



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## A Comparative Study Of Personality Between Male And Female Teachers.

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The current study was an attempt to see the gender difference of personality traits of secondary school students. The sample comprised of 120 Teachers 60 male and 60 female teachers selected from different secondary schools especially from Ahmednagar District of Maharashtra State. Accidental or Incidental sampling technique was used to collect the data. The investigator has used a NEO Five-Factor Inventory in the present study which is a standardized inventory developed by Paul T. Costa, Jr and Robert R. McCrae (1992). This Inventory has five dimensions which are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). In the present study all the dimensions are compared separately. Statistical techniques like Mean, SD and t test were used to analyze the data. It was found that there is significant difference between Secondary School Male Teachers and Female 't' on Neuroticism, Extraversion, Agreeableness and Conscientiousness dimensions as well as total of Personality Trait.

**Key Words-** Personality traits, Secondary school teachers, Genders.

### Introduction -

Gender differences are evident in almost every part of our action and speech. There are gender-specific personality traits which affect how children learn. In the 1960's and 1970's and even into the 1980's, it was fashionable to assume that gender differences in personality were "socially constructed." Back then, many psychologists thought that if we raised children differently -- if we raised Johnny to play with dolls and Sally to play with trucks - then many of these gender differences would vanish. Personality refers to individual differences in characteristics pattern of thinking, feeling and behaving. The study of personality focusses on two broad areas. One is understanding individual differences in particular personality characteristics, such as are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). The other is understanding how the various parts of a person come together as a whole (Acc. to Encyclopedia of Psychology). According to Allport (1937) —personality is the dynamic organization with the individual of those psychophysical systems that determines has unique adjustment to this environment.

It includes not only the physical but also psychological and social characteristics of individual Women and men aren't as different as you might think: A review of dozens of studies found that men and women are basically alike when it comes to personality, thinking ability and leadership. The differences that do exist may reflect social expectations, not biology. Despite this evidence, the media continue to spread the idea that the sexes are fundamentally different with real-life consequences.

Personality Traits are broad, enduring, relatively stable characteristics used to assess and explain behavior. Traits account for the fact that, under similar circumstances, one person behaves differently from another. It is part of the nature of traits that although they can change, they cannot change too much or too quickly. Their stability suggests that the behavior they describe will be relatively consistent from situation to the similar situation; their breadth implies that similar behavior will be manifested in different situations (Hirschberg). Woodworth (1965) defined a personality trait as some particular quality of behavior such as cheerfulness, self-reliance, which characterizes the individuals in a wide range of his activities and is fairly consistent over a period of time.

**Teacher** –Secondary school teacher has unique responsibilities in the school physical activity program to ensure that students are physically active as well as psychologically healthy because they are dealing with teenagers. Secondary school teacher also has the responsibility to help direct and guide about importance of education, career and family etc developing healthy habits and lifestyle. and within the school outside the class. At this young age, kids can be susceptible to playing video games, eating junk food, and learning poor habits that can contribute to poor health in the long-term.

### Hypothesis:

1. There will be no significant difference between male teachers and female teach on Neuroticism.
2. There will be no significant difference between male teachers and female teach on Extroversion.
3. There will be no significant difference between male teachers and female teach on Openness.
4. There will be no significant difference between male teachers and female teach on Agreeableness.
5. There will be no significant difference between male teachers and female teach on Conscientiousness.

### Objective of the study:

To compare the personality characteristics of male and female Secondary school teachers.

### Review of Literature-

Florian G. Hartmann & Bernhard Ertl (2021) Person-Environment theories claim that students choose their academic path according to their personality. In this regard, teacher candidates are of special interest. On the one hand, they all make the same choice to enrol in a teacher education program. On the other hand, they make different choices with respect to the subjects they are going to teach. Using data from a large-scale study, the Big Five personality traits of 1735 female and 565 male teacher candidates were analysed, with teacher candidates compared to male (n=1122) and female (n=1570) students who studied the same major but who did not intend to become teachers. Unlike previous studies, academic majors were not grouped into few broad categories, but eight different majors were distinguished. The results indicate that teacher candidates are more extraverted than their non-teaching counterparts. In addition, personality trait differences between teacher candidates from different majors could be observed. The results are discussed as they relate to the recruitment and training of future teachers.

Sandra Buela & Mamman Joseph(2015) the present study was conducted to investigate the relationship between personality and teacher effectiveness of High School Teachers in Gulbarga. Method: purposive sampling method was used to select samples from 58 high school teachers of Government Schools in Gulbarga Corporation and survey method was used to collect data by administering NEO-Five Factor Inventory (McCrae and Costa, 1936). The findings revealed that there is a significant relationship between extraversion personality trait and teacher effectiveness( $r=0.28$ ;  $p<0.05$ ), especially with dimension knowledge of subject matter of teacher effectiveness( $r=0.29$ ;  $p<0.05$ ) and teacher character dimension( $r=0.34$ ;  $p<0.01$ ) as well as agreeableness personality trait and interpersonal relationship dimension ( $r=0.27$ ;  $p<0.05$ ), whereas it was found that there was no significant relationship between teacher effectiveness and personality traits of openness to experience( $r=0.05$ ), neuroticism( $r=-0.22$ ) and conscientiousness( $r=0.18$ ). Experienced teachers are significantly higher in teacher effectiveness than less experienced teachers ( $F=3.66$ ;  $p<0.05$ ).

### Methodology:

A study was designed in which 120 teachers working in different part of Ahmednagar, Maharashtra were randomly selected for the study. Detailed description of the teachers is given below:

**Sample of the Study** -The sample of the present study comprised of 120 (60 male and 60 female Teachers) Teachers selected from ten different types of secondary schools especially from Ahmednagar District of Maharashtra State. 25- to 30-year-old sample was taken for this study. Accidental or Incidental sampling technique being the most feasible was employed to collect the data.

**Research Tool Used-** The investigator has used a NEO Five-Factor Inventory in the present study which is a standardized inventory developed by Paul T. Costa, Jr and Robert R. McCrae (1992) and published by Psychological Assessment Resources, Inc. This Inventory has five dimensions which are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). In the present study all the dimensions are compared separately.

### Statistical Techniques Implemented-

Analysis is done by using SPSS (Statistical Package for the Social Sciences) software (version 16.0). Statistical techniques used for data analysis is „t“ test for comparing the means of Male and Female Teachers. The Mean, SD (standard deviation), SEM (standard error mean), degree of freedom (df) and t-values of the two groups are given in table and figure.

### Analysis and Interpretation of the Data-

Table showing the comparison of Means of Personality Traits and its dimensions between Male and Female Teachers of Secondary School.

<b>Table: Showing gender difference on personality factors.</b>						
<b>Personality Factors</b>	<b>Gender of Teacher</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>
<b>Neuroticism</b>	Male	60	16.88	6.906	3.94*	118
	Female	60	12.42	5.416		
<b>Extroversion</b>	Male	60	17.03	7.406	3.44*	118
	Female	60	12.88	5.669		
<b>Openness to experience</b>	Male	60	16.85	7.260	4.79*	118
	Female	60	11.65	4.218		
<b>Agreeableness</b>	Male	60	16.87	5.964	3.68*	118
	Female	60	13.12	5.142		
<b>Conscientiousness</b>	Male	60	17.65	6.972	4.62*	118
	Female	60	12.50	5.091		

\* t value is significant at 0.01 level

To make a comparison between Male secondary school teachers and Female secondary Teachers on the measure of Personality Traits, investigator calculated the mean and SD scores of both the groups and the „t“ value was calculated.

### Hypothesis No1: There will be no significant difference between male teachers and female teachers on Neuroticism.

The table showed the results that N for male teachers 60 and female teachers 60. df is 118 as shown in the above table. The mean value of Male Teachers on Neuroticism dimension was 16.88 with SD 6.906 and the mean value for Female Teachers of Secondary School was 12.42 with SD 5.416. The value of ‘t’ was found to be 3.94 which was significant at 0.01 level of confidence. The Mean score on various dimensions of Personality Traits shown in the above table shows that male teachers and Female Teachers of Secondary School differ significantly on Neuroticism dimension of Personality. It means male teachers are high on Neuroticism than Female Teachers.

### Hypothesis No 2: There will be no significant difference between male teachers and female teachers on Extroversion.

The table showed the results that N for male teachers 60 and female teachers 60. df is 118 as shown in the above table. The mean value of Male Teachers on Extraversion, dimension was 17.03 with SD 7.406 and the mean value for Female Teachers of Secondary School was 12.88 with SD 5.669. The value of „t“ was found to be 3.44 which was significant at 0.01 level of confidence. The Mean score on various dimensions of Personality Traits shown in the above table shows that male teachers and Female Teachers of Secondary School differ significantly on Extraversion dimension of Personality Traits. It means male teachers are high on Extraversion than Female Teachers.

### **Hypothesis No 3: There will be no significant difference between male teachers and female teachers on Openness to Experience**

The above table showed the results that N for male teachers 60 and female teachers 60. df is 118 The mean value of Male Teachers on Openness to Experience dimension was 16.85 with SD 7.260 and the mean value for Female Teachers of Secondary School was 11.65 with SD 4.218. The value of „t“ was found to be 3.68 which was significant at 0.01 level of confidence. The Mean score on various dimensions of Personality Traits shown in the above table shows that male teachers and Female Teachers of Secondary School differ significantly on Openness to Experience dimension of Personality Traits. It means male teachers are high on Openness to Experience than Female Teachers.

### **Hypothesis No 4: There will be no significant difference between male teachers and female teachers on Agreeableness.**

The above table showed the results that N for male teachers 60 and female teachers 60. df is 118 The mean value of Male Teachers on Openness dimension was 16.87 with SD 5.964 and the mean value for Female Teachers of Secondary School was 13.12 with SD 5.142 The value of „t“ was found to be 4.62 which was significant at 0.01 level of confidence. The Mean score on various dimensions of Personality Traits shown in the above table shows that male teachers and Female Teachers of Secondary School differ significantly on Agreeableness. Dimension of Personality Traits. It means male teachers are high on Agreeableness. Then Female Teachers.

### **Hypothesis No 5: There will be no significant difference between male teachers and female teachers on Conscientiousness.**

The above table showed the results that N for male teachers 60 and female teachers 60. df is 118 The mean value of Male Teachers on Conscientiousness dimension was 17.65 with SD 6.972 and the mean value for Female Teachers of Secondary School was 12.50 with SD 5.091. The value of „t“ was found to be 4.62\* which was significant at 0.01 level of confidence. The Mean score on Conscientiousness dimensions of Personality Traits shown in the above table shows that male teachers and Female Teachers of Secondary School differ significantly on Conscientiousness dimension of Personality Traits. It means male teachers are high on Conscientiousness than Female Teacher.

### **Discussion on Findings –**

These findings show that Secondary School Male Teachers and Female Teachers differ significantly five dimensions of Personality Traits. This means there was significant difference between Secondary School male teachers and Female teachers on Neuroticism, Extraversion, Agreeableness, Openness to Experience and Conscientiousness dimensions as well as total of Personality Traits. These findings are also clearly visible from the above figure. The reason for the differences in all dimensions is that Male are given more freedom than Female in Indian society. So, they are freer and more open to express their ideas, feelings, imaginations, ready for actions and independence of judgement in comparison to Female. A finding of Shamshad (1988) supports the present one who found no significant differences between boys and girls in neuroticism. Hence, the null hypothesis “There is no significant difference between various dimensions of Personality Traits among male teachers and Female teachers of Secondary School level” is rejected on the five dimensions.

### **Implications of the Findings**

- The personality traits differences between male and Female Teachers on the Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). dimension. Result of present investigation have brought out, might be of some further help in understanding the two sexes in the context of their openness characteristics like emotional expression, active imagination, sensitivity, attentiveness to inner feelings, actions, new ideas and values and dealing with them by applying suitable methods of guidance and counselling.
- There should be guidance programmes organized by the schools in which the guidance counsellors should guide the female teachers and girl students and help them in expressing their ideas, feelings, imaginations etc. and to come forward with new ideas.
- The findings of the study are likely to prove of immense importance to educational thinkers, teachers, psychologists, parents and others who are concerned with the sphere of education.

**Conclusion:**

1. There is significant difference between male teachers and female teachers on Neuroticism.
2. There is significant difference between male teachers and female teachers on Extroversion.
3. There is significant difference between male teachers and female teachers on Openness.
4. There is significant difference found between male teachers and female teachers on Agreeableness.
5. There is significant difference between male teachers and female teachers on Conscientiousness.

**Limitations-**

- 1) The sample was selected from Ahmednagar city and district only.
- 2) The sample size was limited (60) for the study.

**Suggestions-**

- 1) Extensive research can be done on the presented subject by taking a large sample.
- 2) This research can be done using other tests for the presented research.

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