

RELATIONSHIP AMONG TEACHERS' PERSONALITY TRAITS, LEADERSHIP STYLES AND SELF-EFFICACY BELIEFS

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Abstract

The purpose of this study was to explore the relationship among teachers' personality, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township. A non-experimental, descriptive research design provided the framework for this study. A total of 300 teachers from 8 high schools participated in this study. In order to collect and analyze quantitative data, three surveys were used to obtain the data needed from the samples. The instrument of "Big Five Inventory (BFI)" measured the 5 factors of teachers' personality: "Extraversion", "Openness", "Neuroticism", "Agreeableness" and "Conscientiousness". Similarly, the "Multifactor Leadership Questionnaire Form 5X (MLQ-5X)" measured the 3 subscales of teachers' leadership styles: "Transformational Leadership Style", "Transactional Leadership Style" and "Laissez-Faire Style". Again, the instrument of "Teacher Sense of Efficacy Scale (TSES)" measured the 3 dimensions of teachers' self-efficacy beliefs: "Efficacy of Classroom Management", "Efficacy of Student Engagement" and "Efficacy of Instructional Strategies". Similarly, interviews were conducted with selected teachers to examine what personality traits teachers had, how they lead their students, and how they believed their abilities to manage their classrooms and instruction. The results of this study indicated that teachers in high schools had high level of "Overall Personality Traits" and "Overall Self-Efficacy Beliefs". In addition, they frequently practiced "Transformational Leadership Style" and "Transactional Leadership Style" in their classrooms. Based on the research findings, teachers' personality traits, leadership styles and self-efficacy beliefs were statistically and significantly related with each other. Professional development activities which can improve teachers' personality, leadership and self-efficacy beliefs need to be provided to teachers and experienced principals should provide them with strategies to be instructional leaders in their schools. Further research needs to extend the study to other building levels and townships or regions to determine if teachers' personality traits and leadership styles are associated with their self-efficacy beliefs.

Keywords: Personality, Leadership Style, Self-Efficacy

Introduction

Teachers are the people who help others to acquire knowledge, competences or values. They are best known for the role of educating the students that are placed in their care. Beyond that, they serve many other roles in the classroom. The most common role as a teacher plays in the classroom is to teach knowledge and subject matter to students. If the teacher prepares a warm, happy environment in the classroom, students are more likely to be happy for their learning. Furthermore, they mentor and nurture students to become harmonious and all round development of students. Similarly, they become role models for their students and so on. Therefore, teachers must try to serve these roles in the classroom. To fulfill these roles in their classroom, the teachers must have the good personality traits and effective leadership style which promote the all-round development of students as well as their self-efficacy beliefs to become successful teachers in their classroom.

Teacher's personality refers to inner-qualities of a teacher, observed from the teacher's expression of values, beliefs, behavior, and attitude (Sronge, Tucker & Hind man, 2004, cited in

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Amiri & Keshavarzi, 2016). It helps to create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn (Callahan, 1996, cited in Sazegar, 2016). So, personality differences among teachers can affect how teachers communicate with students, can also influence teachers' abilities to meet the needs of their students and account for differences in thoughts about discipline and classroom management (Chambers *et.al*, 2001, cited in Burkett, 2011).

On the other hand, leadership is a subject of concern among scholars, managers, and administrators. One reason for their concern is that the best way to bring about change in an organization is to change the behavior of the organization's leader (Hersey & Blanchard, 1982, cited in Chen, 1990). Therefore, leadership style of a leader is an important aspect in the success of any organization due to its effects on people's performance. Leaders who want the best results should not rely on a single leadership style (Nampa, 2007, cited in Masare&Aunga, 2017). Clark and Clark (2002, cited in Masare & Aunga, 2017) explained that different people require different styles of leadership. There are various styles of leadership employed by the leader. Among them, three teachers' leadership styles, transformational, transactional and laissez-faire leadership styles were used in this study.

Furthermore, teacher self-efficacy is meant by, "teacher's belief in his or her own ability to organize and execute courses of action essential to successfully achieving the specific teaching tasks in specific situations" (Tschannen-Moran, Hoy & Hoy, 1998: 207, cited in Shaukat, 2012). Self-efficacious teachers have the ability to organize relevant activities and to be patience with students who are struggling. In turn, "these teachers will exhibit good performance and probably remain committed to their work" (Ware & Kitsantas, cited in Dibapile, 2012). Teachers with high levels of efficacy are more likely to seek out resources and develop challenging lessons, persist with students who are struggling and teach in multitude ways that promote student understanding while teachers with low levels of efficacy often expend little effort in finding materials and planning lessons that challenge students, show little persistence with students having difficulty and display little variety in their teaching approaches (Deemer, 2004, cited in Adedoyin, 2010).

By keeping in view the importance of teachers' personality traits, leadership styles and self-efficacy beliefs, the present study was designated to investigate the relationship among teachers' personality traits, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township. Although it is likely to have shortcoming and weakness, the researcher believes that this study will help teachers from Basic Education High Schools in the development of a better understanding and appreciation of the importance of those variables which are vital for implementation of the educational objectives and production of qualified students.

Purpose of the Study

The main purpose of this study was to investigate the relationship among teachers' personality, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township.

Research Questions

1. What are the teachers' personality traits measured by Big Five Inventory Scale (BFIS)?
2. What are the teachers' leadership styles measured by Multifactor Leadership Questionnaire Form 5X (MLQ-5X)?
3. What is the level of teachers' self-efficacy beliefs measured by Teacher Sense of Efficacy Scale (TSES)?
4. Are there any relationships among teachers' personality, leadership styles and self-efficacy beliefs?

Delimitations of the Study

1. Present study was delimited to all teachers from Basic Education High Schools in Salin Township.
2. The findings of this study could not be generalized to any other group than Basic Education High Schools in Salin Township.

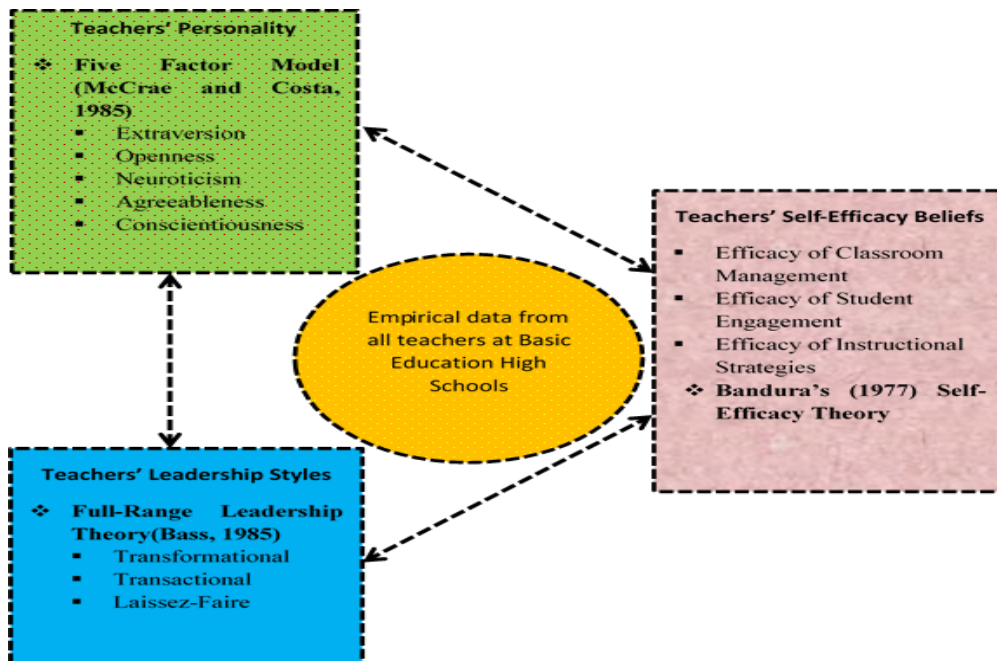
Definitions of Key Terms

The terms used throughout the current study are identified below for clarity and understanding.

- **Teacher's Personality:** A teacher's personality refers to a teacher's characteristic patterns of thought, emotion, and behavior (Chan, 2003, cited in [Burkett, 2011](#)). In this study, teacher's personality refers to five factors of teachers' personality such as extraversion, openness, neuroticism, agreeableness and conscientiousness.
- **Leadership Style:** Leadership style refers to the leader's manners and approaches of supplying direction, implementing plans, and inspiring people (Newstrom & Davis, 1993, cited in [Hickman, 2017](#)). In this study, teacher's leadership styles refer to three leadership styles of teachers such as transformational leadership style, transactional leadership style and laissez-faire leadership style.
- **Teacher Self-Efficacy** is defined as a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated ([Tschannen-Moran & Woolfolk Hoy, 2001](#)). In this study, teacher self-efficacy refers to teachers' efficacies of classroom management, student engagement and instructional strategies.

Conceptual Framework for this Study

The conceptual framework or theory of action guiding this study is summarized in following figure.



Review of Related Literature

Personality

- Personality differences among teachers can also affect how teachers communicate with students, can influence teachers' abilities to meet the needs of their students, and account for differences in thoughts about discipline and classroom management (Chambers *et al.*, 2001, cited in [Burkett, 2011](#)).
- The Big Five/five-factor model of personality (FFM) is a framework to measure human personality and includes these traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism (McCrae & Costa, 1996, cited in [Hopper, 2014](#)).
- **Agreeableness** is the extent to which a person is appreciative, forgiving, generous, kind, sympathetic, and trusting. **Extraversion** is the extent to which a person is active, energetic, sociable and dominant. **Conscientiousness** is the extent to which a person is efficient, organized, reliable, responsible, and thorough. **Neuroticism** is the extent to which a person is anxious, self-pitying, tense, touchy, unstable, and worrisome. **Openness to Experience** is the extent to which a person is artistic, curious, introspective, imaginative, insightful, original, and has a wide range of interests ([Badiei, 2008](#)).

Leadership Styles

- Leadership style is the general characterization of a leader's thinking, behavior and organizational environment. It can be viewed as a series of managerial attitudes, behaviors, characteristics and skills based on individual and organizational values, leadership interests and reliability of employees in different situations (Mosadeghrad, 2003, cited in [Burkett, 2011](#)).
- **Transformational Leadership:** Transformational leadership style refers to a leadership style in which leaders utilize a number of leadership behaviours or practices to influence the commitment and effort of employees towards the accomplishment of organizational

objectives. These practices, indeed, enhance the values and aspirations of both leader and employees (Bass and Riggio, 2006). There are four important dimensions in transformational leadership style: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Avolio, Bass, & Jung, 1999, cited in Ismail, 2012).

- **Transactional Leadership:** Transactional leadership style refers to a leadership style in which leaders recognize the employee's needs and desires, clarifying how these needs and desires will be met in exchange for enactment of the employee's work role (Bass, 1998). There are three factors that comprise in transactional leadership: contingent reward leadership, management-by-exception active, and management-by-exception passive (Antonakis *et al.*, 2003; Marzano *et al.*, 2005, cited in Burkett, 2011).
- **Laissez-Faire Leadership:** Laissez-faire leadership style refers to a leadership style in which leaders are hands-off and allow group members to make the decisions. (Waters, Marzano, & McNulty, 2003, cited in Ismail, 2012).

Self-Efficacy

- Self-Efficacy refers to people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance (Bandura, 1986).
- Teacher efficacy is defined as the teacher's belief in his or her ability to organize and execute the course of action required to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran *et al.*, 1998, cited in Dibapile, 2012).
- In this study, Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk-Hoy (2001) to assess teachers' sense of efficacy with respect to the teaching tasks involved in student engagement, classroom management, and instructional strategies.

Methodology

Research Method

Quantitative and qualitative research methods were used to collect the required data in this study.

Participants

All teachers from all Basic Education High Schools (not including branch high schools and affiliated high schools) in Salin Township participated in this study. In addition, interview was also conducted in order to obtain detailed information about teachers' perspectives on their personality traits, leadership styles and self-efficacy beliefs. Thirty five teachers from five selected Basic Education High Schools in Salin Township participated in interviews.

Instruments

In order to collect and analyze quantitative data, three surveys were used to obtain the data needed from the samples. The instrument of "Big Five Inventory (BFI)" measured the 5 factors of teachers' personality: "Extraversion", "Openness", "Neuroticism", "Agreeableness" and "Conscientiousness". Similarly, the "Multifactor Leadership Questionnaire Form 5X (MLQ-5X)" measured the 3 subscales of teachers' leadership styles: "Transformational Leadership Style", "Transactional Leadership Style" and "Laissez-Faire Style". Again, the instrument of

“*Teacher Sense of Efficacy Scale (TSES)*” measured the 3 dimensions of teachers’ self-efficacy beliefs: “*Efficacy of Classroom Management*”, “*Efficacy of Student Engagement*” and “*Efficacy of Instructional Strategies*”. In addition, semi-structured interview questions created by the researcher was used to examine what personality traits teachers had, how they lead their students, and how they believed their abilities to manage their classrooms and instruction.

Data Collection Procedure

Before field testing the instruments with a sample of teachers, three instruments were revised by a panel of experts who have special knowledge and close relationship with this area, from Department of Educational Theory. Next, a sample of two Basic Education Branch High Schools was randomly chosen as sample schools for the pilot testing. The preliminary instruments were tested by 69 teachers (14 male teachers and 55 female teachers) representing two schools. Questionnaires were delivered to that schools on November 29th and collected on December 1st 2017. All of the teachers responded to those questionnaires. After analyzing each item in terms of reliability, the researcher reviewed and revised the items which were less than 0.3 correlation coefficient.

In order to measure the reliability of instruments, the Pearson product-moment correlation method (**Average Item Total Correlation**) was used for internal consistency reliability. In this study, the coefficient of correlation for “*Extraversion*” factor was .807, for “*Openness*” factor was .794, for “*Neuroticism*” factor was .698, for “*Agreeableness*” factor was .745 and for “*Conscientiousness*” factor was .761. Similarly, the coefficient of correlation for BFI was .752. Moreover, the coefficient of correlation for “*Transformational Leadership Style*” was .914, for “*Transactional Leadership Style*” was .717 and the coefficient of correlation for “*Laissez-faire Style*” was .886. Furthermore, the coefficient of correlation for TSES was .964.

After taking permission from the responsible persons, questionnaires were distributed to teachers from 8 Basic Education High Schools in Salin Township on December 4th, 5th and 6th, 2017 and collected them after lasting one week. Data obtained were listed by each school. Although there were 309 teachers, only 300 (97.09%) teachers returned the questionnaires from those schools.

In addition, the researcher conducted the interviews with 35 teachers at different levels from 5 Basic Education High Schools in Salin Township on January 22th, 23th and 24th 2018. Based on the results of responses, this study was conducted in order to investigate the relationships among teachers’ personality, leadership styles and self-efficacy beliefs.

Data Analysis

Using SPSS, descriptive statistics such as means, and standard deviations for each variable were calculated concerning the teachers’ personality traits, leadership styles and their self-efficacy beliefs. In order to determine the teachers’ personality traits, the mean value from 3 and above indicated teachers are more likely to express personality traits associated with higher scores for each factor, and the mean value that is less than 3 indicated personality traits associated with lower scores for each factor. In addition, the mean value was identified as the mean value from 1.00 to 2.33 was “Low Level”, the mean value from 2.34 to 3.67 as “Moderate Level” and the mean value from 3.68 to 5.00 as “High Level” in order to determine the levels of teacher self-efficacy.

Analysis of Variance (ANOVA) and Independent Samples *t*-Test were also used to determine whether there were significant differences in teachers' personality, leadership styles and their self-efficacy beliefs among Basic Education High Schools and demographic data or not. In addition, Pearson product-moment correlation coefficient was utilized to explore the relationships among teachers' personality, leadership styles and their self-efficacy beliefs. Responses from open-ended questions were categorized and analyzed to complement findings on differences in teachers' personality, leadership styles and their efficacy beliefs.

In addition, responses from interview questions were categorized and analyzed to obtain and complement findings on differences in teachers' personality, leadership styles and their efficacy beliefs.

Findings

Quantitative Analysis

(i) Personality

In order to explore the teachers' personality traits, the instrument of the "Big Five Inventory (BFI) Scale" developed by John *et.al* (1991) was used. There are five factors in this instrument: "Extraversion", "Openness", "Neuroticism", "Agreeableness" and "Conscientiousness". Scores for each of the five factors were added and then an average found for each. Scores of 3 and above indicated that teachers were more likely to express personality traits associated with high scores for each factor, and scores of less than 3 indicated that teachers were more likely to express personality traits associated with lower scores for each factor. Table 1 presents the mean values of teacher's personality traits perceived by teachers from Basic Education High Schools.

Table 1 Mean Values of Teachers' Personality Traits Perceived by Teachers

Schools	A	B	C	D	E	F	G	H	Total
Dimensions									
Extraversion	3.85	3.99	3.88	4.06	3.96	3.71	3.77	3.64	3.84
Openness	3.55	3.61	3.52	3.66	3.58	3.58	3.57	3.60	3.57
Neuroticism	1.54	1.55	1.57	1.65	1.54	1.54	1.59	1.62	1.57
Agreeableness	3.97	4.12	3.99	4.13	3.97	3.99	3.98	4.10	4.02
Conscientiousness	4.21	4.29	4.26	4.44	4.27	4.25	4.28	4.38	4.28
Overall Personality	3.42	3.51	3.45	3.59	3.46	3.42	3.44	3.47	3.46

Less than 3= Lower Scores 3-5 = Higher Scores

According to the Table 1, "Conscientiousness" personality trait was the highest and "Neuroticism" trait was the lowest among teachers' personality traits at Basic Education High Schools in Salin Township. Again, the mean values of 4 teachers' personality traits such as "Extraversion", "Openness", "Agreeableness" and "Conscientiousness" were above 3 although the mean value of one personality trait, "Neuroticism" was less than 3. This finding indicated that teachers from Basic Education High Schools in Salin Township had high levels of "Extraversion", "Openness", "Agreeableness" and "Conscientiousness" but they had low level

of “*Neuroticism*” trait. In addition, the mean value for “*Overall Personality*” was 3.46 and it indicated that teachers from 8 Basic Education High Schools had high level of personality.

(ii) Leadership Style

In order to explore the teachers’ leadership styles, the instrument of “*Multifactor Leadership Questionnaire Form 5X (MLQ-5X)*” developed by Bass and Avolio (1995) was used. Table 2 presents the mean scores of teachers’ leadership styles at Basic Education High Schools in Salin Township.

Table 2 Mean Values of Teachers’ Leadership Styles Employed by Teachers

Dimensions Schools	Transformational Leadership Style	Transactional Leadership Style	Laissez-Faire Leadership Style
A	4.29	3.92	1.47
B	4.35	3.93	1.46
C	4.12	3.98	2.20
D	4.51	4.12	1.17
E	4.44	4.00	1.65
F	4.17	3.90	1.76
G	4.28	3.81	1.45
H	4.31	3.40	1.29
Total	4.28	3.87	1.58

1=Not at all 2=Once in a while 3=Sometimes 4=Fairly often 5=Frequently if not always

When studying the mean values of teachers’ leadership styles among Basic Education High Schools, it was found that the mean score of “*Transformational Leadership Style*” was 4.28. This indicated that the teachers often utilized “*Transformational Leadership Style*” in their classroom. In addition, the respondents had a mean score of 3.87 for “*Transactional leadership Style*”. This expressed that the teachers rated themselves as often displaying transactional leadership characteristics. Furthermore, the mean score of “*Laissez-Faire Leadership Style*” had 1.58. This indicated that the teachers rarely employed “*Laissez-Faire Leadership Style*” in their classroom according to Table 2.

(iii) Self-Efficacy Beliefs

In order to explore the teacher self-efficacy beliefs, the instrument of “*Teacher Sense of Efficacy Scale (TSES)*” developed by Tschannen-Moran and Woolfolk Hoy (2001) was used. Table 3 presents the mean scores for teachers’ self-efficacy beliefs at Basic Education High Schools in Salin Township.

Table 3 Mean Scores for Teacher Self-Efficacy in Basic Education High Schools

Dimensions Schools	Efficacy of Classroom Management	Efficacy of Student Engagement	Efficacy of Instructional Strategies	Overall Teacher Self- Efficacy
A	4.40	4.21	4.27	4.29
B	4.32	4.14	4.27	4.24
C	4.28	4.32	4.28	4.29
D	4.64	4.55	4.65	4.61
E	4.52	4.52	4.42	4.49
F	4.30	4.20	4.25	4.25
G	4.45	4.32	4.48	4.42
H	4.28	4.38	4.48	4.38
Total	4.38	4.30	4.36	4.35

1-2.33=low self-efficacy, 2.34-3.67=moderate self-efficacy, 3.68-5=high self-efficacy

According to Table 3, it was found that teachers from all Basic Education High Schools perceived that they had high levels in “*Efficacy of Classroom Management*”, “*Efficacy of Student Engagement*” and “*Efficacy of Instructional Strategies*”. Based on the teachers’ ratings, it was found that the teachers’ self-efficacy measured by the use of *Teacher Sense of Efficacy Scale (TSES)* was high level. Among them, teachers from School “D” had the highest level and teachers from School “B” had the lowest level of their self-efficacy.

(iv) Relationship among Teachers’ Personality, Leadership Styles and Self-Efficacy Beliefs

The Pearson-product moment correlation coefficient was utilized to find out the relationships among teachers’ personality traits, leadership styles and self-efficacy beliefs for Basic Education High Schools. Table 4 shows the overall relationships among teachers’ personality traits, leadership styles and their self-efficacy beliefs for Basic Education High Schools in Salin Township.

According to Table 4, there was a moderate and positive correlation between “*Overall Personality*” and “*Transformational Leadership Style*” ($r=.553, p<0.01$). In addition, it was found that “*Overall Personality*” was significantly and moderately correlated with “*Transactional Leadership Style*” ($r=.473, p<0.01$). However, there was a weak and negative correlation between “*Overall Personality*” and “*Laissez-Faire Leadership Style*” ($r=-.113$). Again, it was also found that there was a significant and moderate correlation between “*Overall Personality*” and “*Overall Teacher Self-Efficacy*” ($r=.348, p<0.01$) at Basic Education High Schools in Salin Township.

Table 4 Overall Relationships among Teachers’ Personality Traits, Leadership Style and their Self-Efficacy Beliefs

	1	2	3	4	5
1. Overall Personality	1				
2. Transformational	.553**	1			
3. Transactional	.473**	.594**	1		
4. Laissez-Faire	-.113	-.501**	-.089	1	
5. Overall Teacher Self-Efficacy	.348**	.608**	.385**	-.328**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Similarly, when investigating the relationship between leadership styles and self-efficacy beliefs of teachers, three leadership styles of teachers; “*Transformational Leadership Style*”, “*Transactional Leadership Style*” and “*Laissez-Faire Leadership Style*” were significantly correlated with their “*Overall Self-Efficacy*”. Out of three leadership styles, two leadership styles such as “*Transformational Leadership Style*” ($r=.608, p<0.01$) and “*Transactional Leadership Style*” ($r=.385, p<0.01$) were positively and moderately correlated with “*Overall Teacher Self-Efficacy*” but one leadership style, “*Laissez-Faire Leadership Style*” ($r=-.328, p<0.01$) was significantly and negatively correlated with “*Overall Teacher Self-Efficacy*”.

In conclusion, when exploring the relationships among teachers’ personality, leadership styles and their self-efficacy beliefs, it was found that there were positive and moderate correlations among “*Overall Personality*”, two leadership styles of teachers such as “*Transformational Leadership Style*” and “*Transactional Leadership Style*” and “*Overall Teacher Self-Efficacy*”. However, it was found that “*Laissez-Faire Leadership Style*” was weakly and negatively correlated with “*Overall Personality*” and “*Overall Teacher Self-Efficacy*”.

Qualitative Analysis

In addition to quantitative data, qualitative responses were collected from teachers’ interviews. The researcher interviewed 35 teachers from 5 selected Basic Education High Schools. **Concerning the teachers’ personality traits**, teachers were asked 20 items to express about their personality traits: “*Extraversion*”, “*Openness*”, “*Neuroticism*”, “*Agreeableness*”, and “*Conscientiousness*”.

- Based on the responses of teachers, teachers from selected Basic Education High Schools were friendly and enjoyed being with other people. They expressed their opinions honestly and directly but they did not like to live alone and keep silent. In other words, they were extroverts.
- Similarly teachers from selected Basic Education High Schools did not like a simple style of teaching but they preferred to teach imaginatively and inventively their subjects to their students. They tried to study their subjects widely and they did not rely on only textbooks.
- They were not easily depressed when they encountered the serious problems in daily routines. In other words, they were emotionally stable.
- They did not urge with other teachers even if they disagreed with others about something. They carefully explained the procedures they thought. In addition, they forgive others without blaming them although they had done something wrong.
- They did not perform their tasks without preparation. They planned their work systematically and were very responsible for their works.

The second question asked teachers to describe how they earn the respect of other in all Basic Education High Schools. According to teachers’ responses,

- 40.51% of teachers answered that
“*Teachers try to possess complete knowledge and skills about their teaching subjects.*”
- 32.22% of teachers reported that
“*Teachers must behave in accordance with teachers’ code of ethics because they are examples to their children.*”

- 27.27% of teachers expressed that
“Teachers must not only direct the correct behaviours for their students but also deal with students’ problems in a responsible way.”

The third question asked teachers to state how they do when their students do not understand the important lessons.

- 55.26% of teachers told that
“Teachers reteach the important lessons by using different teaching methods and instructional aids.”
- 28.18% of teachers answered that
“Especially, they teach weak students carefully to understand the lessons.”
- 16.56% of teachers reported that
“Teachers teach their students to understand the lessons clearly and then they provide feedback individually until they understand the lessons completely”.

The fourth question asked teachers to express how they solve if students encounter serious problems in school.

- 72.62% of teachers said that
“They cooperate with other teachers to solve students’ problems.”
- 18.11% of teachers answered that
“They get some advices from their principals to deal with students’ problems.”
- 9.27% of teachers expressed that
“They discuss with parents to solve the serious problems encountered by students.”

The last question asked teachers to describe how they handle students’ disruptive behavior in their classroom. Based on the teachers’ responses,

- 32.16% of teachers reported that
“They tell students not to do disruptive behavior that will hinder the teaching learning process.”
- 30.17% of teachers answered that
“Those disruptive students are punished with school’s rules and regulations.”
- 20.14 % of teachers expressed that
“They use non-verbal communications (stopping their teaching, staring that student who misbehaved, etc.).”
- 14.22% of teachers said that
“They control those students by asking questions about the lessons they studied.”
- 3.31% of teachers answered that
“They appointed that student who disturbed their teaching as the monitor of the class.”

From the several responses above, the qualitative data was congruent with the quantitative data concerning teachers’ personality traits, leadership styles and their self-efficacy beliefs.

Conclusion and Discussion

In order to investigate the relationship among teachers' personality, leadership styles and self-efficacy beliefs at Basic Education High Schools in Salin Township, both quantitative and qualitative research methods were utilized in this study. **Research question one** investigated the teachers' personality traits measured by *Big Five Inventory Scale (BFIS)* at Basic Education High Schools in Salin Township. According to the *Big Five Inventory Scale (BFIS)*, teachers' personality traits were measured by five factors: "Extraversion", "Openness", "Neuroticism", "Agreeableness", and "Conscientiousness". According to the respondents' self-ratings, teachers from Basic Education High Schools had high levels in 4 personality traits such as "Extraversion", "Openness", "Agreeableness", and "Conscientiousness" but they had low level in one personality trait, "Neuroticism".

It could be interpreted that teachers from Basic Education High Schools in Salin Township had high level of "Extraversion" personality trait which indicated that they were more likely to be energetic, social, talkative, outgoing, assertive, dominant, cheerful, and enjoy being with people. Similarly, they had high level of "Openness" personality traits which pointed that they were more likely to be more open to new ideas, more creative, insightful, sophisticated, witty, resourceful, imaginative and innovative. However, they had low level of "Neuroticism" personality trait which indicated that they are emotionally stable. In other word, the teachers who are emotionally stable would often appear confident and would remain calm and collected in times of crisis. In addition, teachers from Basic Education High Schools in Salin Township had high level of "Agreeableness" personality trait which expressed that they were more likely to be trusting, empathetic, cooperative, caring, sensitive, kind, forgiving, generous and good-nature. Moreover, they also had high level of "Conscientiousness" personality trait which indicated that they were more likely to be dependable, organized, disciplined, hard workers and goal-oriented and they tend to follow rules and norms. All in all, teachers from Basic Education High Schools had high level of personality. However, there were significant differences in some Basic Education High Schools.

Research question two investigated teachers' leadership styles measured by *Multifactor Leadership Questionnaire Form 5X (MLQ-5X)* at Basic Education High Schools in Salin Township. According to the *Multifactor Leadership Questionnaire Form 5X (MLQ-5X)*, teachers' leadership styles were measured by three styles: "Transformational Leadership Style", "Transactional Leadership Style" and "Laissez-Faire Leadership Style". When studying the mean scores of leadership styles employed by teachers, it was found that the teachers from Basic Education High Schools often employed "Transformational Leadership Style" and "Transactional Leadership Style" in their classrooms. However, "Laissez-Faire Leadership Style" was also used once in a while in their classroom.

It could be interpreted that teachers from Basic Education High Schools in Salin Township often employed "Transformational Leadership Style" which indicated that they perceived themselves as being strong role models who put the needs of the students first. They established and communicated high expectations, promoted innovation, and cared about their students. When making the decisions for their classroom, their students were also participated in decision makings. If their students had some difficulties regarding to their learning, the teachers helped to solve these difficulties. In addition, they often utilized "Transactional Leadership Style" in their classroom which reported that they employed rewards to encourage students'

efforts and set clear expectations. If students didn't meet their expectations, they punished their students. Teachers from high schools used reward and punishment as a technique for classroom management. Moreover, they were more likely to do routine works and maintain the status quo. Again, they made the decisions themselves not participating their students and then they didn't consider their students' concerns and needs. Moreover, they practiced "*Laissez-Faire Leadership Style*" once in a while. Therefore, they rarely thought themselves as being non-leader who do not monitor the students' work and who does not assume responsibility at their own position.

Research question three investigated the level of teachers' self-efficacy beliefs measured by *Teacher Sense of Efficacy Scale (TSES)* at Basic Education High Schools in Salin Township. According to the *Teacher Sense of Efficacy Scale (TSES)*, the level of teachers' self-efficacy was measured by three dimensions: "*Efficacy of Classroom Management*", "*Efficacy of Student Engagement*" and "*Efficacy of Instructional Strategies*". According to the perceptions of teachers' self-ratings, it was found that the teachers from all Basic Education High Schools had a high level of teacher self-efficacy.

It could be interpreted that teachers from Basic Education High Schools had high level of self-efficacy beliefs relating to classroom management which indicated that they convinced their ability in controlling students' disruptive behavior, calming and responding to defiant students, and establishing a routine in order to keep learning activities running smoothly. In addition, they had high level of self-efficacy beliefs for student engagement which also indicated that they believed their capabilities to foster and maintain student engagement by teaching interesting lessons that include opportunities for active student participation. Moreover, teachers from Basic Education High Schools also had high level of self-efficacy beliefs regarding to their "*Efficacy of Instructional Strategies*" which expressed that they perceived themselves that they had the ability to use several instructional strategies and efficient teaching activities. In other words, all teachers from Basic Education High Schools in Salin Township believed their capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.

Research question four analyzed whether there were any relationships among teachers' personality, leadership styles and their self-efficacy beliefs. Based on the research findings, there was a moderate and positive correlation between "*Overall Personality*" and "*Transformational Leadership Style*" ($r=.553, p<0.01$). This study is in congruence with previous studies of Burkett (2011) which suggest that "*Transformational Leadership Style*" was positively related with teachers' personality traits such as "*Extraversion*", "*Openness*", "*Agreeableness*" and "*Conscientiousness*" but it was negatively related with only one personality trait, "*Neuroticism*".

It could be concluded that teachers who employed "*Transformational Leadership Style*" were energetic to do their instructional tasks. In addition, they encouraged their students to think and act creatively in their learning process. Moreover, they were not afraid of the serious problems encountered in their teaching. Therefore, they possessed "*Neuroticism*" personality traits such as stability, calmness and contentedness. In other word, they were emotionally stable. Again, they facilitated their students to collaborate with each other in the learning activities. Furthermore, they tended to engage in activities that were beyond their roles and responsibilities.

When investigating the relationship between "*Overall Personality*" and "*Transactional Leadership Style*", it was found that "*Overall Personality*" was significantly and moderately correlated with "*Transactional Leadership Style*" ($r=.473, p<0.01$). It could be concluded that

transactional teachers could dominate their students in their classroom because “*Transactional Leadership Style*” was a directive leadership style in which they set the classroom rules and disciplines for the students. Therefore, they possessed some “*Extraversion*” personality traits such as dominance, bossiness and powerfulness. Similarly, they didn’t want to change and create instructional strategies and teaching techniques for their teaching effectiveness because they maintained a strict environment and were reluctant to make changes. They again held a strong philosophy because they were anxious and nervous of the conditions that were devilish than the status quo. Accordingly, transactional teachers focused on their goals for completing their instructional activities without regarding to the students’ self-interests. In addition, they systematically used to do their teaching tasks according to the procedures designated. Therefore, they could perform instructional activities efficiently and effectively in their classrooms.

Furthermore, there was a weak and negative correlation between “*Overall Personality*” and “*Laissez-Faire Leadership Style*” ($r=-.113$). It could be concluded that teachers who possessed the high level of personality rarely employed “*Laissez-Faire Leadership Style*” in their classroom.

In addition, it was found that there was a significant and moderate correlation between “*Overall Personality*” and “*Overall Teacher Self-Efficacy*” ($r=.348, p<0.01$) at Basic Education High Schools in Salin Township. This study can be supported by the previous study of Kavitha (2015) that four personality traits such as “*Extraversion*”, “*Openness*”, “*Agreeableness*” and “*Conscientiousness*” was positively related with “*Self-Efficacy Beliefs*”. It could be concluded that teachers who were more likely to be active, forceful and adventurous had high level of self-efficacy beliefs regarding to their classroom management, student engagement and instructional strategies because they could control students’ misbehavior and effectively motivate their students who were difficult to learn or unmotivated students to engage in their teaching.

Similarly, teachers who had the ability of creation, innovation and curiosity could create the classroom management techniques, new teaching and learning methods which provided students to be better understand. Therefore, teachers who were high in “*Openness*” personality trait could have high level of their self-efficacy beliefs. Again, teachers who were emotionally stable not only could control and respond the deficient students in their classrooms could inspire these students to engage in their lessons but also could use interchangeably the instructional materials. As a consequence, they would succeed in their teaching which in turn increased their self-efficacy beliefs. Furthermore, teachers who were kind, friendly and helpful to students could effectively mobilize their students in the classroom. If so, they could prevent students’ misbehaviors and organize and execute the classroom activities smoothly. Again, teachers who had the propensity for planning, organizing and carrying out their instructional tasks could succeed in their instructions. They therefore would enhance their self-efficacy beliefs concerning with their teaching practices.

Based on the research findings, it was found that three teachers’ leadership styles; “*Transformational Leadership Style*”, “*Transactional Leadership Style*” and “*Laissez-Faire Leadership Style*” were significantly correlated with their “*Overall Self-Efficacy*”. Out of three leadership styles, two leadership styles such as “*Transformational Leadership Style*” ($r=.608, p<0.01$) and “*Transactional Leadership Style*” ($r=.385, p<0.01$) were positively and moderately related with “*Overall Teacher Self-Efficacy*”. However, one leadership style, “*Laissez-Faire Leadership Style*” ($r=-.328, p<0.01$) was weakly and negatively correlated with “*Overall*

Teacher Self-Efficacy". It could be concluded that teachers who practiced "*Transformational Leadership Style*" had high level of self-efficacy beliefs because they encouraged their students to participate in making classroom management techniques, instructional strategies and teaching learning materials. Moreover, they utilized several classroom management strategies which were suitable for each student and they emphasized the students who were weak in their lessons. So, transformational teachers could produce better learning outcomes.

Teachers who utilized the "*Transactional Leadership Style*" gave clear instructions and directions which students complied. In addition, they used rewards and punishments to motivate their students. Therefore, they could effectively control their students, manage the deficient students and inspire their students to participate in teaching and learning process. As a result, they could be more successful in their instructions which in turn enhanced their self-efficacy beliefs.

Laissez-faire teachers gave a free hand in deciding the students' own rules and procedures and didn't lead their students and didn't assume their own position. Therefore, they must face the students' misbehaviors which caused the disordered classroom. In other word, they would have low level of their self-efficacy beliefs regarding to classroom management, student engagement and instructional strategies if the teachers frequently practiced the "*Laissez-Faire Leadership Style*".

After reviewing and revising these research findings, teachers should be careful of their personality traits as well as leadership styles and should try to be efficacious teachers. Of course, their personality, leadership styles and their self-efficacy beliefs impact their performance, teaching effectiveness and students' achievement. Recommendation for further research is that each dimension of personality trait should be correlated with each style of leadership and the self-efficacy beliefs, instead of using overall personality trait. In addition, students' leadership abilities and self-efficacy beliefs should also be investigated. Finally, the possibilities for further studies are endless and meaningful. This study indicates that there are relationships among teachers' personality, leadership styles and self-efficacy beliefs.

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