The study of relationship among personality factors (introversion, extroversion) of students and their effects to selecting a good teacher

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Abstract

Educational psychologists have always questioned the selection of good teachers from students’ view points. Students usually consider special characteristics for a good teacher, so the selection of a good teacher from student’s view points is not always the same. In this research, the relationship between characteristics of students and the effects of them on selecting teachers has been elaborated on. For this purpose, a sample of 346 male and female students at secondary and guidance school of Hidaj city was randomly selected. This research has four hypotheses. Good teacher questionnaire and lyssenks’ personal characteristics measurement were the measurement instrument of this research. After identifying validity and reliability on the sample, we administer good teacher questionnaire and lyssenks’ personal characteristics measurement and results were analyzed by inferential statistics tests.

Keywords: Personality factors; introversion; extroversion; good teacher.

1. Introduction

This research has been done entitled : ( analysis of the relationship between personal characteristics of students (introvert- extrovert) and their effects on the selection of a good teacher). the aim of this research is to answer this question: whether students, Criteria for selection of a good teacher is due to their personalities or not? some students prefer strict teachers. Some others believe that teachers should be categorical and treat students categorically. A third group believe that teachers should be funny and have a sociable behaviour with students.

A study of the findings and research done by experts in teaching and educational psychology shows that there is still no consensus. Ali Akbar Seyf (2008) observes the following criteria for a good teacher and says that: a good teacher should have the capability to attract students, control the class and guide the students, have the knowledge necessary to apply the appropriate teaching methodology. He should also be able to provide students with a sense of prosperity and happy life. In relation to the characteristics and qualification standards of a good teacher Shoari Nejhad (1996) refers to a series of qualities like guarantee, respect, confidence, honesty, sincerity, kindness,
sympathy, creativity and ingenuity. Akrofy (1982) considers openness to criticism from students, expressing his/her emotion to pupils, control over the content of teaching material and having a friendly relationship with students as good standards for a good teacher. He also believes that teachers should also have a good relationship with the students, parents. On the other hand, different types of people show different behaviour, interests and appeals in their social behaviour.

Introverts, for instance, have characteristics such as shyness, bashfulness and bad-temperedness (Berahani, et, al 2004).in contrast; extroverts have characteristics such as cheerfulness, witticism, sociability and good humour (Ghangi, at al, 1994).

People’s characteristics influence their social behaviours, orientations and interests (Azimi 2005).so interaction between students /teachers in the class is influenced by such factors, because during the class a number of factors, including student’s interests, personalities and their changing needs, determine the type of interaction between students /teachers (Nacino Brone and et al, 1991).for this reason ,we should not unify behaviour of Endomorphs those who have characteristics such as comfort seeking and showing interest to others, with Ektomorph who do not like to make friend with others (Syasi 1975).

Anyway, studying the personality factors such as introversion and extroversion and their effects to the selection of a good teacher seems to be necessary. In this study attention has been paid to this aspect of personality that is introversion /extroversion -with some qualities of good teacher, like witticism, authority and openness to the class of students as well as his/her flexibility.

2. Methodology

A sample of 346 male and female students, who were studying in high schools and guidance schools of Hidaj city during 2008 were selected. The method of sampling was classical model, in which the percent of selective subject from each subgroup was equal to the percent of the same group in the intended community -guidance and high school students of Hidaj city - (Delavar 2005). Twenty percent of the intended subgroup in the survey community was selected. Meanwhile; the multiple staged sampling was used for the selection of this 20 percent.

Measurement instruments of this research include Iyssenk,s personal characteristics instrument and Good teacher questionnaire. Personality test of Iyssenk is a standardized test for determined personality characteristics. This test has been standardized in Iran (Rahiminezhad & Barahani, 2004).the researcher made use of standardized test to measure personality characteristic of students.

The second measurement instrument is good teacher questionnaire. The questionnaire has been produced by the researcher and its validity has been calculated by Alfy Cron Bach. The calculated reliability for this instrument is %85 (salehi,2008). The mentioned questionnaire has 28 items which its calculated validity has been determined through content approach and with making use of the ideas of 12 teachers.

3. Research Hypotheses

1- Extrovert students prefer teachers of witty nature to other teachers
2-introvert students prefer teachers who accept the ideas of student of other teachers
3- Introvert students prefer strict teachers over other teachers.
4- Introvert students prefer teachers who have flexible behaviours over other teachers.

4. Procedure

After providing the required measurement instruments and calculating the required validity and reliability, the researcher himself administer and collect research data and then questionnaire and gained data were statistically analyzed by SPSS software.
5. Statistical tests

To statistically analyze the research data, descriptive statistical tests like mean, frequency, percent frequency and inferential tests to make research hypotheses meaningful are used. Inferential statistical tests in this research are Chi squares (x²) and Yates correlation.

6. Research finding

The results of the research finding are provided briefly in following diagram:

Table 1. First hypothesis

<table>
<thead>
<tr>
<th>Teacher</th>
<th>non witty nature</th>
<th>witty nature</th>
<th>Total line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverts</td>
<td>104</td>
<td>67</td>
<td>171</td>
</tr>
<tr>
<td>Extroverts</td>
<td>93.9</td>
<td>77.1</td>
<td>175</td>
</tr>
<tr>
<td>x² = (4/3ο)</td>
<td>df= 1</td>
<td>α = % 5</td>
<td></td>
</tr>
</tbody>
</table>

6.1. Analysis of results

Because the calculated x² (4/3ο) is bigger than x² of diagram in level of α.%5 with df 1 and with the use of Yeats formula, this hypothesis is meaningful and we conclude that there is a meaningful relationship between witty nature as one of the characteristics of good teacher and personality characteristic of extroversion. On the other hand, extrovert students prefer witty nature teachers, over other teacher.

Table 2. Second hypothesis

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Not accepting</th>
<th>Accepting ideas</th>
<th>Total line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverts</td>
<td>78</td>
<td>93</td>
<td>171</td>
</tr>
<tr>
<td>Extroverts</td>
<td>76.1</td>
<td>94.9</td>
<td>175</td>
</tr>
<tr>
<td>x²=%90</td>
<td>df= 1</td>
<td>α = % 5</td>
<td></td>
</tr>
</tbody>
</table>

6.2. Analysis of results

Because the calculated x² (%90) is smaller than x² of diagram in level of %5 (3/84) with df 1 and with the use of Yeats formula, therefore the null hypothesis is supported and this hypothesis is rejected, regarding the gained information, and we conclude with %95 confidence that there is no meaningful relationship between teacher’s accepting ideas variable and personality characteristic variable of introversion.

Table 3. Third hypothesis

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Non categorical</th>
<th>categorical</th>
<th>Total line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverts</td>
<td>96</td>
<td>75</td>
<td>171</td>
</tr>
<tr>
<td>Extroverts</td>
<td>96.9</td>
<td>74.11</td>
<td>175</td>
</tr>
<tr>
<td>x² = /oo6</td>
<td>df= 1</td>
<td>α = % 5</td>
<td></td>
</tr>
</tbody>
</table>
6.3. Analysis of results

Because the calculated $x^2$ (%006) is smaller than $x^2$ of diagram in level of %5 (3/84) with df 1 and with the use of Yeats formula, the third hypothesis is rejected, and we conclude with %95 confidence that there is no meaningful relationship between categorical of teachers and personality characteristic introversion.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Non flexibility</th>
<th>flexibility</th>
<th>Total line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverts</td>
<td>95</td>
<td>76</td>
<td>171</td>
</tr>
<tr>
<td>Extroverts</td>
<td>89</td>
<td>86</td>
<td>175</td>
</tr>
</tbody>
</table>

$x^2 = %59$ df= 1 $\alpha = % 5$

6.4. Analysis of results

Because the calculated $x^2$ (% 59) is smaller than $x^2$ of diagram in level of %5 (3/84) with df 1 and with the use of Yeats formula, the fourth hypothesis is rejected and we conclude with %95 confidence that there is no meaningful relationship between teacher’s flexibility characteristic and students, characteristic of introversion. Put better introvert students and other kinds of personalities do not pay attention to the flexibility characteristic of teacher.

7. Conclusion

Research indicates that in classifying the individual characteristics of teachers, students have given the highest scores to kindness, sympathy, benevolence, patience, cheerfulness, mental balance and self-restrainedness. The personalities of students have a key role in this selection. Personality is the patterns of behaviours and ways of thinking that determine the ways of personal adaptation to environment. Any way, these are the personalities of students that give different characteristics to their teachers.

Douglas believes that teacher has the most fundamental key role in the process of teaching. so, selecting a good teacher, training him properly and having some personal and professional characteristics are contributed to teaching success. (Nacino Borne and et al, 1991)

Results of the research indicate that in some personality characteristics standards for choosing good teacher are affected by students. In this study, we pay attention to the relationship between 4 teacher characteristics and 2 personality characteristics of students. It seems that if there will be similar studies in the future, and if we include gender variables, we can go ahead more in terms of choosing qualified teachers with various personality characteristics to develop the process of teaching and help to process of learning.

Research done about the issue of “a good teacher” (Sohrabi, et al, 1991) indicate that all teachers should have a set of characteristic such as witty nature, authority, control over the content ,courage and so forth. The present study (Salehi, 1999). Exclusively considers only on aspect of these. So it is suggested in relation to personality factors to find farther insight. Author of the present study wishes it is hoped that the findings of this study be great service to the educational experts and psychologists.

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