

## Personality Factors of Male and Female Teachers – A Comparative Analysis

Dibakar Ghosh\* Samirranjan Adhikari\*\* Sushanto Mahato\*\*\*

\*Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

\*\*Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

\*\*\*Assistant Professor, Gour Mohan Sachin Mandal Mahavidyalaya, South 24 Parganas, West Bengal, India

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**Abstract:** Teachers with sound mental health are the prime requirement of the country. To understand the mental health status a comparative study was undertaken through descriptive survey method. To collect the data a twenty eight item “General Health Questionnaire-28 (GHQ-28)” was administered on a stratified random sample comprising of 363 male and 234 female teachers selected from 30 schools of West Bengal, India. From the results it was observed that the male teachers were more extravert than their female counterparts; and female teachers are more neurotic than their male counterparts; otherwise there was no gender difference in the rest of the factors of personality.

**Keywords:** Personality, Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

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### I. Theoretical Perspective of the Study

Personality has been conceptualized from a variety of theoretical perspectives, and at various levels of abstraction or breadth (John, Hampson, & Goldberg, 1991; McAdams, 1995). Researchers, as well as practitioners in the field of personality assessment, were faced with a bewildering array of personality scales from which to choose, with little guidance and no overall rationale at hand. What made matters worse was that scales with the same name often measure concepts that are not the same, and scales with different names often measure concepts that are quite similar. Although diversity and scientific pluralism are useful, the systematic accumulation of findings and the communication among researchers became difficult amidst the Babel of concepts and scales.

Many personality researchers had hoped that they might devise the structure that would transform the Babel into a community speaking a common language. What personality psychology needed was a descriptive model, or taxonomy, of its subject matter. After decades of research, the field is approaching consensus on a general taxonomy of personality traits, the “Big Five” personality dimensions. Rather than replacing all previous systems, the Big Five taxonomy serves an integrative function because it can represent the various and diverse systems of personality description in a common framework .

#### 1.1 Significance of the Study

The education system of a country in general and the school education system in particular are the appliances to develop the human capital as economic assets for wealth generation of the country as well as also as social assets for improving the quality of the living of the members of the society. Highly satisfied teachers are main engineer to put up properly effective education.

In a study conducted by Ghosh, Adhikari and Das (2019) it was explored that on an average the teachers of our country did not experience much stress – but their stress was above the “mild strength rating”; so it was noticeable.

In another Ghosh, Adhikari and Bhattacharya (2019) have found that on an average the teachers were somewhat open, they might tend to be daydreamer and might not be down to earth; again they were somewhat conscientious, they might tend to follow rules and prefer clean homes, and might not be messy and cheat to others; the teachers were not so introvert or extrovert, they might tend neither to be very social not might prefer to work on their own projects alone; they were somewhat agreeable, they might tend to typically polite and like people, and might not tend to “tell it like it is”; and they were emotionally much stable and might have good mental health.

In the present study the researchers were enthusiastic to compare the life satisfaction of the male and female teachers of our country.

## **1.2 Objective of the Study**

The main objective of the study was to compare personality patterns of the male and female school teachers of our country.

## **II. Methods**

The present study was carried out through descriptive survey method. The details regarding the sample, research instruments, procedure of data collection and statistical technique are reported herewith.

### **2.1 Sample**

A stratified random sample comprising of 363 male and 234 female teachers selected from 30 Government / Government aided Secondary / Higher Secondary Schools of West Bengal, India, were participated in the study.

### **2.2 Tool of Research**

For data collection following research tool was used in the present study. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief descriptions of the tools are given hereunder.

#### **2.2.1 Big Five Inventory (BFI), (John & Srivastava, 1999)**

According to **John, Hampson, and Goldberg (1991); and McAdams (1995)** personality has been conceptualized from a variety of theoretical perspectives, as well as from various levels of idea. Each of these levels has made unique contributions to the understanding of individual differences in behaviour and experience. After decades of research, the field is approaching consensus on a general taxonomy of personality traits, the “Big Five” personality dimensions. These dimensions do not represent a particular theoretical perspective but were derived from analyses of the natural language terms people use to describe themselves and others. Rather than replacing all previous systems, the “Big Five” taxonomy serves an integrative function because it can represent the various and diverse systems of personality description in a common framework. The five-factor model of personality is a hierarchical organization of personality traits in terms of five basic dimensions – (a) Openness to Experience, (b) Conscientiousness, (c) Extraversion, (d) Agreeableness, and (e) Neuroticism. Openness to Experience (O) is the personality trait of seeking new experience and intellectual pursuits. High scores may day dream a lot. Low scorers may be very down to earth. Conscientiousness (C) is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others. Extraversion (E) is the personality trait of seeking fulfilment from sources outside the self or in community. High scorers tend to be very social while low scorers prefer to work on their own projects alone.

Agreeableness (A) reflects the individual’s adjustment pattern. Many individuals adjust their behaviour to suit others. High scorers are typically polite and like people. Low scorers tend to “tell it like it is”.

Neuroticism (N) is the personality trait of being emotional.

Several rating instruments have been developed to measure the Big-Five dimensions. Three well-established and widely used instruments are – (a) the 44-item Big-Five Inventory (**BFI; John & Srivastava, 1999**), (b) the 60-item NEO Five-Factor Inventory (**NEO-FFI; Costa & McCrae, 1992**), and (c) Goldberg’s instrument comprised of 100 trait descriptive adjectives (**TDA; Goldberg, 1993**).

In the present study the 44-item BFI (**John & Srivastava, 1999**) was considered as the research instrument. This is a personality test, it helps one understand why an individual acts the way that s/he does and how her/his personality is structured. There are 44 statements and with each statement a 5-point Likart type scale is attached. An individual has to mark how much s/he agrees with the statement on the 1 - 5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree. 2.3 Procedure for Data Collection The headmasters of the selected schools were communicated for his/her permission to allow collecting the relevant data. The data on was collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

#### **2.4 Analysis of the Collected Data**

The result of the study was extracted by processing the data with the help of SPSS 20.0 software.

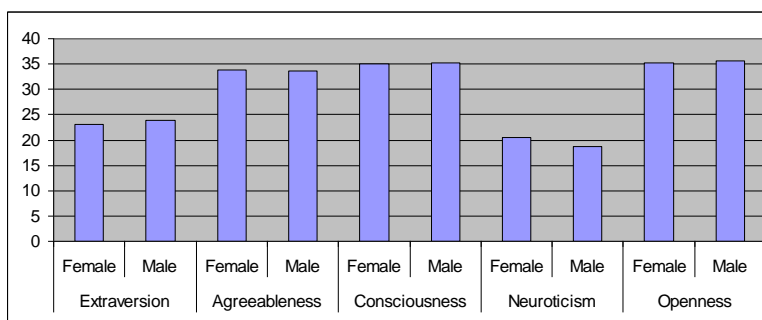
III. Results

The results of the comparative analysis of personality factors score of male and female teachers are presented herewith.

**Table-3.1: Group Statistics of Scores on Personality Factors of Female and Male Teachers**

Personality Factors	Gender	N	Mean	Std. Deviation
Extraversion	Female	234	23.14	2.64
	Male	363	23.88	3.04
Agreeableness	Female	234	33.76	2.68
	Male	363	33.72	3.45
Consciousness	Female	234	34.94	4.43
	Male	363	35.28	4.56
Neuroticism	Female	234	20.44	5.18
	Male	363	18.67	6.02
Openness	Female	234	35.32	4.51
	Male	363	35.67	4.65

Table-3.1 shows the group statistics of personality factors scores of female and male teachers. In extraversion the mean of female and male teachers were 23.14 and 23.88 respectively; again the standard deviations were 2.64 and 3.04 respectively. In agreeableness the mean of female and male teachers were 33.76 and 33.72 respectively; again the standard deviations were 2.68 and 3.45 respectively. In consciousness the mean of female and male teachers were 34.94 and 35.28 respectively; again the standard deviations were 4.43 and 4.56 respectively. In neuroticism the mean of female and male teachers were 20.44 and 18.67 respectively; again the standard deviations were 5.18 and 6.02 respectively. Finally, in openness the mean of female and male teachers were 35.32 and 35.67 respectively; again the standard deviations were 4.51 and 4.65 respectively. Figure-3.1 shows the bar diagram of means of personality factors scores of female and male teachers.



**Figure-3.1: Bar Diagram of Mean Scores on Personality Factors of Female and Male Teachers**

**Table-3.2: Results of Independent Samples Test of Gender Wise Comparison of Means of Scores on Personality Factors of Teachers**

Personality Factors		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Extraversion	Equal variances assumed	9.84	0.00	-3.04	595	0.00
	Equal variances not assumed			-3.13	545.43	0.00
Agreeableness	Equal variances assumed	9.13	0.00	0.14	595	0.89
	Equal variances not assumed			0.15	574.63	0.88
Consciousness	Equal variances assumed	2.38	0.12	-0.91	595	0.36
	Equal variances not assumed			-0.92	507.19	0.36
Neuroticism	Equal variances assumed	0.57	0.45	3.70	595	0.00
	Equal variances not assumed			3.82	548.04	0.00
Openness	Equal variances assumed	3.63	0.06	-0.91	595	0.37
	Equal variances not assumed			-0.91	508.45	0.36

From table-3.2 it is observed that the two groups (female and male) differed (statistically) significantly in extraversion and neuroticism factors; but in other factors the two groups did not differ (statistically) significantly. In extraversion the mean score of the male teachers was higher and in neuroticism the mean score of the female teachers was higher than the other group.

#### **IV. Discussion**

The results of table-3.1 the exhibited the group statistics of scores of personality factors of female and male teachers. In extraversion the mean of female and male teachers were 23.14 and 23.88 respectively; in agreeableness the mean of female and male teachers were 33.76 and 33.72 respectively; in consciousness the mean of female and male teachers were 34.94 and 35.28 respectively; in neuroticism the mean of female and male teachers were 20.44 and 18.67 respectively; and finally, in openness the mean of female and male teachers were 35.32 and 35.67 respectively.

From the results of table-3.2 it was observed that the two groups (female and male) differed (statistically) significantly in extraversion and neuroticism factors; but in other factors the two groups did not differ (statistically) significantly. In extraversion the mean score of the male teachers was higher and in neuroticism the mean score of the female teachers was higher than their male counterparts.

#### **V. Conclusion**

Male teachers were more extravert than their female counterparts; and female teachers are more neurotic than their male counterparts; otherwise there was no gender difference in the rest of the factors of personality.

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