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## **THE INFLUENCE OF PERSONALITY TRAITS ON TEACHING EFFICACY AMONG TRANEE TEACHERS: A REVIEW**

**Vikram Vikash**

Research Scholar, Department of Education

B. R. A. Bihar University, Muzaffarpur

**Dr. Veena**

Assistant Professor, Department of Psychology,

L. N. College, Bhagwanpur, Vaishali, B. R. A. Bihar University,

### **Abstract**

In the ever-evolving field of education, examining the "the influence of personality traits on teaching efficacy among trainee teachers" reveals a powerful dynamic where the teacher-student relationship plays a central role. Teacher personality influences not only the classroom atmosphere but also student motivation and long-term academic and personal development. A wide spectrum of teacher personalities from authoritarian to laissez-faire creates a complex interplay between authority and approachability, significantly shaping students' educational experiences beyond conventional teaching roles. Personality traits shape pedagogical styles and instructional decision-making. For instance, extroverted teachers may prefer collaborative and interactive teaching methods, while introverted educators may gravitate towards structured and reflective strategies. Teachers with high levels of openness are more likely to incorporate creative and innovative techniques, embrace student-centered learning, and integrate interdisciplinary approaches. Conscientiousness is often associated with well-organized lesson plans, punctuality, and reliability traits that are essential for managing classrooms effectively.

This paper seeks to highlight the role of teachers personality traits and observable behaviors have a direct impact on their teaching effectiveness and students learning abilities. This study serves as a means of spreading awareness helping educators, institutions, parents and policy makers teachers training colleges to all understand how a teacher's personality influences their teaching impact and can help in designing better teacher education programs and contributes to shaping the future of learners.

**Keywords:** Teacher trainee, Personality traits, Education

## Introduction

Education plays a crucial role in shaping an individual's character and future. In today's society, the focus of education has shifted from traditional academic teaching to fostering the overall development of students. As a result, the role of teachers has become more complex and varied. Teachers are no longer just providers of knowledge but also mentors, counsellors, and role models for their students. This shift has brought increased attention to the personality traits of teachers and, by extension, teacher trainees as a significant factor in educational outcomes. Understanding these personality traits in future educators, particularly those enrolled in programs like the Bachelor of Education (B.Ed.), has become a key area of interest. Personality correlates refer to the specific characteristics or psychological patterns that affect a person's behaviour, capabilities, and interactions with others. Exploring these traits in B.Ed. students is crucial, as it can greatly impact their effectiveness as educators. A teacher's ability to communicate well, empathize with students, manage a classroom, and handle challenges effectively is largely shaped by their personality.

B.Ed. students, as future educators, are expected to cultivate traits like patience, emotional resilience, adaptability, creativity, and motivation. Assessing and analyzing these characteristics during their training can offer valuable insights into their preparedness for the teaching profession. The teacher education system in India, and around the world, is experiencing significant transformation. Amidst ongoing educational reforms, innovative teaching methods, and the growing use of technology in classrooms, the personal qualities of teachers are becoming increasingly important for embracing change and supporting learner-centered education. Teachers also need to have some non-cognitive qualities that help them handle different classroom situations. Their interpersonal and intrapersonal skills, which are closely linked to their personality, play an important role in how they teach, how they connect with students, and how effective they are in the classroom. Therefore, a clear understanding of different personality types—like the Five-Factor Model, Myers-Briggs Type Indicator (MBTI), or Eysenck's Personality Inventory—can help in designing better teacher education programs.

The present review paper aims to explore the number and nature of studies conducted in this field, specifically focusing on the personality correlates of B.Ed. students. Given that students represent the future of our nation and place deep trust in their teachers, this topic holds significant importance—especially in the Indian context, where teachers are revered as Gurus, embodying the ideals of *Guru Brahma*, *Guru Vishnu*. It is, therefore, essential to study

how the personality traits of future educators influence their teaching, mentoring abilities, and overall impact on students and the nation's future. This review is a small but meaningful step toward that understanding.

### **Conceptual Framework of Personality**

Personality is commonly defined as the deeply ingrained and relatively enduring patterns of thoughts, feelings, and behaviors that make an individual unique. When referring to personality, it generally highlights the distinctive traits and characteristics of a person.

“Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought” (Allport, 1961,)

Swami Vivekanand Says, "The human body consists of five aspects, namely, physical, mental, moral, intellectual and spiritual. The total development of all these aspects-physically strong, mentally balanced, morally sound, intellectually sharp, and spiritually advanced is what is called the real personality."

Personality, as a psychological concept, refers to the dynamic and organized set of characteristics that an individual possesses, which uniquely influence their thoughts, motivations, and behaviors across different situations.

From a trait-based perspective, personality is understood as a collection of enduring and relatively stable dispositions that shape behavior consistently over time and across various contexts. Gordon Allport was one of the earliest theorists to highlight the uniqueness of individual personality traits. Later, psychologists like Raymond Cattell and Hans Eysenck worked toward identifying core, measurable dimensions of personality. Eysenck introduced a biologically-based three-factor model of personality, consisting of Extraversion, Neuroticism, and Psychoticism.

One of the most widely accepted and empirically validated models in contemporary psychology is the Five-Factor Model (FFM), also known as the Big Five, developed by Costa and McCrae. This model outlines five broad domains of personality: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism. These dimensions provide a comprehensive framework for understanding individual differences in personality.

### **Objectives**

Present work aims to explore and examine the studies in this field in personality characteristics of teachers and identify key traits that influence their academic and professional orientation. The primary goal is to understand how different dimensions of

personality are expressed in teacher trainees and what implications these have for their future roles as educators. The specific objectives of the literature review are as follows:

- \* To understand the importance of personality traits in teachers' education and their teaching ability.
- \* To understand the relationship between personality traits and demographic factors such as gender, age, socio-economic status, academic stream, and rural-urban background from different studies done in this field.
- \* To understand the importance of different personality characteristics of a teacher.
- \* To investigate how personality traits influence teaching aptitude, classroom behavior, and communication skills.
- \* To assess the predictive role of personality traits in determining emotional intelligence.
- \* Recommendations for integrating personality assessment and development into teacher education programs.

Considering these factors, the current literature review aims to explore the personality traits associated with B.Ed. students, with the goal of identifying characteristics that contribute to effective teacher training. In doing so, it seeks to provide valuable insights into how teacher education programs can be enhanced to become more comprehensive, responsive, and psychologically attuned to the needs of future educators.

### **Types of teacher's personality:**

In the complex realm of education, the variety of teacher personalities plays a significant role in shaping classroom dynamics. Each personality type creates a distinct learning atmosphere, influencing students' experiences in unique ways.

#### **Authoritarian**

The authoritarian teacher is marked by a commanding presence and a highly structured style, using authority to uphold discipline. While this method can be effective for order, it may struggle to promote a lively and inclusive classroom environment. Finding the right balance between firmness and approachability is crucial for successful teaching within this style.

## **Authoritative**

Unlike the authoritarian teacher, the authoritative teacher combines being in charge with being friendly and supportive. This mix helps earn students respect and encourages good behavior, making the classroom a positive place to learn. This type of teacher acts as a strong guide who provides both safety and motivation for their students.

## **Laissez-Faire**

The laissez-faire teacher gives students a lot of freedom to work on their own and make choices about their learning. While this independence helps students take initiative, it can be hard to keep the classroom organized. Knowing how students react to this style is important for teaching well in a laissez-faire setting.

## **Emotional Intelligence in Teaching**

In education, where knowledge and human connection come together to shape the learning experience, emotional intelligence plays a key role in effective teaching. More than just sharing information, it is the ability to understand and manage emotions skillfully that defines a truly impactful teacher.

### **Understanding and Managing Emotions**

At its heart, emotional intelligence in teaching involves being deeply aware of one's own emotions while also empathizing with the feelings of others, especially students. Teachers who develop this skill can sense the subtle shifts in the classroom atmosphere—knowing when excitement spreads, when frustration is building, or when a kind word can make a big difference.

Equally important is the ability to manage emotions well. Teachers must control their reactions to stay calm and constructive, even when faced with difficulties. This emotional strength provides a steady foundation amid the constantly changing energy of the classroom.

### **Impact on the Teacher-Student Relationship**

When emotional intelligence is present, the teacher-student relationship goes beyond the usual roles of teacher and student. It turns into a meaningful interaction based on respect, trust, and understanding. Teachers who show emotional intelligence build strong connections with their students that go beyond academics, creating relationships that boost students' confidence and spark a real love for learning.

## **International Research Studies in this field**

Many studies around the world have shown that personality traits play an important role in predicting academic performance and how well students adjust to educational settings.

**Chamorro-Premuzic & Furnham (2003)** carried out an important study on how the Big Five personality traits relate to academic performance in university students. They found that **conscientiousness** was the strongest predictor of academic success, followed by **openness to experience**. The study concluded that academic achievement cannot be explained by intelligence alone personality traits also play a key role in how effectively students learn.

**Duckworth et al. (2007)** introduced the idea of "**grit**," which they defined as having perseverance and passion for long-term goals. They found that this personality trait can help predict academic success. Although grit is not part of the traditional Big Five personality traits, the study became very influential in education because it showed a strong link between personality, motivation, and achievement.

**Poropat (2009)** carried out a meta-analysis of 35 studies and found that the Big Five personality traits—especially **conscientiousness**—were strong predictors of academic performance, almost on par with intelligence (IQ). He highlighted the practical importance of these results for areas such as teacher training, student counseling, and educational assessment.

## **Research in the Indian Context**

In India, research on personality within the educational field has been ongoing since the 1970s. While many studies have been influenced by Western models, they also take into account the unique socio-cultural aspects of the Indian context.

**Rao (1974)** conducted one of the earliest studies exploring the relationship between personality and academic performance among Indian students. Using the Eysenck Personality Questionnaire (EPQ), Rao found notable differences in academic outcomes linked to the traits of extraversion-introversion and neuroticism-stability. Specifically, introverted students generally performed better academically, while those with higher levels of neuroticism experienced more difficulties in adjusting.

**Rani & Singh (2003)** studied the personality traits of high and low academic achievers among secondary school students. They found that high achievers scored much higher in

conscientiousness and agreeableness, and lower in neuroticism. This suggests that programs focused on developing personality traits could help improve student success.

**Natrajan & Kaur (2006)** looked at how personality traits relate to learning styles in Indian college students. Their results showed that students with high openness to experience preferred learning that was more conceptual and analytical, while those with high extraversion learned better in group settings.

**Gupta & Kumari (2012)** carried out a comparative study of personality traits among B.Ed. trainees from public and private institutions. Using the 16PF inventory, they found that trainees in public institutions showed higher emotional maturity and social confidence, which were linked to better academic involvement and teaching potential.

**Mishra & Tripathi (2015)** studied the connection between personality traits and career goals of B.Ed. students. Their research showed that self-confidence, dominance, and toughness were important factors influencing students' choice to pursue teaching as a career.

**Sharma & Bhatia (2018)** examined personality differences between male and female B.Ed. students. They found notable gender differences in neuroticism, agreeableness, and openness, suggesting that personality development programs should consider gender to better prepare students for their teaching careers.

### **Comparative and Cross-Cultural Studies**

Several studies have compared personality traits of students from different countries to understand how culture affects personality and education. These studies highlight how culture shapes personality and its impact on learning.

Earlier studies in the area have linked teacher effectiveness with extraversion (Srivastava and Bhargava, 1984).

**McCrae et al. (2005)** studied personality traits in 50 different cultures using the Revised NEO Personality Inventory. They found that personality traits were linked to education systems—for example, students in East Asian countries showed higher conscientiousness, which fits with their strong focus on discipline and academic rigor.

**Singh & Sinha (2008)** compared Indian and American students on personality and motivation to achieve. They found that Indian students showed higher conformity and sense

of duty, while American students scored higher in openness and assertiveness. These cultural differences affect how students learn, participate in class, and set educational goals.

**Das & Panda (2010)** looked at personality traits of tribal and non-tribal students in Odisha. They found that socio-economic background played an important role in shaping personality and academic success. Non-tribal students had higher confidence and perseverance, likely because they had better access to educational resources.

A notable longitudinal study by Klassen and Tze (2014) examined the trajectories of teacher trainees' personality development and its impact on burnout and motivation. Their findings suggested that extraverted and emotionally stable individuals demonstrated greater resilience and sustained motivation during practicum experiences.

## **Conclusion**

The presented review paper, based on findings from various national and international research studies, reveals that teachers' personality traits and observable behaviors have a direct impact on their teaching effectiveness and students' learning abilities. Whether it is the teachers' learning styles, their awareness, a strict classroom environment, or an open one — all these factors directly influence students.

This becomes especially important during teacher training. If a teacher is self-confident, dominant, and thoughtful, they are likely to instill these qualities in their students as well. Conversely, if a teacher is aggressive or overly authoritarian, it can negatively affect their teaching and, in turn, the students.

Classroom management and the overall classroom environment and emotional intelligence of a teacher trainee are crucial elements of teaching that are not typically emphasized during teacher training. A teacher shapes students much like a potter molds clay, and today's classrooms are filled with diverse learners.

In the modern competitive world, it is no longer enough to produce students who merely memorize and repeat information. Emotional intelligence has become a vital skill for teachers. Today, it is necessary for teachers to build emotional connections with their students.

This study serves as a means of spreading awareness helping us and parents and policy makers teachers training colleges to all understand how a teacher's personality influences their teaching impact and contributes to shaping the future of learners.



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