

**A STUDY ON PERSONALITY THAT INFLUENCES  
TEACHING EFFECTIVENESS**

**By**

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## **ABSTRAK**

Kajian ini dijalankan untuk mengkaji hubungan di antara tret personaliti dan keberkesanan mengajar. Tret personaliti diukur melalui lima dimensi iaitu: ekstroversi, persetujuan, ketelitian, neurotisme dan keterbukaan. Saiz sample responden adalah seramai 391 orang guru-guru tetap di sekolah-sekolah menengah di wilayah utara Malaysia iaitu Perlis, Kedah, Pulau Pinang dan Perak. Semua responden telah diberikan borang soal selidik dan respons mereka telah dianalisis. Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan di antara ekstroversi, persetujuan dan ketelitian dengan keberkesanan mengajar, manakala neurotisme dan keterbukaan tidak mempunyai hubungan yang signifikan dengan keberkesanan mengajar. Walaupun terdapat perkaitan diantara personaliti dan keberkesanan mengajar, namun berdasarkan hasil analisis yang lain menunjukkan bahawa personaliti hanya mempunyai perkaitan yang kecil dengan keberkesanan mengajar, bermakna terdapat beberapa faktor-faktor lain yang mempengaruhi keberkesanan mengajar.

## **ABSTRACT**

This study attempts to examine the relationship between personality and teaching effectiveness. Personality traits are measured by five dimensions: extrovert, agreeableness, conscientiousness, neuroticism and openness. The sample size of respondents is 391 of permanent teachers from Secondary Schools in Northern Region of Malaysia, Perlis, Kedah, Pulau Pinang and Perak. All the respondents are given the questionnaire and their responses are analyzed. The finding shows that there are significant relationship between extrovert, agreeableness and conscientiousness with teaching effectiveness, while the neuroticism and openness have no significant relationship. Even there are relationship between personality and teaching effectiveness, but the other results show that personality only has a small effect on teaching effectiveness which means that there are several other factors that influence the teaching effectiveness.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The emphasis on the education system is of great importance in Malaysia. It could be seen in each of the nation's agenda. Starting from the National Mission which is a core base of other agenda, until it was included in the Ninth Malaysia Plan (2006-2020), Malaysia Budget, the Northern Corridor Economic Region Development Program (2007-2025) and it can be seen that the most emphasis is in Education Development Blueprint (2006-2010). Most of the emphases are more on improving education system which focuses on the human capital development, improving qualities and facilities of education institution, increasing students' performance and increasing the level of education. In the National Mission, the focus is on providing first class mentality. While in the Ninth Malaysia Plan, the focus is improving the education system, increasing innovative and ensuring holistic human capital (<http://www.utusan.com.my/utusan/SpecialCoverage/RMK9/html/english.htm>).

In terms of budget allocation, for Malaysia Budget 2006, the focus was to improve the quality of education, while in Malaysia Budget 2007, the focus was more on human capital development. Similarly in Malaysia Budget 2008, the focus was to strengthen the human capital development, improve the quality of teaching and narrowing the rural urban education gap (<http://www.pmo.gov.my/WebNotesApp/Abdullah.nsf/>).

The next emphasis on education is also included in the Northern Region Economic Corridor (NCER) and Education Development Blueprint. The focus of NCER is more on the quality of education infrastructure and services ([http://www.ncer.com.my/downloads/en\\_ncer\\_chpt6.pdf](http://www.ncer.com.my/downloads/en_ncer_chpt6.pdf)). While, in Education Development Blueprint the focus is developing human capital by ensuring quality of education and increasing teaching profession ([http://www.moe.gov.my/galeri\\_awam\\_manual/pipp2010/moe\\_pipp\\_05.pdf](http://www.moe.gov.my/galeri_awam_manual/pipp2010/moe_pipp_05.pdf)). All these emphases are summarized in table 1.1.

*Table 1.1*

**The Emphasis on Education in the Nation’s Agenda**

<b>Nation’s Agenda</b>	<b>Focus</b>
<b>National Mission</b>	To raise the capacity for knowledge and innovation and nurture first class mentality.
<b>Ninth Malaysia Plan (2006-2020)</b>	To improve the education system, increasing innovation and ensuring holistic human capital development.
<b>Malaysia Budget 2006</b>	To develop human capital development.
<b>Malaysia Budget 2007</b>	To develop human capital development.
<b>Malaysia Budget 2008</b>	To strengthen the human capital development.
<b>Northern Corridor Economic Region (2007-2025)</b>	To increase the level of education, increase the quality of education infrastructure and services and provide adequate teaching infrastructure and resources.

Based on the above review, it shows that education is the important element in most of the nation's agenda. However, there has been no emphasis on personality. The emphasis should also focus on the personality of the person who is involved directly in education. The need for improving the teaching profession as stated in the Education Development Blueprint shows that the teacher is the main person to play an important role in realizing the Education Development Blueprints. A focus on the teacher's personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. As stated by Polk (2006), teacher performance is influenced by the teachers' personality characteristics. Personality also could be as predictors in evaluating teaching effectiveness. According to Krueger (1972), there are numerous studies showing that personality is a significant predictor of effective teaching.

Due to the need of improving the teaching profession, this study focuses on how teacher's personality may influence their teaching effectiveness in realizing all these agenda. By understanding the relationship between personality of teacher and teaching effectiveness, it would help to identify which personality that influence their teaching effectiveness, so that they may use or select the best teaching method that suits their personality to make their teaching become more effective. It is because of the effective teaching is also dependent on how the teacher selects the teaching method. As stated by Fauziah et. al (2005), it is important to select appropriate teaching methods because these determine the effectiveness and quality of teaching. It means that the suitability between personality and teaching method selection will lead to the

achievement of teaching effectiveness. All these elements are important in order to make these agenda could be successfully implemented.

## **1.2 The Background and Scope of Study**

This project paper is undertaken to study the personality dimension based on the big five model that influences teaching effectiveness. The big five model is used to measure the normal personality of teachers. As stated by Mount and Barrick (1995) mentioned that it appears that many personality psychologists have reached a consensus that five personality constructs, referred to as the Big Five, are necessary and sufficient to describe the basic dimensions of normal personality. The scope of this study is all Secondary Schools in the Northern Region, Malaysia including Perak, Kedah, Pulau Pinang and Perlis. The choice on this type of schools was made as it has the highest number compared with other types of schools and it will represent the whole schools in that region. The research area is in Northern Region of Peninsular Malaysia. The selection of the research area is based on the Northern Corridor Economic Region (Perak, Kedah, Pulau Pinang and Perlis) that focuses on education development in that region. The population is the teachers of Secondary Schools in that region. There are 443 secondary schools with 30,933 teachers (<http://www.moe.gov.my>). The sample size is 391 teachers from eleven schools.

### 1.3 Problem Statement

In achieving the National Mission, the government has emphasized on education system as part of the important aspects that should be focused on. The focus includes improving the teaching profession. It was proved with the implementation of Pelan Induk Pembangunan Pendidikan (PIPP) or Education Development Blueprint 2006-2010. The thrust five in PIPP stated that the government is focusing on improving the teaching profession through increasing their quality and qualification ([http://www.moe.gov.my/galeri\\_awam\\_manual/pipp2010/moe\\_pipp\\_05.pdf](http://www.moe.gov.my/galeri_awam_manual/pipp2010/moe_pipp_05.pdf)). As stated in the paper presented by Educational Planning and Research Division, Ministry of Education at the Eleventh Civil Service Conference on 21-22 August 2006, most teachers in Malaysia are professionally trained and efforts are made to provide more qualified trained teachers to schools ([http://www.intanbk.intan.my/cda/m\\_ppa/ppa/ppa\\_download.php?file=KK1BDatoDrSalleh.pdf](http://www.intanbk.intan.my/cda/m_ppa/ppa/ppa_download.php?file=KK1BDatoDrSalleh.pdf)). Similarly in the Northern Economic Region Socioeconomic Blueprint, the plan also focuses on providing adequate teaching infrastructure resource to all schools in the Northern Region. ([http://www.ncer.com.my/downloads/en\\_ncer\\_chpt6.pdf](http://www.ncer.com.my/downloads/en_ncer_chpt6.pdf)). All these strategies are planned for the purpose of improving the teaching methods. However, most of the emphases are not focused on personality which in many studies, it was proven that personality is one of the factors in improving the teaching effectiveness. As stated by Schmidt et. al (1991), that there are numerous studies showing that personality is a significant predictor of effective teaching. Understanding personality might help teachers to implement the strategies easily. In this study, teaching effectiveness is measured through their personality. As mentioned by Fisler and Firestone (2004),

teacher performance is influenced by the teachers' personality characteristics and their efficacy belief in teaching. Based on the previous study by Azlina and Tan (2003), in general, most of the teacher's personality is agreeableness and the less is neuroticism. However, the problems may arise on how to identify the personality dimension of teacher based on the model of McCrae & Costa (1997), "The Big Five: Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness". Is there any relationship between these personality and teaching effectiveness and how it influences their teaching effectiveness? Therefore, all these problems need to be solved for our benefit and that become the reason why I am interested to study this topic.

#### **1.4 Research Questions**

1. Is there any relationship between personality and teaching effectiveness?
2. How teacher's personality can influence their teaching effectiveness?

#### **1.5 Research Objectives**

The objective of this study is to examine the relationship between personality and teaching effectiveness.

Besides, the objective of this study is also to study how the teacher's personality can influence their teaching effectiveness.

## **1.6 Significance of Study**

Findings of this study would greatly benefit the Ministry of Education, Secondary Schools and teachers. The Ministry of Education may use this study to plan for the education improvement in implementing the Education Development Blueprint. As mentioned by Yin and Kwok (1996), through systematic professional development teachers can grow and develop to acquire new knowledge, skills and attitudes which in turn promote or improve their teaching performance at different stages of their careers. It means that the good integrated between government's efforts with teachers' commitment will lead to the achievement of the education's goal.

The study also will give advantages to all schools where they can have a clear view on Education Development Blueprint and what is the best approach to be practiced in order to support that plan. Talbert and Mc Cloughlin (1994) mentioned that teacher's work occur within a community supported by administrators and peers who provide tools and support for effective work. Since there are commitments from schools, the teachers can improve the quality of their work.

The teachers may know themselves and how to integrate their personality strength to make their teaching techniques become effective which is needed in achieving the education development blueprint as well as achieving the National Mission. Every teacher has their own teaching styles. According to Rubin (1985), teaching styles involves choices and alternatives and the choices teachers make actually demonstrate their perceived images and role. Through their style, teachers

integrate the theories or pedagogy in which they believe and the practices they adopt in the classroom. Therefore, the suitability between teaching styles and personality will lead to the effectiveness of teaching.

## **1.7 Organization of the Chapters**

This project paper is divided into five chapters. Chapter One is the highlight of the introduction, background and scope of study, problem statement, research questions, objectives, significance of study, organization of the chapters and definition of key variables. Chapter Two discusses about literature review. It is followed by Chapter Three on research methodology and theoretical framework. Chapter Four explains the data analysis and interpretation. Finally, in Chapter Five is a highlight on the discussion and conclusion.

## **1.8 Definition of Key Variables**

### ***1.8.1 Teaching Effectiveness***

According to McKeachie (1979), teaching effectiveness is the degree to which one has facilitated student achievement of educational goals.

### ***1.8.2 Personality***

Personality consists of stable characteristics which explains why a person behaves in a particular way (Mullins, 2005).

### ***1.8.3 The Big Five Model***

According to Piedmont and Weinstein (1994), the five factors usually labeled neuroticism (the tendency to experience negative affect, such as anxiety, insecurity and psychological distress), extraversion (the quantity and intensity of interpersonal interaction and activity level), openness to experience (the proactive seeking and appreciation of new experiences), agreeableness (the quality of one's interpersonal interaction along a continuum from compassion to antagonism) and conscientiousness (the amount of persistence, organization and motivation in goal-directed behaviors).

#### ***1.8.3.a Extroversion***

Bozionelos (2004) stated extroversion is characterized by sociability, assertiveness, social dominance, ambition, tendencies towards action, sensation-seeking and the experience of positive affect.

#### ***1.8.3.b Agreeableness***

Based on Bozionelos (2004), agreeableness is associated with altruism, friendliness and modesty, while low agreeableness includes antagonism, impression management and selfishness.

#### ***1.8.3.c Conscientiousness***

Judge et. al (2002) mentioned conscientiousness focus on how people approach their work. People in high conscientiousness have sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction.

#### ***1.8.3.d Neuroticism***

According to Bozionelos (2004), neuroticism encompasses characteristics that include excessive worry, pessimism, low confidence and tendencies to experience negative emotions.

#### ***1.8.3.e Openness***

Barrick and Mount (1991) stated that openness is characterized by imagination, culture, curiosity, broad-mindedness and creativity.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is the literature review on previous researches on the related topic. It consists of reviews from journals, textbooks and websites. Most of the reviews are on personality and teaching effectiveness. The review on personality is focus on the dimensions of personality through the Big Five Model, while the review on teaching effectiveness is based on job performance. In certain aspects, teaching effectiveness could be considered as a part of job performance which consists of elements on how the job is done. According to Magno and Sembrano (2008), teacher performance includes measures of general teaching practices such as teaching methods and strategies, classroom management, planning and organization of teaching. It means that personality could be a predictor of job performance as well as for teaching effectiveness. As stated by Curtis and Liying (2001), teacher performance is influenced by the teachers' personality characteristics. May and Lam (2004) stated a certain personality constructs (e.g: the Big Five Personality factors) have repeatedly shown, in meta-analysis studies, to be valid predictors of job performance. Barrick and Mount (1990) mentioned that a great deal of published research selection has been geared towards understanding the relationship between personality constructs and job performance. Salgado (1997) stated that a number of meta-analytic studies have demonstrated the predictive validity of the FFM (Five Factor Model) in occupational settings. This is bringing a number of researchers to propose a moratorium on meta-analyses on

the relationship among the FFM and job performance criteria. Therefore, by understanding personality and the job performance which is related to the how the teachers conduct their job especially in teaching, it would help to the understanding of how the teacher's personality influence teaching effectiveness.

## **2.2 Personality**

According to Hogan (1991), a person personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting. However, Guthrie et. al (1998) stated that personality can be defined as a predisposition to act or behave in a characteristic fashion in response to one's environment. Based on Pervin et. al (2005), personality refers to the characteristics of the person that account for consistent patterns of feeling, thinking and behaving.

### **2.2.1 Dimensions of Personality (The Big Five Model)**

Goldberg (1993) mentioned that FFM has received extensive empirical support and has gained acceptance as the trait personality model that can provide the desired personality variable consistency across samples and context. Mount and Barrick (1995) mentioned that it appears that many personality psychologists have reached a consensus that five personality constructs, referred to as the Big Five, are necessary and sufficient to describe the basic dimensions of normal personality. This study prefers to use the Big Five Model because it widely used to measure personality. According to Paunonen and Ashton (2001), the Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and

conscientious have been studied extensively and have been associated with a variety of work attitudes and behavior. These five personality dimensions are broad dimensions that are theorized to subsume most narrowly focused personality traits. The breadth of these dimensions is a benefit in that it distils a large number of personality traits into a parsimonious set of dimensions for use in research. It means that this model is widely used and suitable to use in any research. As stated by Harris and Fleming (2005), the Five Factor Model has enjoyed widespread popularity in the field. Five personality traits collectively classify the higher-level dispositions of an individual according to the Five Factor Model.

- ***Extroversion***

According to Eysenck (1986), extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli, extroverts, on the other hand, prefer their own company and prefer the familiar and unfamiliar. While Costa and McCrae (1992) stated that extroverts are gregarious, assertive, activity and excitement-seeking. It similar with Mount and Barrick (1995) which mentioned that extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. Based on Watson and Clark (1997), extroverts have been found to be socially engaging, gregarious, assertive, expressive, articulate, comfortable in group settings and have a great number of friends. Williams (1997), extraverts also tend to be high in positive affectivity, self-efficacy and optimism. According to Harris and Fleming (2005), extroversion represents various aspects such as sociable, gregarious, assertive and talkative. However, Manning et. al (2006) stated that extroversion is about the extent to which people are comfortable in social relationships, how

socially inhibited, and the extrovert who is comfortable in social relationships and socially uninhibited. Tallman and Bruning (2008) stated that extroverts' need for power and recognition may also cause them to take more risks in the job and they would expect the organization to support their work activities. Besides, Tallman and Bruning (2008) also stated people high in extroversion tend to be high performers and committed to the organization and their work. They will develop psychological contracts that reflect their hard work, commitment and willingness to work with others.

- *Agreeableness*

According to Costa and McCrae (1992), agreeableness is associated with “the need for intimacy”, the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Individuals high in agreeableness are trusting, cooperative, altruistic, compliant and “moved by others”. However, Graziano et. al (1996) mentioned that high agreeable individuals may in their pursuit of harmonious relations generate more positive attributions to otherwise provocative behavior than low-agreeable persons would do. Based on Barry and Friedman (1998), agreeableness is related to “pro-social motives”, aimed at seeking good outcomes for oneself as well as for other group members. Judge et. al (2002) stated that agreeable individuals have greater motivation to achieve interpersonal intimacy. While, Harris and Fleming (2005) which mentioned that agreeableness describes the courteous, sympathetic, tender-hearted and kind characteristics. Dijkstra et. al (2005), those who are low in agreeableness have been described as antagonistic, competitive, cynical, callous, ruthless and cruel, and they tend to experience and express hostility. According to Manning et. al (2006),

agreeableness is about the extent to which people are sensitive and responsive to others, including the extent to which they will defer to them. The two extremes are the tough-minded individual, operating predominantly at a thinking level and lacking sensitivity and responsiveness, and the tender-minded individual, operating predominantly at a feelings level and displaying sensitivity and responsiveness. Bernerth et. al (2007), agreeable individuals are described as good-natured, cheerful and caring. An individual high in agreeableness is fundamentally altruistic.

- *Conscientiousness*

Barrick and Mount (1991) mentioned that conscientious individuals have been characterized as dependable, responsible, hard-working, self-disciplined, persistent, planful and organized. Similarly with Costa and McCrae (1992) which mentioned that conscientious people value duty, competence, self-discipline and achievement. Besides, Costa and McCrae (1992) also mentioned that conscientiousness consist of the specifics traits of competence, order, dutifulness, achievement striving, self-discipline and deliberation. Based on Mount and Barrick (1995), individuals high in conscientiousness are characterized as being responsible, careful, preserving, orderly, cautious, planful, hardworking and achievement-oriented. As stated by Wright (2003), people high in conscientiousness have a sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction. However, Harris and Fleming (2005) stated that conscientiousness refers to characteristics such as being organized, orderly, precise and efficient. Manning et. al (2006) stated that conscientious is about the number of goals that an individual pursues and the extend which they pursue them in a focused way. The two extremes are spontaneous individual, who pursues many goals but in an unfocused way and the

conscientiousness individual, who pursues fewer goals but does so in a more focused, controlled and structured way.

- *Neuroticism*

Neuroticism is always related to the characteristics of people who have negative affect and low in self-esteem. According to Watson and Clark (1984) negative affect is defined by a propensity to view the world in a negative emotional state. Similarly with Levin and Stokes (1989), which mentioned that individuals high in negative affect tend to focus on the negative aspects of other people and themselves. George (1996) also stated the same view which individuals high in negative affectivity, a concept related to the neuroticism are likely to be more pessimistic, taking a negative view of themselves and the world around them. While Brockner (1988) mentioned that persons low in self-esteem and self-efficacy look to others for approval. Turban and Dougherty (1994) mentioned that individuals with low self-esteem tend to withdraw from challenging situations, are less confident in their abilities, less likely to seek feedback, and see themselves as less appealing to others. Judge et. al (1998) mentioned that neuroticism has been found to be negatively related to self-esteem, self efficacy and locus of control. Both of these characteristics are supported by Bernerth et. al (2007) as characteristic in neuroticism, which they mentioned that neuroticism is composed of several characteristics including low self-esteem and negative affectivity. However, Costa and McCrae (1992), neuroticism consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability. Based on Mount and Barrick (1995), neuroticism as “emotional stability” (reverse scale) by some researchers and can be further conceptualized as the extend to which a person is emotional,

insecure, nervous, fearful and apprehensive. Some researcher stated that neuroticism persons also limited in social skills and they are not interest in any long-term relationship. As stated by Judge et. al (1997), research has shown neurotic individuals are severely limited in their social skills. Raja et. al (2004) mentioned that the neurotic individuals are not likely to establish long-term relationships that demand commitments, social skills and trust in others.

- ***Openness***

According to Costa and McCrae (1992), openness to experience is related to active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. Costa and McCrae (1992) also stated that high openness employees seek challenging and interesting work and would expect the organization to satisfy this need. People who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. Similar with Judge and Bono (2000) which mentioned that open individuals are also at time better able to understand and adapt to new perspectives. Based on Bozionelos (2004), individuals who score high on openness should be more likely to report involvement in their work, as their work can serve as the arena to entertain their curiosity, their appetite for exploring new perspectives, and their tendency to develop genuine interests for any activities they are involved in. While, Harris and Fleming (2005) mentioned that openness to experience or creativity refers to personal characteristics such as being imaginative, original and curious. However, most of the researchers mentioned that openness is more on openness to the new experience or change. Manning et. al (2006) also stated the same perspective where they mentioned that openness is about a person's openness to new experience and is manifested in

such things as an individual's breadth of interests, level of creativity and intellectual qualities. At two extremes are the conventional individual, who is relatively closed to new experiences and open individual, who is relatively open to such experiences.

### **2.3 Teaching Effectiveness**

According to Jackson (1968), teaching is largely an occupation in which teachers function both within their classroom and as a member of the larger school organization, something that has been identified for teachers as a dual allegiance to both the school and students. Firestone (1991), mentioned that teaching is seen as a rational activity and teachers are seen as adaptable to the new theories and external circumstances. While, Haris and Rutledge (2007) stated that effectiveness as the degree to which worker produce outcomes related to the objectives of their organizations. They also mentioned that effectiveness is "intermediate outcomes" that are indirectly related to the organization's main objectives and indicative of the quality of the work environment. However, McKeachie (1979) stated that teaching effectiveness is the degree to which one has facilitated student achievement of educational goals.

The measurement of teaching effectiveness is based on two criteria. First is the selection of good teaching method and second is the suitability of the teaching method with the personality. In term of selection of good teaching method, teachers need to focus on the best teaching method in their process of teaching and learning. As stated by Fauziah et. al (2005), it is important to select appropriate teaching methods because these determine the effectiveness and quality of the

teaching. Fauziah et. al (2005) also stated that teaching methods and instructional strategies used are the teachers' means and ways to help students clarify and understand the texts. Basically, there are two methods which is widely used in learning and teaching processes; first is teacher-centered method and second is learner or student-centered. Based on Fauziah et. al (2005), the definition of teacher-centered method is referred to the teacher's sole participation in a classroom. The teacher is considered the custodian of knowledge having the whole class period to talk. Teachers were aware that student relied fully on them and they expected the teachers to give them everything. While, McCombs (1997) stated that student-centered method is defined for the learner and the learning process as a positive learning environment that is created and facilitating the success of students. Yeung and Watkins (2000) stated that the use of a learner-centered approach in teaching enables the teacher to be more effective and perform better. Sariscsany (2005), who have the same view on learner-centered approach where he stated that teachers using authentic and student-directed activities such as learner-centered practices develop the conviction to be successful and thus perform well. However, Nunan (1989) stated that the key difference between student-centered and teacher-centered learning is that the former pattern a collaborative effort between teacher and learners.

Mackey (1969), mentioned that before deciding on any method to be used in any teaching, it is wise to determine to what extent the method suits the syllabus, the learners and the teachers using it. Fauziah et. al (2005) also have a same view where they stated that the appropriate methods and teaching strategies can be evaluated when teaching objectives are met. Syllabus given should be suitable to the situation in which it is to be used. The content of the syllabus has to be

appropriate and specifically state what it does. It has to also ensure its attainability to the majority of learners for whom it is intended. The syllabus outlined should be in tandem with method used. However, Shulman (1987) mentioned that as teaching is highly maintained, it requires professional judgment in which teachers draw on their formal knowledge base as well as their knowledge of learners. It means that in learning and teaching processes, a clear understanding of the students is important to the teacher which becomes as a guide to them to choose the appropriate method to make their teaching become more effective. As stated by Fauziah et. al (2005), when it comes to achieving the target outcomes, teachers, students and methods are inter-dependent on each other so as to allow maximum learning. Fauziah et. al (2005) also mentioned that a good method may be useless for a teacher who does not know how to use it. Therefore, suitability of the method to the teacher and the suitability of the teacher to the method are vital in order to achieve maximum teaching effectiveness. Besides, Mackey (1969) also mentioned about the suitability between methods with the teacher which it refer to the personality of teacher himself. It also means that by understanding the personality of teachers, it would help to understand the suitability between their personality and their teaching method which lead to their teaching effectiveness.

#### **2.4 Relationship between Personality and Teaching Effectiveness**

The relationship could be identified through the relationship between personality and job performance which leads to the achievement of teaching effectiveness. In term of job performance which related to the teaching effectiveness, most of the review found that there are

positive relationships between personality traits of conscientiousness with job performance. Barrick and Mount (1991), found that conscientiousness had consistent and positive relationship with job performance across a variety of occupational groups. It supported by Ree and Earles (1992) which they stated that general intelligence and conscientiousness have been found to be valid predictors of training and job performance. Barrick and Mount (1993) mentioned that in meta-analysis study, conscientiousness significantly predict job performance in five occupations. Barrick and Mount (1995) once again mentioned in his journal where they stated that meta-analytic studies suggest that conscientiousness is the most potent and consistent correlate of job performance across all types of jobs and occupations. It also supported by Behling (1998) where, both intelligence and conscientiousness can predict job performance. Barrick et. al (2001), importantly, of the Big Five, conscientiousness has been consistently found as the most reliable predictor of job performance.

However, the other personality traits that have relationship with job performance are openness and agreeableness. As stated by Salgado (1997) which confirmed many of the relationships between the Big Five factors and various job performance criteria and found openness and agreeableness to valid predictors of training proficiency. Based on Thoreson et. al (2003), they found significant true-score correlations between work attitudes and dispositions and personality traits. According to Centra (1998), the measures for performance are interpreted as levels where teachers achieved to a certain degree the criteria specified. The criterion is focus on teaching method. As stated by Magno and Sembrano (2008), teacher performance includes measures of general teaching practices such as teaching methods and strategies, classroom management,

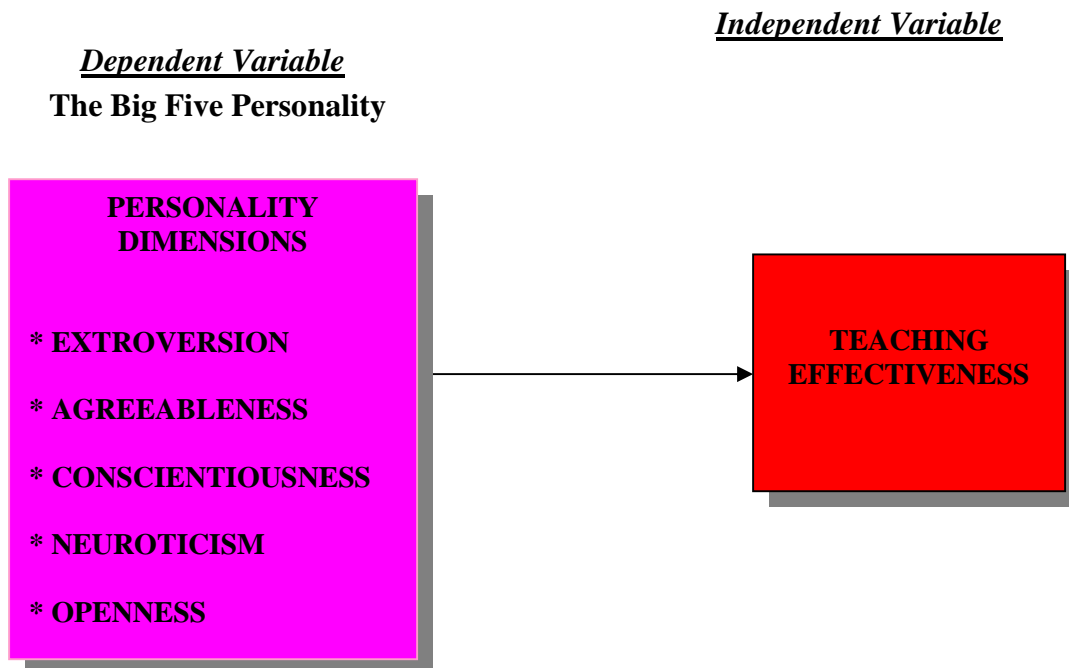
planning and organization of teaching. Curtis and Liying (2000), stated that teacher performance is influenced by teachers' personality characteristics. It means that the personality had an effect on teaching practices as well as teaching effectiveness. Muray et. al (1990), stated that there are numerous studies showing that personality is a significant predictor of effective teaching. Magno and Sembrano (2008), mentioned that personality plays a role in the way teachers are rated on their being effective in teaching. In terms of personality characteristics that influence the teaching effectiveness, Young and Shaw (1999) explained that the behavior attributed to good teaching coincides with certain personal characteristics such as being friendly, approachable, warm, kind, appreciative and inspiring. While Magno and Sembrano (2008) stated that the content of teacher effectiveness includes some aspects of teachers' personality that are being tolerant, having a good sense of humor, being warm and friendly and being concerned about students. In a recent study by Yeh (2006), it was suggested that personality types such as intrapersonal intelligence, critical thinking dispositions and judicial thinking style results in a more reliable outcome in reflective teaching and mastery performance. Based on the above review, therefore it shows that there are relationship between personality and teaching effectiveness.

## **2.5 Theoretical Framework**

A theoretical framework is a conceptual model of how one theorizes or makes logical sense of the relationship between independent and dependent variables. Based on Kumar (1977), variables is anything that can take differing or varying values. Zikmund (1991) also stated the same definition, anything that varies or changes in value this is because a variable represents a quality

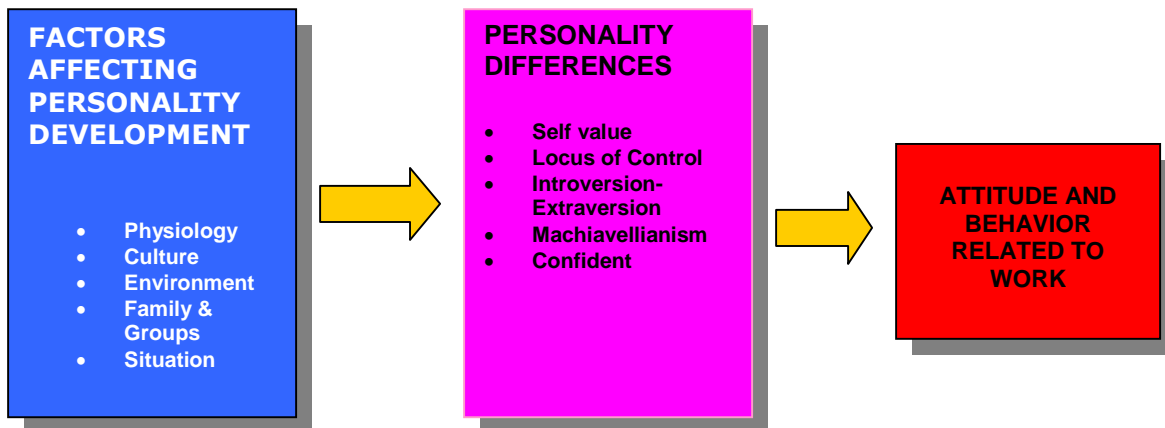
that exhibit differences in value, usually in magnitude or strength. Sekaran (2003) suggested that dependent variable is the variables of primary interest to the researcher. Instead independent variables are one that influences the dependent variables in either a positive or negative way. Therefore, the dependent variable for this study is teaching effectiveness, the independent variable is personality which consists of five dimensions; extroversion, agreeableness, conscientiousness, neuroticism and openness.

**Figure 2.1 Theoretical Framework**



The underlying theory that is adopted to build the theoretical framework is based on the model of Ab. Aziz (2003), the relationship between personality, attitude and behavior. It is shown in figure 2.2.

**Figure 2.2 The Relationship between Personality, Attitude and Behavior**



Ab. Aziz (2003) stated that there are several factors that affect personality development which lead to the personality differences and it will influence the attitude and behavior related to work. Based on the above model, the factors affecting personality development is not included because the study is focused on personality differences or personality dimensions that influence the attitude and behavior. Mullins (2005), state that personality consists of stable characteristics which explain why a person behaves in a particular way. In this study, personality dimension focus on the personality of teacher while the behavior related to work could be considered as behavior of teaching which focus on teaching effectiveness. Then, the elements in personality differences need to be replaced by the personality dimensions of ‘the big five’ (Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness). Goldberg (1990) mentioned that the field of personality has been dominated for the past two decades by the five-factor model of