

An Investigation into the Personality, Attitude and Teacher Effectiveness of In-service Teachers

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Abstract

The main purpose of this study was to investigate the personality, attitude and teacher effectiveness of in-service teachers. Quantitative approach was used in this study and the required sample was selected by using random sampling technique. A total of 420 teachers who were PAT (140), JAT (140) and SAT (140) from ten selected schools in Yangon Region and Mon State participated in this study. The Big Five Inventory developed by Goldberg (1993), Attitude Scale towards Teaching Profession developed by Renthlei & Malsawmi (2015), and Teacher Effectiveness Scale developed by Umme Kulum (2000) to measure personality, attitude and teacher effectiveness were used as instruments in this study. The results of descriptive statistics showed that the sample teachers possessed reasonable high personality and favorable attitude on teaching profession. Moreover, the sample teachers tended to effectiveness in their teaching profession. According to the independent sample t-test, the results had found that teachers from Mon State had more prepared and planned on teaching subjects and teachers from Mon State had good teacher characteristics than teachers from Yangon Region. ANOVA results showed that senior assistant teachers were significantly higher in teacher effectiveness than primary assistant teachers. Moreover, the results also revealed that experienced teachers were significantly higher in teacher effectiveness than less experienced teachers. And then, Pearson correlation pointed out that personality, attitude and teacher effectiveness were positively and significantly correlated. Thus, it may be assumed that a teacher who had good personality and favorable attitude, a teacher will be more effective. As a result of regression analysis, personality and attitude can predict well on teacher effectiveness.

Keywords : personality, attitude, teacher effectiveness

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Introduction

Education is the backbone of the country and entire development process of any nation, depends upon the quality of the education (Ponmelil, 2007). Teachers play a significant role in society and are rightly called nation builders. A teacher is the model in the classroom, whose attitude, personality and teacher effectiveness are imitated by the students consciously and unconsciously. Success of educational process to a great extent depends on the commitment, attitude, character, ability and personality of a teacher.

A good teacher can provide a thousand of good citizens. Teachers' attitude plays an important role on their teaching process. Teachers' personality is concerned on their self-esteem and the relation to the positive attitude towards performing their teaching. Effectiveness of teachers are based on their performance in the classroom set up but which includes the accountability for student learning and to develop humanitarian characteristics.

Gupa (1976) noted that 'high' effective teachers were more intelligent, emotionally stable, assertive, conscientious, tender-minded, less suspicious, high self-control, less tense and frustrated. Kamala (1976) found that effective teachers were satisfied with their job, good personality, had favourable attitude towards teaching profession, friendly relations, democratic attitude, modern teaching technique than ineffective teachers. The study of teachers' personality and attitude are essential factor for teacher effectiveness that support the growth of teacher him/her-self, students and the schools they work in. Thus, teachers' personality, attitude and effectiveness is essential to investigate for the growth of human resource and educational system.

Purposes of the Study

The main purpose of this research is to investigate the personality, attitude and teacher effectiveness of in-service teachers.

Scope of the Study

Subjects of the study are primary, junior and senior assistance teachers from five selected schools in Mon State and five selected schools from Yangon Region. A total of 420 teachers (140 primary assistance teacher, 140 junior assistance teachers, 140 senior assistance teachers) were participated in this study.

Definitions of Key Terms

Personality: Personality refers to individual differences in characteristics patterns of thinking, feeling and behaving (Gordon,1937).

Attitude: Attitude is the predisposition or tendency to react specifically towards an object, situation or value; usually accompanied by feelings and emotions (Good, 1973).

Teacher Effectiveness : Teacher effectiveness is defined as the extent to which the teacher possesses the requisite knowledge and skills and teacher performance as the way a teacher behaves in the process of teaching (Dunkin, 1997).

Review of Related Literature

Personality

Personality refers to our attempts to capture or summarize an individual's essence. Personality is the key stone of teacher effectiveness. Teacher's personality affects their own and the pupil's behavior, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as effective teacher. Fredenbery (1971) viewed that personality is a stable system of complex characteristics by which the life patterns of the individual may be identified.

Traits of Big Five Personality Testing

In psychology, the big five personality traits are five broad domains or dimensions of personality that are used to describe human personality. The theory based on the big five factors is called the five-factor model (FFM). The five factors are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The big five model is able to account for different traits in personality without overlapping (McCrae & Costa, 1992). Empirical research has shown that the big five personality traits show consistency in interviews, self-descriptions and observations.

Personality Traits and Facets

Personality Trait	Facets
Extraversion	Friendliness, Gregariousness, Assertiveness, Activity Level, Excitement-Seeking and Cheerfulness
Agreeableness	Trust, Morality, Altruism, Cooperation, Modesty, Sympathy
Conscientiousness	Self-Efficacy, Achievement-Striving, Orderliness, Dutifulness, Self-Discipline and Cautiousness
Neuroticism	Anger, Depression, Self-Consciousness, Anxiety, Immoderation and Vulnerability.
Openness to Experience	Imagination, Artistic Interests, Adventurousness, Emotionality, Intellect and Liberalism

Teachers' Attitude towards Teaching Profession

Attitude denote inner feelings or beliefs of a person towards a particular phenomenon. The choice of teaching profession also depends upon the attitude of person towards their particular profession. If teacher thinking positively towards his job, he will generate good results. One the other hand, if he thinks negatively, he will not find satisfaction in his work. Thus, attitude towards the teaching profession shows the personality and the deals with which he would take up his work (Eswaran & Jayaraman, 2013). The teachers should develop a desirable professional attitude so that he may inspire himself for excellent programme in multifarious study of education. Teaching profession is a combination of two words: teaching and profession. Gage (1965) has defined teaching as a personal relationship between the teacher and the taught causing behaviour modification. Profession may be defined as an occupation which requires specialized knowledge or advance learning.

Nature of Teacher Effectiveness

An effective teacher may be understood as one who helps development of basic skills, understanding proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the student (Ryan, 1969). Effective teachers not only contribute to better learning but also play an important role to craft the characters and hone the personalities of the students.

Characteristics of an Effective Teacher

The characteristics such as warm, kind, friendly, dynamic and motivating students to learn are frequently prescribed to be important characteristics of effective teacher. Among which empathetic and understanding of students' emotions are ranked second to enthusiastic and excitement about teaching (Yilmaz, 2011). Nuthall (2004) cited research by Hopkins and Stern (1996) yielding this list of characteristics of excellent teachers;

- Passionate commitment to doing the best for students
- Love of children enacted in warm, caring relationships
- Pedagogical content knowledge
- Use of a variety of models of teaching and learning
- Collaborative working style with colleagues
- Reflective practice

Method

Sample of the study

In this study, a total of 420 school teachers (140 primary assistance teachers, 140 junior assistance teachers, 140 senior assistance teachers) from ten selected schools in Mon State and Yangon Region were randomly selected.

Instruments

In this study, personality of teachers was examined by a set of questionnaire which was developed by the Big Five Inventory (Goldberg, 1993). It consists of 44 items that is divided into five subscales (5-point Likert scale). The five subscales are openness to experience, conscientiousness, extraversion, agreeableness and neuroticism.

Attitudes of teachers towards teaching profession was examined by a set of questionnaire which was developed by Attitude Scale towards Teaching Profession (Renthlei & Malsawmi, 2015). It consists of 22 items (5-point Likert scale). Effectiveness of teachers was examined by a set of questionnaire which was developed by Teacher Effectiveness Scale (Umme Kulsum, 2000). It consists of 51 items that is divided into five subscales (5-point Likert scale). The five subscales are preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relations.

Procedure

All the items used in this study were adapted to Myanmar version. The face validity and content validity of research instruments have been confirmed by six educators who are well experienced in educational psychology as the expert view. After preparing the measuring scales, a pilot study was done during the last week of November, 2016 with the sample of 50 in-service teachers from B.E.H.S (3) Hlaing Thar Yar in order to determine the relevancy appropriateness and clarity of the items. The internal consistency coefficient of big five personality was 0.7, attitude scale towards teaching profession was 0.73 and teacher effectiveness scale was 0.9. By the use of these instruments, test administration was conducted on the third week of December, 2016 in Yangon Region and on the first week of January, 2017 in Mon State. Permission was obtained from the Head of the schools to use this data.

Data Analysis and Findings

Descriptive Statistics of In-service Teachers' Personality, Attitude and Teacher Effectiveness from Yangon Region and Mon State

By using the descriptive statistics with the data obtained from personality, attitude and teacher effectiveness questionnaire, teachers' personality, teachers' attitude on teaching profession and their effectiveness were investigated. The descriptive results for all 420 respondents from Yangon Region and Mon State were revealed in table 1.

Table 1. Mean and Standard Deviation of Personality, Attitude and Teacher Effectiveness of In-service Teachers

No	Variables	Region	Number	Mean %	Standard Deviation	Maximum	Minimum
1.	Personality	Yangon	210	68.18	9.65	178	104
		Mon	210	69.19	9.98	183	128
2.	Attitude	Yangon	210	76.04	6.82	102	63
		Mon	210	76.91	7.08	105	66
3.	Teacher Effectiveness	Yangon	210	77.41	24.48	243	118
		Mon	210	78.39	19.98	240	122

According to table 1, the mean score of teachers' personality from Mon State is slightly higher than the mean score of teachers' personality from Yangon Region . Moreover, the mean score of teachers' attitude and teacher effectiveness of in-service teachers from Mon State is fairly higher than Yangon Region.

Mean Comparison for Subscales of Teachers' Personality by Region

Table 2. Mean and Standard Deviation for Subscales of Teachers' Personality by Region

No	Subscales	Region	N	Mean%	Std. Deviation
1.	Extraversion	Yangon	210	62	2.82
		Mon	210	63.45	3.25
2.	Agreeableness	Yangon	210	79.38	3.73
		Mon	210	78.66	3.64
3.	Conscientiousness	Yangon	210	78.13	3.66
		Mon	210	77.80	3.57
4.	Neuroticism	Yangon	210	50.03	4.21
		Mon	210	55.30	4.20
5.	Openness to experience	Yangon	210	68.60	4.22
		Mon	210	68.60	3.79

According to this result, there were slightly difference in each subscale of personality. To inform more exact data on the region difference of teachers' personality, the results will be analyzed by using independent sample t-test (see Table 3).

Table 3. The Results of Independent Sample t-test of Teachers' Personality by Region

No.	Subscales	t	df	p	Mean Differences
1.	Extraversion	-1.954	418	0.051	-0.581
2.	Agreeableness	0.885	418	0.377	0.319
3.	Conscientiousness	0.418	418	0.676	0.148
4.	Neuroticism	-5.128***	418	0.000	-2.051
5.	Openness to Experience	-0.012	418	0.990	-0.005

Note: *** The mean difference is significant at 0.001 level

Based on the results of t-test, significance differences were found only in neuroticism by region in teachers' personality at 0.001 level. The results of t- test stated that there were no significant differences in extraversion, agreeableness, conscientiousness and openness to experience by region. Thus, teachers from Mon State have emotional instability than teachers from Yangon Region. Moreover, teachers from Mon State cannot be controlled their thoughts and feelings than teachers from Yangon Region.

Mean Comparison for Subscales of In-service Teachers' Personality by Position

Table 4. ANOVA Results for Mean Comparison of Teachers' Personality by Position

Subscales	Position	N	Mean%	Standard Deviation	F	p
Extraversion	PAT	140	63.15	3.36	0.869	0.420
	JAT	140	63	2.91		
	SAT	140	62.03	2.87		
Agreeableness	PAT	140	78.67	3.40	0.276	0.759
	JAT	140	79.40	3.47		

Subscales	Position	N	Mean%	Standard Deviation	F	p
	SAT	140	79.02	4.17		
Conscientiousness	PAT	140	77.87	3.20	0.118	0.889
	JAT	140	78.24	3.42		
	SAT	140	77.80	4.18		
Neuroticism	PAT	140	54.55	4.61	3.403*	0.034
	JAT	140	52.01	4.32		
	SAT	140	51.35	3.94		
Openness to Experience	PAT	140	68.26	4.22	4.303*	0.014
	JAT	140	67.40	3.77		
	SAT	140	70.12	3.92		

Note: *The mean difference is significant at 0.05 level

PAT= primary assistant teacher

JAT= junior assistant teacher

SAT= senior assistant teacher

ANOVA results pointed out that there was significant difference in neuroticism and openness to experience by position at 0.05 level. To find which teaching position has greatest difference, Tukey HSD comparison procedure was computed from this results (see Table 5)

Table 5. The Results of Tukey HSD Multiple Comparison for Subscale of Teachers' Personality by Position

Subscales	Position(I)	Position (J)	Mean Difference(I-J)	p
Neuroticism	PAT	JAT	0.979	0.140
		SAT	1.286*	0.034
	JAT	PAT	-0.979	0.140
		SAT	0.307	0.822
	SAT	PAT	-1.286*	0.034
		JAT	-0.307	0.822

Subscales	Position(I)	Position (J)	Mean Difference(I-J)	<i>p</i>
Openness to Experience	PAT	JAT	0.429	0.640
		SAT	-0.936	0.122
	JAT	PAT	-0.429	0.640
		SAT	-1.364*	0.012
	SAT	PAT	0.936	0.122
		JAT	1.364*	0.012

Note: * The mean difference is significant at 0.05 level

These findings pointed out that there was significant difference in neuroticism and openness to experience by position at 0.05 level. Primary assistant teachers were significantly high mean score in neuroticism than senior assistant teachers. It should be noted that primary assistant teachers were easy to feel negative emotions such as anger, anxiety and depression. Besides, there was significant difference in openness to experience between junior and senior assistant teachers. It may be said that senior assistant teachers had good imagination and more adventurousness than junior assistant teachers.

Mean Comparison of Teachers' Attitude on Teaching Profession by Teaching Experiences

Table 6. ANOVA Results of Mean Comparison for Teachers' Attitude on Teaching Profession by Teaching Experiences

Variable	Teaching Experiences	N	Mean%	Standard Deviation	F	<i>p</i>
Attitude	1-10	90	77.04	7.02	0.324	0.808
	11-20	93	76.42	7.37		
	21-30	151	76.22	7.20		
	31-40	86	76.47	6.07		

The results showed that the mean score of teaching experiences had slightly differences of teachers' attitude on teaching profession. Teachers who had teaching experiences from 1 to 10 years had the highest attitude on teaching profession because they were satisfied on their job. Favourable

attitude towards teaching profession makes the work not only easier but also more satisfying and professional rewarding. But, teachers who had teaching experiences from 11-20 years had the lowest attitude on teaching profession because they could not satisfied on their job. ANOVA results showed that there were no significant difference in teaching experiences based on their attitude on teaching profession.

Mean Comparison of Teacher Effectiveness of In-service Teachers by Region

Table 7. The Results of Independent Sample t-test for Teacher Effectiveness of In-service Teachers by Region

Subscales of Teacher Effectiveness	Region	N	Mean%	Standard Deviation	<i>t</i>	<i>p</i>
Preparation and Planning for Teaching	Yangon	210	80.12	6.21	-2.481*	0.013
	Mon	210	82.69	5.40		
Classroom Management	Yangon	210	76.05	6.49	-1.550	0.122
	Mon	210	77.63	5.96		
Knowledge of Subject Matter	Yangon	210	78.94	4.74	0.078	0.938
	Mon	210	78.85	4.01		
Teacher Characteristics	Yangon	210	78.57	6.85	1.891	0.059
	Mon	210	76.61	5.80		
Interpersonal Relations	Yangon	210	73.13	5.33	-	0.007
	Mon	210	76.20	5.15		

Note:* The mean difference is significant at 0.05 level

** The mean difference is significant at 0.01 level

The result of t-test stated that there was no significant region difference in classroom management, knowledge of subject matter and teacher characteristics. But, there were significant difference in preparation and planning for teaching and interpersonal relations at 0.01 level and 0.05 level. It may be said that teachers from Mon State were not only more interested on their teaching subjects but also well-adjusted with their pupils and other associations than teachers from Yangon Region.

Table 8. ANOVA Results for Mean Comparison of Teacher Effectiveness of In-service Teachers by Teaching Experiences

Subscales of Teacher Effectiveness	Teaching Experiences	N	Mean%	Standard Deviation	F	<i>p</i>
Preparation and Planning for Teaching	1-10	90	76.78	6.18	8.113***	0.000
	11-20	93	81.61	5.73		
	21-30	151	82.72	5.49		
	31-40	86	83.65	5.55		
Classroom Management	1-10	90	74.10	6.67	2.996*	0.031
	11-20	93	76.86	6.13		
	21-30	151	77.63	6.27		
	31-40	86	78.31	5.59		
Knowledge of Subject Matter	1-10	90	74.40	4.14	7.205***	0.000
	11-20	93	80.43	4.52		
	21-30	151	78.48	4.37		
	31-40	86	82.62	4.02		
Teacher Characteristics	1-10	90	74.16	6.02	5.794***	0.000
	11-20	93	77.80	6.21		
	21-30	151	77.75	6.23		
	31-40	86	80.70	6.59		
Interpersonal Relations	1-10	90	72.80	5.14	0.998	0.394
	11-20	93	75.00	5.12		
	21-30	151	75.33	5.59		
	31-40	86	75.11	5.03		

Note: *The mean difference is significant at 0.05 level

** The mean difference is significant at 0.01 level

*** The mean difference is significant at 0.001 level

ANOVA results showed that there were significant differences in teacher effectiveness scale by teaching experiences. But, there was no significant difference in interpersonal relations. Based on their teaching

experiences, there were significant difference in preparation and planning for teaching , knowledge of subject matter and teacher characteristics at 0.001 level and classroom management at 0.05 level.

Table 9. The Results of Tukey HSD Multiple Comparison for Teacher Effectiveness of In-service Teachers by Teaching Experiences

Subscales of Teacher Effectiveness	Experience(I)	Experience(J)	Mean Difference (I-J)	p
Preparation and Planning for Teaching	1-10	11-20	-2.659**	0.010
		21-30	-3.270***	0.000
		31-40	-3.778***	0.000
Classroom Management	31-40	1-10	2.533*	0.035
Knowledge of Subject Matter	1-10	11-20	-2.106**	0.005
		31-40	-2.874***	0.000
Teacher Characteristics	31-40	1-10	3.919***	0.000

Note ; *The mean difference is significant at 0.05 level

** The mean difference is significant at 0.01 level

***The mean difference is significant at 0.001 level

According to Tukey HSD comparison procedure, it can be easily seen that teachers who had teaching experiences 1-10 years were significantly different from teachers who had teaching experiences 11-20 years, 21-30 years and 31-40 years. This result showed that teachers who had teaching experiences 11-20 years, 21-30 years and 31-40 years were more planned and prepared their lessons than teachers who had teaching experiences 1-10 years. Besides, teachers had 31-40 years of teaching experiences were more controlled and managed their classroom and they belonged to good characteristics of teachers than teachers who had 1-10 years of teaching experiences. Moreover, teachers who had teaching experiences 11-20 years and 31-40 years were more knowledge about their teaching subject than teachers who had teaching experiences 1-10 years.

The Relationship Between Personality, Attitude and Teacher Effectiveness of In-service Teachers

Table 10. The Relationship Between Personality, Attitude and Teacher Effectiveness of In-service Teachers

Variables	Personality	Attitude	Teacher Effectiveness
Personality	1	-	-
Attitude	0.398**	1	-
Teacher Effectiveness	0.304**	0.204**	1

Note** Correlation is significant at 0.01 level.

This result showed that three variables were positively and significantly correlated with other. It means that the higher the personality and attitude, the teacher will be more effectiveness.

Regression Analysis for Prediction of Teacher Effectiveness from Teachers' Personality and Teachers' Attitude

Table 11. Multiple Regression Analysis for Prediction of Teacher Effectiveness

Variables	B	β	t	R	R ²	Adj R ²	F
Teacher Effectiveness	81.406		4.703***	0.317	0.101	0.096	42.616***
Personality	0.600	0.265	5.236***				
Attitude	0.317	0.098	1.94*				

Note: *** The mean difference is significant at 0.001 level

*The mean difference is significant at 0.05 level

According to this result, regression analysis revealed that approximately 9.6% of the variance in teacher effectiveness can be explained from personality and attitude of teachers.

The model equation to predict teacher effectiveness from personality and attitude of teachers was

$$TE=81.406+0.600P+0.317 A$$

Note: TE= Teacher Effectiveness, P= Personality, A= Attitude

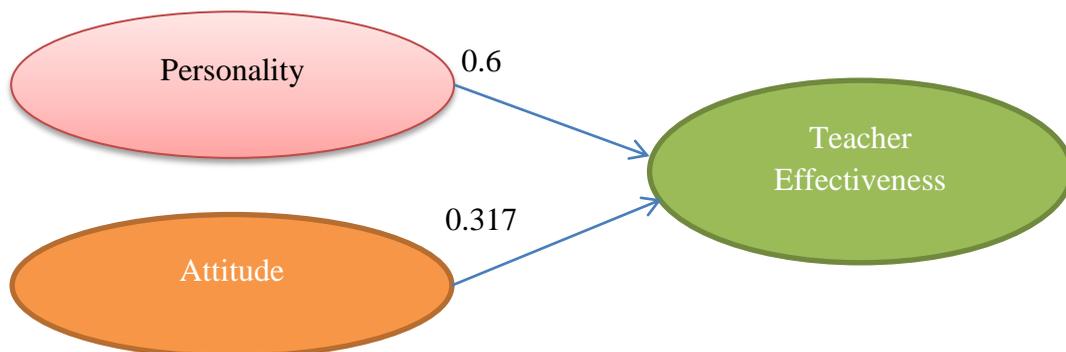


Figure 1. Predictor Powers of Personality and Attitude of In-service Teachers on Teacher Effectiveness

The results showed teachers who have good personality and favourable attitude on teaching profession would be more effectiveness in their school environment. Personality and attitude of in-service teachers were significant predictor of teacher effectiveness. Thus, personality and attitude of in-service teachers can predict teacher effectiveness.

Conclusion, Discussion and Recommendations

Conclusion

It was observed that teachers from Mon State have high mean scores in personality, attitude and teacher effectiveness than teachers from Yangon Region. It was observed that there were significant differences in personality, attitude and teacher effectiveness by region. Concerning with teachers' personality, it was observed that there were significant differences by position and teaching experiences. There was no significant difference in teachers' attitude on teaching profession by teaching experiences. This study was consistent with Mouli and Reedy (1982) found that there were not statistically significant with among teachers own their attitude towards teaching profession. Concerning with teacher effectiveness, there was significant differences by position and teaching experiences. The previous research conducted by Sandra Bulela & Mamman Joseph (2015) found that more experienced teachers were significantly higher in teacher effectiveness than less experienced teachers. Besides, teacher effectiveness of in-service teachers were positively and significantly correlated with personality and

attitude of teachers. Thus, personality and attitude are predictors of teacher effectiveness. It concludes that the higher the personality and attitude, the teacher will be more effective.

Discussion and Recommendations

There were significant difference on the personality traits of neuroticism by position and teaching experiences. Primary assistant teachers and teachers who were less teaching experiences had depression, embarrassment and anxiety. Administrators and educators should give them a feeling of security on their job because Sehgal (1994) discovered that pupils rated those teachers as most effective who were mentally healthy, stable, and warm. As a result of the research, no significant difference has been observed experiences of in-service teachers' attitude towards teaching profession. In addition, teachers' attitude towards teaching profession based on the conditions of their job. Administrators should create conducive work climate to reduce stress and improve the positive attitude among teachers. Besides, rewards for better work and supportive climate for academic betterment should be provided timely and simultaneously. The findings of this study observed that there was statistically significant different in subscales of teacher effectiveness by position and teaching experiences. Thus, various workshops and seminars and refresher courses should be provided to develop the latest knowledge concerning with their teaching subjects.

Limitations of the Study

The sampling of this study is limited because it only examined personality, attitude and teacher effectiveness of in-service teachers from Yangon Region and Mon State and participants were drawn from ten selected schools. Though ten schools were already drawn from different regions to enhance validity, the generalizability of the findings remains speculative. The predictive relationships of personality, attitude and teacher effectiveness were identified merely through analyzing self-reported data. It is well understand that self-reported data are not always highly congruent with data obtained through behavioral measures. One limitation was the use of small sample size. A larger and more representative sample should be used.

Further Research

In this study, the sample of participants were chosen from Yangon Region and Mon State so further research should be carried out by selecting participants from other states and regions so that sample might be more representative. More research is required to investigate the personality, attitude and teacher effectiveness from Universities of Education and other educational colleges.

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