institution and distributed the questionnaire to teachers, following the standardised instructions provided in the instrument manual. Participation was voluntary, and respondents were assured of the confidentiality and anonymity of their responses. Completed questionnaires were carefully screened before analysis.

The collected data were analysed using both descriptive and inferential statistical techniques. Descriptive statistics, including mean and standard deviation, were calculated to outline teachers' personality profiles. Independent-samples t-tests were employed to compare the personality factors of male and female teachers and to determine whether any observed gender differences were statistically significant. The statistical analyses allowed the researcher to address the objectives and test the study's hypotheses.

5. RESULT:

5.1.2 Personality Factors

Here, the results of the descriptive analysis of the "Big Five Inventory (BFI)" for secondary and higher secondary school teachers' scores are presented in tabular form.

5.1.2.1 Personality Factors of the Teachers, Considering Male and Female as a Whole

Here, the purpose of the presentation is to test the following hypothesis –

Hypothesis H₁: The school teachers, considering both male and female as a whole, have balanced personalities.

Table 5.1.2.1 exhibits the descriptive statistics of "Big Five Inventory (BFI)" scores obtained by the school teachers considering both male and female as a whole.

Table 5.1.2.1: Descriptive Statistics of Personality Factors Scores of Teachers Considering Both Male and Female as a Whole

Personality Factors	N	Range	Minimum	Maximum	Mean	Std. Deviation	Remark
Extraversion	516	2.75	1.63	4.38	3.09	0.43	High
Agreeableness	516	2.22	2.33	4.56	3.68	0.42	High
Conscientiousness	516	2.89	2.11	5.00	3.89	0.56	High
Neuroticism	516	3.88	1.00	4.88	2.46	0.60	Low
Openness	516	2.80	1.80	4.60	3.45	0.47	High

Table 5.1.2.1 indicates high mean scores in Extraversion ($M = 3.09$, $SD = 0.43$), Agreeableness ($M = 3.68$, $SD = 0.42$), Conscientiousness ($M = 3.89$, $SD = 0.56$), and Openness ($M = 3.45$, $SD = 0.47$). Neuroticism was low ($M = 2.46$, $SD = 0.60$). These findings suggest well-adjusted personality profiles.

Figure-5.1.2.1(a) depicts the bar diagram of scores of five different factors, personality of teachers, considering both male and female as a whole.

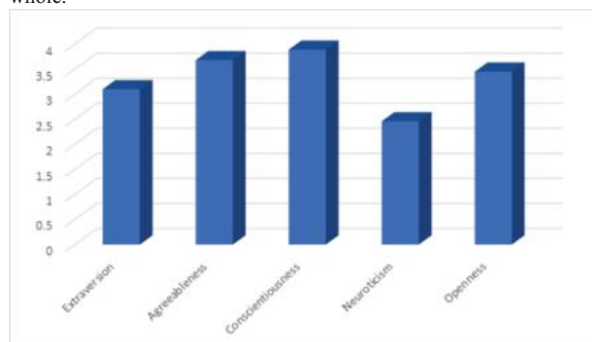


Figure-5.1.2.1(a): Bar Diagram of Different Factors Scores of Personality of the Teachers Considering Male and Female as a Whole

Figure-5.1.2.1(b) depicts the histogram with the normal curve of the Extraversion Scores of teachers, considering males and females as a whole. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

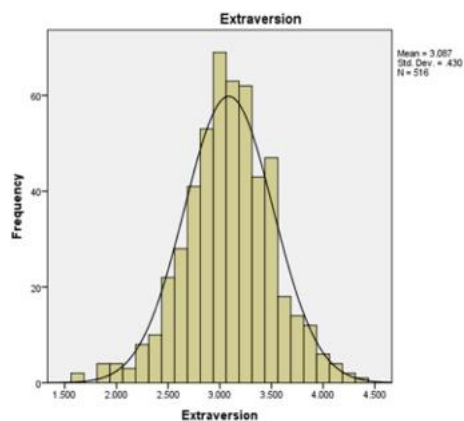


Figure-5.1.2.1(b): Histogram with Normal Curve of Extraversion Scores of Teachers Considering Both Male and Female as a Whole

Figure-5.1.2.1(c) depicts the histogram with the normal curve of the Agreeableness Scores of teachers considering both male and female as a whole. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

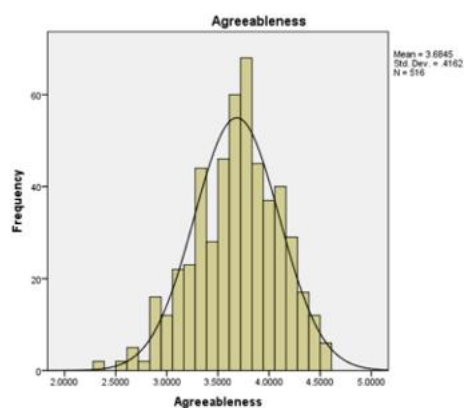


Figure-5.1.2.1(c): Histogram with Normal Curve of Agreeableness Scores of Teachers Considering Both Male and Female as a Whole.

Figure-5.1.2.1(d) depicts the histogram with the normal curve of the Conscientiousness Scores of teachers considering both male and female as a whole. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

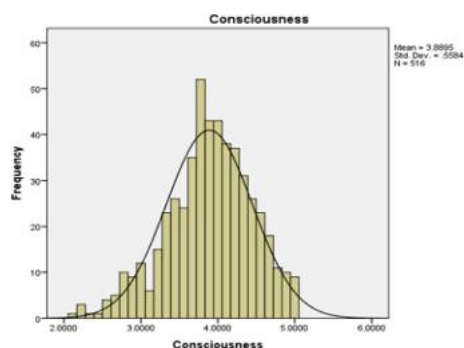


Figure-5.1.2.1(d): Histogram with Normal Curve of Conscientiousness Scores of Teachers Considering Both Male and Female as a Whole

Figure-5.1.2.1(e) depicts the histogram with normal curve of the Neuroticism Scores of teachers considering both male and female as a whole. By visually examining we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

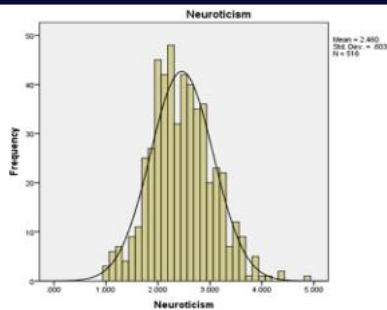


Figure-5.1.2.1(e): Histogram with Normal Curve of Neuroticism Scores of Teachers Considering Both Male and Female as a Whole

Figure 5.1.2.1(f) depicts the histogram with the normal curve of Openness Scores of teachers considering both male and female as a whole. By visually examining we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

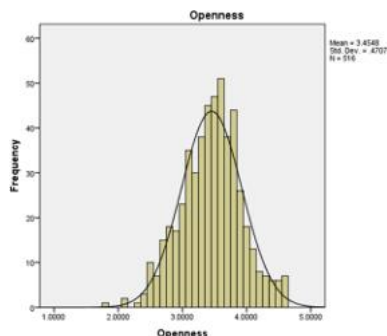


Figure-5.1.2.1(f): Histogram with Normal Curve of Openness Scores of Teachers Considering Both Male and Female as a Whole

5.1.2.2 Personality Factors of the Male Teachers

Here, the purpose of the presentation is to test the following hypothesis—**Hypothesis H₁**: The male school teachers have balanced personalities.

Table 5.1.2.1 exhibits the descriptive statistics of “Big Five Inventory (BFI)” scores obtained by the male teachers.

Table 5.1.2.2: Descriptive Statistics of Personality Factors Scores of Male Teachers

Personality Factors	N	Range	Minimum	Maximum	Mean	Std. Deviation	Remark
Extraversion	344	9.25	1.63	10.88	3.11	0.59	High
Agreeableness	344	2.22	2.33	4.56	3.66	0.42	High
Conscientiousness	344	2.89	2.11	5.00	3.87	0.56	High
Neuroticism	344	3.38	1.00	4.38	2.44	0.59	Low
Openness	344	2.50	2.10	4.60	3.47	0.47	High

Table 5.1.2.2 reveals strong scores in Extraversion ($M = 3.11$, $SD = 0.59$), Agreeableness ($M = 3.66$, $SD = 0.42$), Conscientiousness ($M = 3.87$, $SD = 0.56$), and Openness ($M = 3.47$, $SD = 0.47$), with low Neuroticism ($M = 2.44$, $SD = 0.59$).

Figure 5.1.2.2 (a) depicts the bar diagram of scores of five different factors of the personality of male teachers.

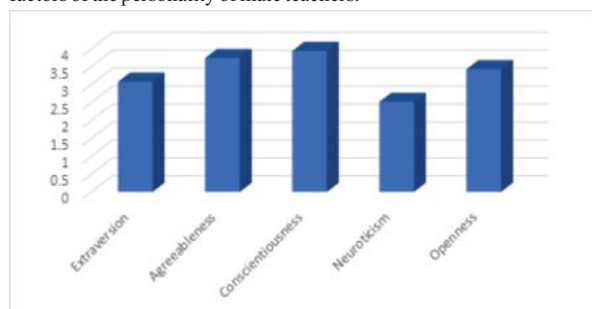


Figure-5.1.2.2(a): Bar Diagram of Different Factors Scores of Personality of Male Teachers

Figure 5.1.2.2 (b) depicts the histogram with the normal curve of the Extraversion Scores of male teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

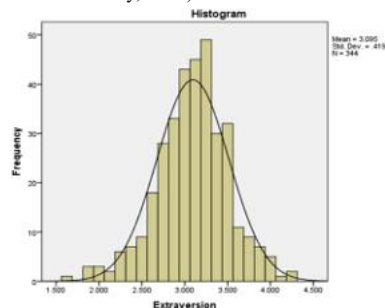


Figure 5.1.2.2 (b): Histogram with Normal Curve of Extraversion Scores of the Male Teachers

Figure 5.1.2.2 (c) depicts the histogram with the normal curve of the Agreeableness Scores of male teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

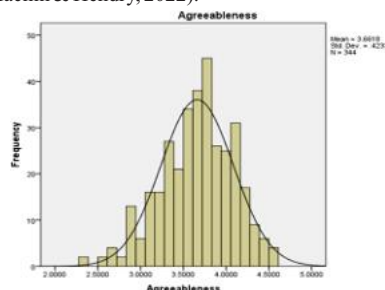


Figure 5.1.2.2 (c): Histogram with Normal Curve of Agreeableness Scores of the Male Teachers

Figure 5.1.2.2 (d) depicts the histogram with the normal curve of Conscientiousness Scores of male teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

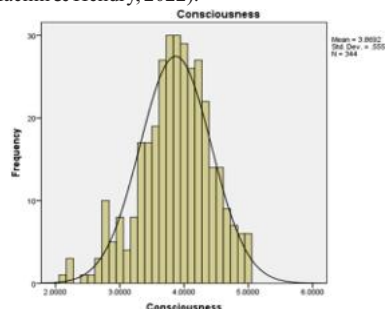


Figure 5.1.2.2 (d): Histogram with Normal Curve of Conscientiousness Scores of the Male Teachers

Figure 5.1.2.2 (e) depicts the histogram with the normal curve of Neuroticism Scores of male teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

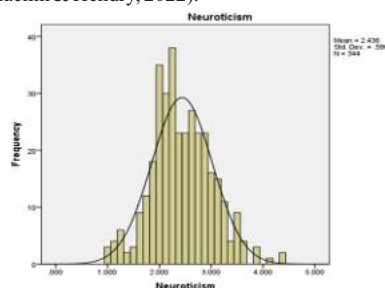


Figure 5.1.2.2 (e): Histogram with Normal Curve of Neuroticism Scores of the Male Teachers

Figure 5.1.2.2 (f) depicts the histogram with the normal curve of Openness Scores of male teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

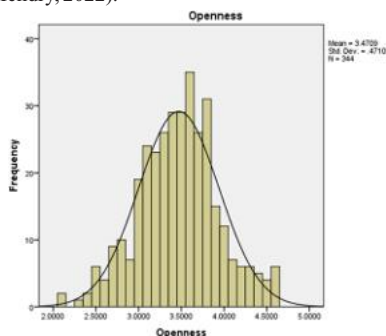


Figure 5.1.2.2 (f): Histogram with Normal Curve of Openness Scores of the Male Teachers

5.1.2.3 Personality Factors of the Female Teachers

Here, the purpose of the presentation is to test the following hypothesis – **Hypothesis H₃**: The female school teachers have balanced personalities.

Table 5.1.2.1 exhibits the descriptive statistics of “Big Five Inventory (BFI)” scores obtained by the female teachers.

Table 5.1.2.3: Descriptive Statistics of Personality Factors Scores of Female Teachers

Personality Factors	N	Range	Minimum	Maximum	Mean	Std. Deviation	Remark
Extraversion	172	2.75	1.63	4.38	3.07	0.45	High
Agreeableness	172	1.89	2.67	4.56	3.73	0.40	High
Conscientiousness	172	2.67	2.33	5.00	3.93	0.56	High
Neuroticism	172	3.75	1.13	4.88	2.51	0.64	Low
Openness	172	2.80	1.80	4.60	3.42	0.47	High

As per Table 5.1.2.3, female teachers also reported high scores: Extraversion (M = 3.07, SD = 0.45), Agreeableness (M = 3.73, SD = 0.40), Conscientiousness (M = 3.93, SD = 0.56), and Openness (M = 3.42, SD = 0.47), with low Neuroticism (M = 2.51, SD = 0.64).

Figure 5.1.2.3 (a) depicts the bar diagram of scores of five different factors, the personality of female teachers

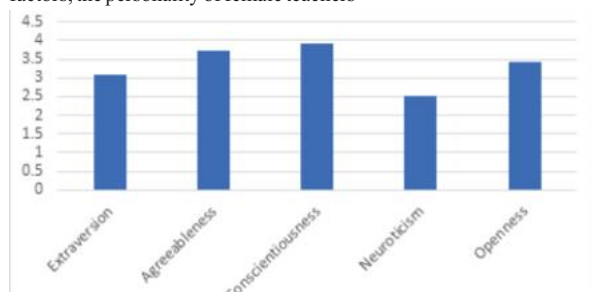


Figure 5.1.2.3 (a): Bar Diagram of Different Factors Scores of Personality of Female Teachers

Figure 5.1.2.3 (b) depicts the histogram with the normal curve of the Extraversion Scores of female teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

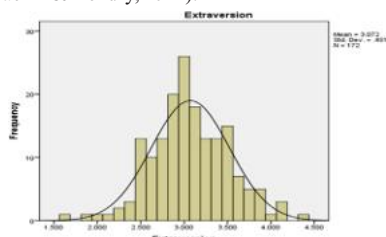


Figure 5.1.2.3 (b): Histogram with Normal Curve of Extraversion Scores of Female Teachers

Figure 5.1.2.3 (c) depicts the histogram with the normal curve of the Agreeableness Scores of female teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

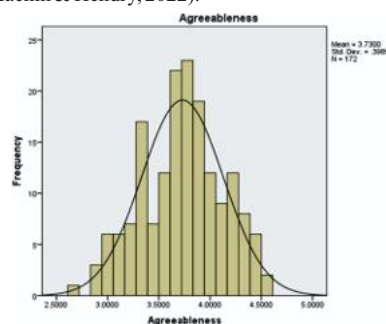


Figure 5.1.2.3 (c): Histogram with Normal Curve of Agreeableness Scores of Female Teachers

Figure 5.1.2.3 (d) depicts the histogram with the normal curve of Conscientiousness Scores of female teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

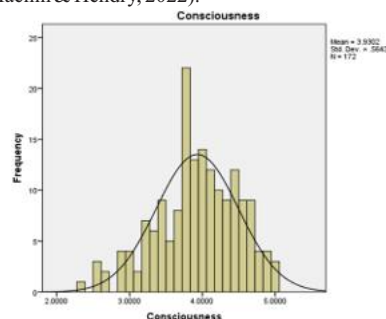


Figure 5.1.2.3 (d): Histogram with Normal Curve of Conscientiousness Scores of Female Teachers

Figure 5.1.2.3 (e) depicts the histogram with the normal curve of Neuroticism Scores of female teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

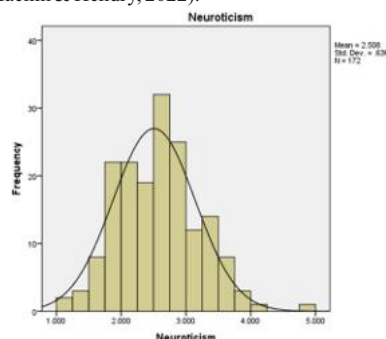


Figure 5.1.2.3 (e): Histogram with Normal Curve of Neuroticism Scores of Female Teachers

Figure 5.1.2.3 (f) depicts the histogram with the normal curve of Openness Scores of female teachers. By visually examining, we come to know that the said distribution was about normal (Fein, Gilmour, Machin & Hendry, 2022).

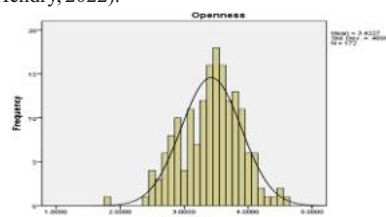


Figure-5.1.2.3(f): Histogram with Normal Curve of Openness Scores of Female Teachers

5.2.2 Personality Factors

The results of the comparative analysis of perceived parenting are presented in tabular form to test the following null hypothesis:
Hypothesis H₁: The male and female school teachers do not differ with respect to their personality factors.

Table-5.2.2(a): Group Statistics of Personality Factors of Male and Female Teachers

Personality Factors	Gender	N	Mean	Std. Deviation	Remarks
Extraversion	Male	344	3.10	0.42	High
	Female	172	3.07	0.45	High
Agreeableness	Male	344	3.66	0.42	High
	Female	172	3.73	0.40	High
Conscientiousness	Male	344	3.87	0.56	High
	Female	172	3.93	0.56	High
Neuroticism	Male	344	2.44	0.59	Low
	Female	172	2.51	0.64	Low
Openness	Male	344	3.47	0.47	High
	Female	172	3.42	0.47	High

Table 5.2.2(a) presents the group statistics for the “Perceived Parenting Scale” scores of male and female teachers. In all personality factors, the teachers, irrespective of gender, reported high scores, except for low scores on Neuroticism.

Figure 5.2.2 (a) shows the bar diagram of the means of personality factors of male and female teachers.

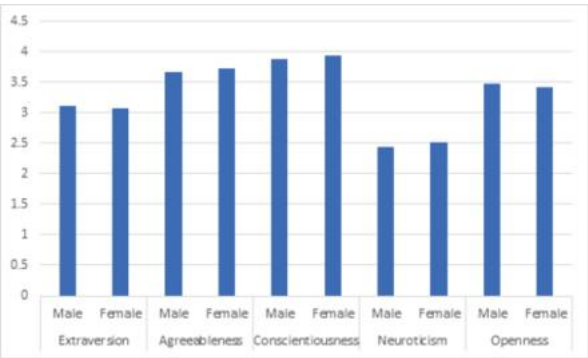


Figure 5.2.2 (a): Bar Diagram of Mean Scores of Personality Factors of Male and Female Teachers Separately

Table 5.2.2 (b): Results of the Independent Samples Test of Gender Wise Comparison of Means of Personality Factors Male and Female Teachers

Personality Factors		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Extraversion	Equal variances assumed	1.45	0.23	0.58	514.00	0.56
	Equal variances not assumed.			0.57	320.73	0.75
Agreeableness	Equal variances assumed	0.41	0.52	-1.76	514.00	0.08
	Equal variances not assumed.			-1.79	360.74	0.07
Conscientiousness	Equal variances assumed	0.22	0.64	-1.17	514.00	0.24
	Equal variances not assumed.			-1.16	337.15	0.24
Neuroticism	Equal variances assumed	1.15	0.28	-1.28	514.00	0.20
	Equal variances not assumed.			-1.25	318.45	0.21
Openness	Equal variances assumed	0.01	0.94	1.10	514.00	0.27
	Equal variances not assumed.			1.10	342.80	0.27

As shown in Table 5.2.2 (a), both groups demonstrated high scores across traits, except for low Neuroticism. Independent t-tests (Table 5.2.2 (b)) confirmed no significant gender differences.

6. DISCUSSION

The present study explored the personality factors of secondary and higher secondary school teachers in Nadia district, West Bengal, and investigated whether gender differences existed across the five dimensions of the Big Five personality model. The results show that the teachers, regardless of gender, exhibited high levels of Extraversion, Agreeableness, Conscientiousness, and Openness to Experience, while showing low levels of Neuroticism. This pattern indicates that the participating teachers have a balanced and psychologically healthy personality profile, which supports effective teaching and professional functioning.

The high levels of conscientiousness observed in the study are especially notable. Conscientious teachers are typically organised, reliable, disciplined, and dedicated to achieving professional goals. These traits are closely linked to effective classroom management, instructional quality, and ongoing professional commitment. The current findings support those of Poropat (2009), who identified conscientiousness as one of the strongest predictors of academic and occupational success. Similarly, Kim et al. (2019) reported that teachers who are more conscientious, agreeable, open, and emotionally stable tend to be more effective teachers and experience better occupational well-being.

The findings also showed low levels of neuroticism among the teachers, indicating relatively high emotional stability. Emotionally stable teachers are better equipped to handle occupational stress, regulate emotions, and engage in positive interactions with students and colleagues. This supports the work of Judge et al. (2002), who reported that lower neuroticism correlates with higher job satisfaction and better psychological well-being. Likewise, Samfira and Palo (2021) noted that emotionally stable teachers adopt more adaptive coping strategies and are better able to manage professional challenges, thereby reducing the risk of burnout.

Another important finding of the present study is the lack of statistically significant gender differences across any of the five personality dimensions. Although female teachers showed marginally higher average scores in Agreeableness and Conscientiousness, while male teachers scored slightly higher in Extraversion and Openness, these differences were not statistically significant. This indicates that personality traits among school teachers are more heavily influenced by professional roles, educational experiences, and workplace demands than by gender alone. The findings align with those of Costa et al. (2001), who argued that although small gender differences in personality traits may exist, these differences often diminish within similar occupational environments. The results also support the observations of Shetty et al. (2023), who demonstrated that the Big Five personality structure remains stable within the Indian context and can be applied effectively across different demographic groups.

Overall, the findings show that teachers in Nadia district have personality traits that are beneficial for effective teaching, collaborative professional relationships, and student development. The dominance of positive personality characteristics and the absence of significant gender differences suggest that teacher development programmes should focus on enhancing existing professional skills rather than creating gender-specific interventions. These findings add to the growing body of research on teacher personality in India and provide empirical evidence to guide teacher training, professional development, and educational policy initiatives aimed at improving teacher quality and well-being.

7. CONCLUSION

The study finds that secondary and higher secondary school teachers in Nadia district generally have balanced personality traits, characterised by high levels of Extraversion, Agreeableness, Conscientiousness, and Openness to Experience, with low Neuroticism. These traits suggest emotional stability, professionalism, and positive interpersonal skills essential for effective teaching. Additionally, no statistically significant gender differences were observed across the five personality dimensions, indicating that both male and female teachers have similar personality profiles. The findings offer valuable evidence for teacher education, professional development, and educational policy aimed at enhancing teacher effectiveness and promoting psychological well-being.

8. Future Research

Future research might extend this study by including teachers from

different states, educational boards, and types of schools to enhance the generalisability of the findings. Longitudinal studies could explore how personality factors develop throughout teachers' professional careers. Researchers may also examine the relationships between personality factors and variables such as teacher effectiveness, job satisfaction, mental health, burnout, emotional intelligence, and student achievement. Furthermore, mixed-methods or qualitative approaches could offer deeper insights into how personality impacts classroom practices and professional decision-making. Comparative cross-cultural studies would further broaden the understanding of teachers' personalities across diverse educational settings.

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