

**THE RELATIONSHIP BETWEEN PERSONALITY
AND TEACHING EFFECTIVENESS OF ENGLISH TEACHERS
FROM THE PERCEPTIONS OF STUDENTS AT DIANCHI
COLLEGE OF YUNNAN UNIVERSITY IN KUNMING,
YUNNAN PROVINCE, CHINA**

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Abstract: This study was conducted to identify whether there was a significant relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. The Big Five Inventory, which was originally designed by John and Srivastava (1999), was used for measuring the level of personality of English teachers at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. Student Instructional Report II, which was originally designed by Centra (1972), was used for measuring the level of teaching effectiveness of English teachers at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. Ninety students participated in this study, which were conducted during the academic year 2018-2019. The data were collected and analyzed by a statistical software program. According to the purpose and hypotheses of the study, different statistical methods were used to analyze the data (e.g., means, standard deviations, and correlational analysis using multiple correlation coefficient). The study showed that the personality of English junior teachers at Dianchi College of Yunnan University contain agreeableness, conscientiousness, extraversion, neuroticism and openness. The study also showed that the level of teaching effectiveness of English teachers at Dianchi College of Yunnan University was effective. The results showed that there was a significant relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

Keywords: Personality, Teaching Effectiveness, The Perception of Students, China, College

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Introduction

Education is getting more and more important in today's society. For many reasons, teachers are an extremely vital aspect of any society, and the role they play in society is both necessary and valuable. Since thousands of years ago, China has particularly valued education. Therefore, education as well as teachers play a very important role in China (Liu, 2016). In the field of education around the world, the effective teacher is a very common issue. People have different views on this issue. Deluca (2016) pointed that an effective teacher should have the capacity to get along with their students and understands the pace and capacity of the students. Effective teachers have developed procedures for dealing with daily tasks, otherwise they will become difficult to be cope with and consume teaching time. An effective teacher can identify what needs to be done and find a way to keep order. They understand that the biggest discipline problems derive from a lack of procedures. Effective teachers know exactly what their students need to learn in the class. Effective teachers are familiar with the contents of national standards, can check data, understand the strengths and weaknesses of students. Teaching effectiveness is very important, because effective teaching helps students learn. With the improvement of quality in higher education, it has become more important.

Effective teaching is not accidental. Effective teachers do well in what they do because they assess their practice. And in addition, the teacher should also be patient with their students and have a good personality as well. James (2010) put forward that educational evaluation is a professional responsibility of teachers, which derives from teachers' understanding of the impact of teaching on students and their commitment to promoting students' learning. Wells (1989) mentioned that "a good teacher" is often regarded as one of the most essential factors for students to stay at school. The Chinese think that a good teacher is like a hard-working gardener, who cultivates young students into a tree of knowledge, and like a candle, burning himself and lighting the students. In the UK, an effective teacher is considered to have a good personality and he must have good teaching skills. In the United States, American deem that a good teacher is an excellent manager that is able to manage the classroom well and have good teaching skills and abilities (Lin, 1995). A recent study found that in China, effective teachers have six common attributes: teacher knowledge, professional attitude, classroom performance, rapport establishment, student motivation and personality (Gao & Liu, 2012). C. A. Decker and J. R. Decker (2001) noted "because teaching is so complex and multifaceted, more research needs to be conducted on personal characteristics and effectiveness" (p. 187).

Research Objectives

1. To determine the level of personality (in terms of agreeableness, conscientiousness, extraversion, neuroticism, and openness) of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.
 - 1.1 To determine the level of agreeableness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.
 - 1.2 To determine the level of conscientiousness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.
 - 1.3 To determine the level of extraversion of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.
 - 1.4 To determine the level of neuroticism of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.
 - 1.5 To determine the level of openness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.
2. To determine the level of teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.
3. To determine if there is a significant relationship between personality (in terms of agreeableness, conscientiousness, extraversion, neuroticism, and openness) and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

Literature Review

Big-Five Model (Digman, 1990)

The five-factor model of personality (FFM) is composed of five characteristic dimensions or domains (Digman, 1990), often called the “Big Five”: Extraversion, Agreeableness, Conscientiousness, Neuroticism (sometimes also called after extreme opposition and emotional stability), and Openness to Experience (sometimes also named intelligence).

The Myers-Briggs Type Indicator (MBTI) (Jung & Baynes, 1921)

Myers-Briggs Type Indicator (MBTI) is a method of checking personality. MBTI stands for Myers-Briggs type indicator. This is a tool often used to help individuals understand their communication preferences and how they interact with others. Understanding what MBTI can help people adapt to different

situations and the way people interact with each other. Personality is based on who we are and what we really like to do and can help us make career decisions. Jung and Baynes (1921) developed a method to help us understand and categorize our innate tendencies. Katherine Briggs and Isabel Briggs Myers (1962) later extended Jung's theory and led to MBTI. Information from MBTI can help people make practical decisions, acquire self-knowledge and make better choices.

Personality Type Theory (Friedman et al., 1987)

There are two type theories of personality as following: Type A and Type B personality describes two contrasting personality types (Friedman et al., 1987). In this concept, the more competitive, highly organized, ambitious, impatient, highly aware of time management and/or aggressive personality is marked as Type A, while the more relaxed, less “neurotic”, “crazy” and “interpretable” personality is marked as Type B.

Definition of Teaching Effectiveness

As a teacher, teaching effectiveness can produce higher-than-expected benefits in students' standardized test scores. This focuses on attributing the results of standardized examinations to teachers and measuring the teaching effectiveness through the average test results. There are many advantages. Darling Hammond (2010) defines effective teachers as teachers who are intellectually challenging, motivate students, set high standards and encourage self-learning.

Characteristics of Teaching Effectiveness

The teaching effectiveness has seven characteristics:

1. Effective teaching involves acquiring relevant knowledge and using this knowledge to guide teachers' own curriculum design and classroom teaching.
2. Effective teaching includes adjusting three main components of teaching: learning objectives, assessment and teaching activities.
3. Effective teaching involves articulating expectations about learning outcomes and policies.
4. Effective teaching involves giving priority to the knowledge and skills the teacher chooses to focus on.
5. Effective teaching involves identifying and overcoming teachers' blind spots.
6. Effective teaching involves playing appropriate teaching roles to support students' learning objectives.

7. Effective teaching involves progressive improvement of the teacher's curriculum based on reflection and feedback.

Student Instructional Report II

The Student Instructional Report II included five scales, on which instruction would be evaluated, from the Student Instrument Report with three more new items added. They are course organization and planning, communication, faculty-student interaction, assignment, exam and grading, supplementary instructional methods, course outcomes, student effort and involvement, course difficulty and workload.

The Big Five Inventory

The Big Five Inventory (BFI) is a self-report inventory designed to measure the Big Five dimensions. The Big Five Inventory (BFI) is a 44-item self-report questionnaire compiled by John (1991). The questionnaire is based on the Five-Factor Personality Factor or Five-Factor Model (FFM). Each item is scored on a 5-point Likert scale. The following factors also constitute the subscale of BFI: extroversion, agreeableness, conscientiousness, neuroticism and openness. BFI is one of the most commonly used tools for assessing individual personality traits and can be used in a variety of environments, whether for personal use or for clinical or research purposes.

Conceptual Framework

This study found out the relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. The following conceptual framework shows the research target, personality and teaching effectiveness of teachers.

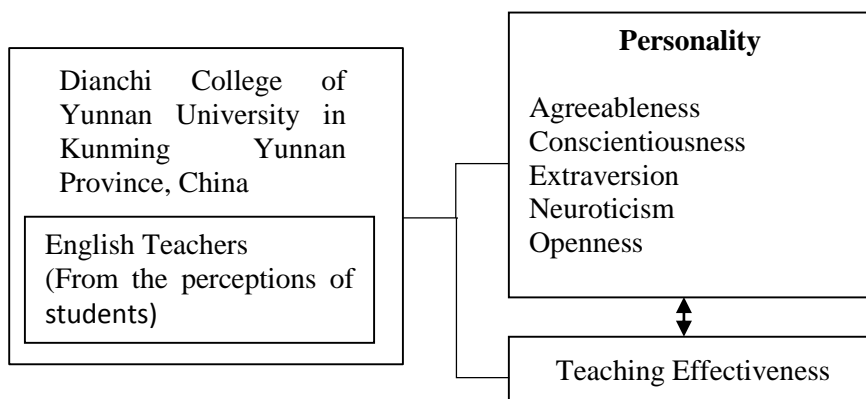


Figure 1. Conceptual framework.

Research Method

Population and Sample

The population in this study were 90 English junior students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China. All of 90 English junior students had completed questionnaires.

Instrument

The Big Five Inventory (BFI)

Measures of the personality traits in this study were based on the Big Five Inventory (BFI) developed by John and Srivastava in 1999. There was a total of 44 items of measurement. It measures teachers' personality. This scale consists of 44 items of five dimensions: Extraversion (eight items), Agreeableness (nine items), Conscientiousness (nine items), Neuroticism (eight items), and Openness (10 items). The researcher adopted this measure because it is a short instrument and easy to understand by respondents.

Validity and Reliability of BFI

Table 1 showed the reliabilities of the Big Five Inventory (BFI). Ong Choon Hee (2014) at University Utara Malaysia examined the validity and reliability of the Big Five personality traits scale in Malaysia. The sample of the study was comprised of 343 nurses in the health tourism hospitals. Administered on-site method was used for data collection.

Table 1 *Reliability of the Instrument (BFI)*

| Subscale | No. of items for each component | Cronbach's alpha value | |
|-------------------|---------------------------------|------------------------|---------------|
| | | Hee's (2014) | Current study |
| Openness | 10 | .86 | .70 |
| Conscientiousness | 9 | .89 | .74 |
| Extraversion | 8 | .77 | .83 |
| Agreeableness | 9 | .90 | .68 |
| Neuroticism | 8 | .74 | .69 |

This scale was on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), Table 2 showed the interpretation from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 2 *Interpretation of the 5-Point Likert Scale for the BFI*

| Capacity level | Scores | Scale | Interpretation level |
|------------------------------|--------|-----------|----------------------|
| I strongly agree | 5 | 4.50-5.00 | Very high |
| I agree | 4 | 3.50-4.49 | High |
| I neither agree nor disagree | 3 | 3.00-3.49 | On average |
| I disagree | 2 | 1.50-2.99 | Low |
| I strongly disagree | 1 | 1.00-1.49 | Very low |

Student Instructional Report II (SIR II)

Student Instructional Report II is a paper-pencil survey tool for soliciting student evaluation of teaching effectiveness within a given course and is a modification of the original Student Instructional Report developed in 1972 (Centra, 1972). The Student Instructional Report II incorporates knowledge gained from research on the SIR as well as research on college teaching and learning. SIR II contains 40 standard items in total. In addition to an overall evaluation item, SIR II consists of the following dimensions: course organization and planning (five items); communication (five items); faculty/student interaction (five items); assignments, exams, and grading (six items); supplementary instructional methods (seven items); course outcomes (five items); student effort and involvement. (three items); course difficulty, work load, and pace (three items); overall evaluation (one item).

Validity and Reliability of BFI

The original SIR report was analyzed by students and faculty at a single university. ETS (2006) conducted the initial testing of the SIR II report at 10 two-year and four-year colleges.

Table 3 illustrates the Cronbach's alpha value for the subscales used in this research as well as previous studies.

Table 3 *Reliability of the Instrument (SIR II)*

| Subscale | No. of items for each subscale | Cronbach's alpha value | |
|--|--------------------------------|------------------------|---------------|
| | | Centra (2005) | Current study |
| A. Course Organization and Planning | 5 | .96 | .63 |
| B. Communication | 5 | .94 | .54 |
| C. Faculty/Student Interaction | 5 | .98 | .69 |
| D. Assignments, Exams and Grading | 6 | .93 | .76 |
| E. Supplementary Instructional Methods | 7 | .92 | .81 |
| F. Course Outcomes | 5 | .97 | .79 |

| Subscale | No. of items for each subscale | Cronbach's alpha value | |
|--|--------------------------------|------------------------|---------------|
| | | Centra (2005) | Current study |
| G. Student Effort and Involvement | 3 | .89 | .67 |
| H. Course Difficulty, Workload, and Pace | 3 | .88 | .63 |
| I. Overall | 40 | .93 | .69 |

The items of the dimensions are on a 5-point Likert scale ranging from 1 (*ineffective*) to 5 (*very effective*). Table 4 showed the interpretation from 1 (*ineffective*) to 5 (*very effective*).

Table 4 *Interpretation of the 5-Point Likert Scale for the SIR II*

| Capacity level | Scores | Scale | Interpretation level |
|----------------------------|--------|-----------|----------------------|
| It is very effective | 5 | 4.50-5.00 | Very effective |
| It is effective | 4 | 3.50-4.49 | Effective |
| It is moderately effective | 3 | 3.00-3.49 | Moderately effective |
| It is somewhat ineffective | 2 | 1.50-2.99 | Somewhat ineffective |
| It is ineffective | 1 | 1.00-1.49 | Ineffective |

Procedure

The researcher asked permission from the school principal of Dianchi College of Yunnan University in January 2019 through email. The researcher collected data from students in April 2019 at Dianchi College of Yunnan University by using the Big Five Inventory (BFI) and Student Instructional Report II (SIR II). The researcher chose 90 English junior students who had both completed questionnaires as the sample of this research. This research was carried out in November of 2019.

Findings

Finding 1

Table 5 shows the means (M) and standard deviations (SD) of English teachers' personality.

Table 5 *Means (M) and Standard Deviations (SD) of English Teachers' Personality (n=90)*

| Personality factor | M | SD | Interpretation |
|--------------------|------|-----|----------------|
| Agreeableness | 3.55 | .75 | High |
| Conscientiousness | 3.42 | .76 | On average |
| Extraversion | 3.12 | .75 | On average |

| Personality factor | <i>M</i> | <i>SD</i> | Interpretation |
|--------------------|----------|-----------|----------------|
| Neuroticism | 2.65 | .75 | Low |
| Openness | 2.86 | .76 | Low |

Results in Table 5 shows that: The level of agreeableness of English teachers at Dianchi College of Yunnan University is high. The level of conscientiousness of English teachers at Dianchi College of Yunnan University is high. The level of extraversion of English teachers at Dianchi College of Yunnan University is on average. The level of neuroticism of English. The level of openness of English teachers at Dianchi College of Yunnan University is low.

Finding 2

Table 6 displays English teachers' teaching effectiveness.

Table 6 *Means (M) and Standard Deviations (SD) of English Teachers' Teaching Effectiveness (n=90)*

| Teaching effectiveness | <i>M</i> | <i>SD</i> | Interpretation |
|--|----------|-----------|----------------------|
| A. Course Organization and Planning | 3.41 | .71 | Moderately effective |
| B. Communication | 3.35 | .71 | Moderately effective |
| C. Faculty/Student Interaction | 3.46 | .76 | Moderately effective |
| D. Assignments, Exams, and Grading | 3.46 | .83 | Moderately effective |
| E. Supplementary, Instructional Methods | 2.91 | .70 | Somewhat ineffective |
| F. Course Outcomes | 3.10 | .82 | About the same |
| G. Student Effort and Involvement | 2.72 | .84 | Less than most |
| H. Course Difficulty, Workload, and Pace | 2.72 | .68 | Somewhat elementary |
| I. Overall | 3.14 | .76 | Moderately effective |

Results in Table 6 show that overall, the English junior teachers at Dianchi College of Yunnan University were effective in course organization and planning, communication, faculty/student interaction, and assignments, exams, and grading. They were moderately effective in supplementary, and instructional methods. Besides, English junior students considered the course outcomes were more than most, student effort and involvement were about the same, and course difficulty, workload, and pace were about right.

Overall, the teaching effectiveness of English teachers at Dianchi College of Yunnan University was $M=3.14$, which is interpreted as effective. In other words, English junior teachers at Dianchi College of Yunnan University on average, perceived that their teaching effectiveness were moderately effective.

Finding 3

To determine if there is a significant relationship between personality and teaching effectiveness of English teachers from the perceptions of students at Dianchi College of Yunnan University in Kunming, Yunnan Province, China.

Table 7 presents the bivariate correlations of personality and teaching effectiveness.

Table 7 *Bivariate Correlation Between Personality and Teaching Effectiveness of English Teachers at Dianchi College of Yunnan University (n=90)*

| Variables | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------------|-----------------|-----------------|-----------------|-----------------|----------------|---|
| 1. Agreeableness | - | | | | | |
| 2. Conscientiousness | -.11 (.01) | - | | | | |
| 3. Extraversion | .21 (<.001) | .72 (<.001) | - | | | |
| 4. Neuroticism | -.31 (<.001) | -.57 (<.001) | -.60 (<.001) | - | | |
| 5. Openness | .64 (<.001) | .14 (<.001) | .49 (<.001) | -.50 (<.001) | - | |
| 6. Teaching effectiveness | .19 (<.001) | .66 (<.001) | .81 (<.001) | -.58 (<.001) | .50 (<.001) | - |

Note. *denotes a statistically significant relationship (statistical significance level set at $p=.05$, two-tailed). p -values appear within parentheses below the correlation coefficients.

An examination of the bivariate correlations among the six variables in this study (i.e., agreeableness, conscientiousness, extraversion, neuroticism, openness and teaching effectiveness), shows that agreeableness correlated significantly, positively and very weak with teaching effectiveness of English teachers ($r = .19$, $p < .001$) at a significant level of .05. Conscientiousness correlated significantly, positively, and strongly with teaching effectiveness of English teachers ($r = .66$, $p < .001$) at a significant level of .05. Extraversion correlated significantly, positively, and very strong with teaching effectiveness of English teachers ($r = .81$, $p < .001$) at a significant level of .05. Neuroticism correlated significantly, negatively, and moderately strong with

teaching effectiveness of English teachers ($r = -.58, p < .001$) at a significant level of .05. Openness correlated significantly, positively, and moderately strong with teaching effectiveness of English teachers ($r = .50, p < .001$) at a significant level of .05. Therefore, further calculation of the multiple correlation coefficient was conducted as below.

A significant, strong multiple correlation between personality and teaching effectiveness was obtained, $R = .73, F(54, 485) = 17.97, p < .001$. The multiple coefficient determination (R^2) for these variables is .69, which indicates that 69% of the variance between these variables can be explained by this relationship.

Discussion

Perception of Personality

Personality is a person's stable attitude to reality. Personality is more stable once it is formed, but it is not invariable, but plastic. Different from temperament, personality reflects more social attributes of personality. The core of personality differences between individuals is personality differences. Different personalities of teachers may lead to different attitudes towards work, students, and colleagues, which may lead to different teaching effectiveness. The teachers help and take good care of students. They work hard and as well as are considered by students as reliable people, and also friendly. Thus, students gave teachers high marks for agreeableness, conscientiousness and extraversion. Besides, the teachers keep calm in stressful situations. Students also rated them as optimistic people. As a result, their scores on neuroticism are lower. Furthermore, it may be that teachers are always following the same routine or using traditional teaching methods, which results in students giving them lower scores on openness.

Perception of Teaching Effectiveness

Teacher effectiveness means that as a teacher, one must not only master the teaching process that leads to student achievement, but also become a person who promotes positive changes in people's lives (Buela & Joseph, 2015). Students agree that teachers are effective in course preparation, communication and interaction with students, assignments, and exams. Moreover, students have made some progress in outcome. However, students seem to think that teachers do not arrange too many classroom activities and extracurricular activities in class, which on the one hand leads to the low participation of students in class, and on the other hand leads to the lower difficulty of these courses and the lighter workload. On the whole, the teachers' teaching effectiveness was effective.

Perception of Personality and Teaching Effectiveness of English Junior Teachers

The findings of the current study showed that there was a significant, positive, strong correlation between personality and teaching effectiveness ($r = .73, p < .001, R = .83$). This result is different to the study carried out by Buela and Joseph (2015), which showed that there was a significant relationship between conscientiousness personality and teaching effectiveness. Buela and Joseph (2015) believed that there was no significant relationship between conscientiousness personality and teaching effectiveness, which may be caused by teachers' lack of ambition and failure to stick to the rules. Thus, teaching effectiveness may include the quality of conscience, and in some cases, if not necessary, it may not. Therefore, conscientiousness personality may develop according to circumstances. There is a significant relationship between extraversion personality and teaching effectiveness ($r = .81, p < .001$). This finding is supported by the few previous studies by Othman (2009), Ahmad (2013), Walls (2002), Walsh (2007), Kulsum (2006) and Yilmaz (2011). These studies have found that there is a close and significant relationship between teaching effectiveness and teachers' enthusiasm, vitality, friendliness, sociability and other qualities, which supports the hypothesis proposed in this study that there is a positive relationship between teaching effectiveness and extraversion personality. There is a negative significant relationship between neuroticism personality and teaching effectiveness ($r = -.58, p < .001$). This finding was supported by Othman's (2009) research results. In Othman's study (2009), he mentioned that teachers with neuroticism personality often have such emotions as anxiety, anger or depression. Therefore, these qualities may affect the development of self, more likely to affect the development of students and the school. There is a significant, strong multiple correlation between personality and teaching effectiveness ($R = .73, F(54, 485) = 17.97, p < .001$). The multiple coefficient determination (R^2) for these variables is .69. This finding is supported by Rockoff et al. (2008) and Goel (2013). Their studies showed that teachers' effectiveness includes openness to experience, curiosity to knowledge, appreciation of art and sensitivity to beauty, and teachers are often more aware of their own feelings. Therefore, effective teachers are friendly, helpful, open to questions and discussions, well prepared and make difficult subjects easy to learn.

Personality is considered to be a common factor affecting work efficiency and interest (Buela & Joseph, 2015). After all, as teachers, it is important to realize that personal factors may affect their teaching process and results, as well as their own views and opinions on teaching.

Therefore, on the one hand, if teachers understand their personality types, they can predict what activities and tasks students will like, what teaching methods they need, and what their learning style is (Mall-Amiri & Nakhaie, 2013). On the other hand, it is very important for teachers to accumulate enough background knowledge about teachers' different personality characteristics, because teachers will also bring personal personality into classroom, which may affect students' performance and final results (Madrid, 1995).

Recommendations

Since the result of teaching effectiveness of English teachers was effective, English teacher at Dianchi College of Yunnan University should improve the relationship with students and establish a good relationship between teachers and students. They should be more positive and enthusiastic in class. They also could try not to bring their personal feelings to work and add more interesting classroom activities and assign various kinds of homework.

Since the results indicate that teachers' personality plays a significant role in teaching effectiveness, school administrators at Dianchi College of Yunnan University could learn about teachers' personality first before hiring them. They could provide more lectures or seminars so that English junior teachers can learn more about teaching techniques and methods. Besides, school administrators could organize teachers to share their teaching experience and learn from each other.

This research conducted the study only with English junior students, since the limited students in the school, the findings cannot be generalized to other students. This research was done at Dianchi College of Yunnan University; therefore, the findings cannot be generalized with other schools. Since there was a significant relationship found between personality and teaching effectiveness, further researchers could combine students' academic achievements with their research. They could expand the research sample and separate the sample by groups. They also could combine with other different related to personality and teaching effectiveness questionnaires for research.

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