



CLASS ROOM TEACHER EFFECTIVENESS IN COLLEGES USING BIG FIVE MODEL

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INTRODUCTION

“True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own” - Nikos Kazantzakis

The academic landscape has undergone a sea change with the unlimited access to information of sorts at the click of a button. The stakeholders in education have escalated expectations from the teacher in terms of his/her effectiveness in a classroom scenario. With the advent of several reforms in the educational sector creating ripples of expectation from parents and students alike, the teacher today has to be equipped with a bunch of qualities rightly put in as personality traits to match them. This together with the mushroom growth of colleges and deemed universities has further raised the student expectation on one hand and the need for sustenance of faculty in a competitive backdrop on the other. As classroom behaviour of students is witnessing a marked detour, the onus further lies on the shoulders of the teaching fraternity to upscale their performance which depends largely on their teaching effectiveness. This is now a burning issue, as the scenario has lost its old charm in terms of respect, knowledge and quality of education whose remedy lies in the hands of the teachers through their efficiency in class room teaching.

Several inventories were developed for individuals to match their skill set with their choice of occupation like the Strong Interests Inventory, which was developed by psychologist Edward Kellogg Strong Jr in 1927, to help those who exited from the military services to be suitably placed. This inventory was subjected to timely revisions over the span of several decades by learned psychologists like Jo-Ida-Hansen, David Campbell and John Holland in 1974 to accommodate the changes witnessed in the current working environment and is used for educational guidance. This inventory was used to rope in talent in search of a fulfilling career and categorised individuals as - Realistic; Investigative; Artistic; Social; Enterprising and Conventional (R-I-A-S-C-E) followed closely on the heels by the Minnesota Multiphasic Personality Inventory (MMPI) which is a standardised psychometric test of adult personality. But the most frequently used inventories like the Personal Style Inventory are having its roots deeply embedded in the BIG FIVE MODEL or the Five Factor Model of Personality as it is aptly referred.

A PEEK INTO THE BIG FIVE MODEL OF PERSONALITY

An individual's personality is strongly dependant on several factors that can be classified on biological; cultural; family and social; situational and other grounds. These have paved way for the theories of personality like the Psychoanalytical theory; Socio- Psychological Theory; Self Theory and the Trait theory. The Big Five Theory is banked on the traits of an individual, which have been grouped under five dimensions namely- Extraversion, Agreeableness; Conscientiousness; Emotional Stability/ Neuroticism and Openness to Experience. According to Fred Luthans “Although the five traits are largely independent factors of a personality, like primary colours, they can be mixed in countless proportions and with other characteristics a swell to yield a unique personality as a whole. However, like colours, one may dominate in describing an individual's personality”. The intensity of these traits varies from high to low in every individual.

LITERATURE REVIEW

The relation between the five dimensions and three job performance criteria namely job proficiency, training proficiency and personnel data for five occupational groups revealed a consistent relationship between conscientiousness and job performance spanning five occupations; while openness and extraversion were valid predictors of training proficiency (**Barrick, Murray,R. Mount, Michael.K, 1991**). Big five was used to predict job performance and contextual performance. More complex relations among Big five traits and performance was seen (**Hurtz, Gregory.M, Donovan, John.J, 2000**). Conscientiousness and emotional stability are valid predictors of job criteria and occupational groups; while openness and agreeableness are for training proficiency (**Selgado, Jesus.F, 1997**). According to **Hough, Leatta,M., Eaton, Newell K., Dunnette, Marvin D, Kamp, John D and McCloy, Rodney, 1990**, the respondents distorted their self-description when asked to do so, but did not affect the validities in either the positive or negative directions. The results of a study that examined the relationship between the Big Five Model of personality traits and job performance showed that it supported the earlier findings that conscientiousness is a valid predictor across performance measures in all occupations (**Barrick, M.R, Mount, M.K, Judge, T.A, 2001**). According to the author, the Big Five constructs are too heterogeneous and incomplete (**Leatta,M.Hough, 1992**). A study that examined the relationship between the Five Factor Model and performance in jobs involving interpersonal interactions highlighted that conscientiousness , agreeableness and neuroticism are positively related

to job performance when dependant on team work than in the case of dyadic interactions (**Michael K.Mount, Murray.R.Barrick and Greg.L.Stewart, 1998**). Conscientiousness positively predicts intrinsic and extrinsic career success: and so does neuroticism to extrinsic success and mental ability. It was found that on a holistic basis, the big Five Traits are stronger for career success than the childhood measures (**Timothy.A.Judge, Chad.A.Higgins, Carl.J.Thorsen and Murray R.Barrick, 1999**). A study on a sample of 115 respondents to determine the relationship between the Big Five personality traits and online teaching effectiveness through a Personality Style Inventory using a 10 point scale identified the significant role played by personality on the effectiveness of online teaching performance (**Charles.P.Holmes, Jeral.R.Kirwan, Mark Bova and Trevor Belcher**).

SUMMARY OF LITERATURE REVIEW

The above reviews have thrown light on the fact that the Big Five model has been extensively used and tailored to meet the demands of specific organizations in functional areas like recruitment, training etc. Also, there is a rampant use of this theory to link the core characteristics to job performance of individuals and their effectiveness in their respective job function. Its impact leaves a lasting imprint in the case of adulthood than when compared to their childhood sojourn. The presence of some characteristics nurtures team work and flexibility, which play a key role as its critical success factors.

OBJECTIVES OF THE STUDY

- To find out the relationship between the personality traits of and teaching competency of the teachers.
- To identify the teaching effectiveness of teachers in an Arts and Science College using Big Five Model.
- To make appropriate suggestions to improvise their teaching effectiveness through their personality traits.

METHODOLOGY

Sampling Design

The study was exploratory in nature and the researcher has used primary data to source the information from the respondents, using a structured questionnaire comprising of 50 questions that were simple and easy to comprehend. The researcher used Likert Scaling with scales like disagree, slightly disagree, neutral, slightly agree and agree with values ranging from 1 to 5 respectively. The questionnaire was a modest blend of questions that relate to the Five Factors, namely – Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience, with 10 questions pertaining to each trait. The questions were presented in a mixed form such that every fifth question related to each of the traits in the order mentioned above.

Table 1,Details of the mixture of questions pertaining to respective traits

Traits	Mixture of Questions (Question Numbers)
Extraversion	1,6,11,21,26,31,36,41,46
Agreeableness	2,7,12,17,22,27,32,37,42,47
Conscientiousness	3,8,13,18,23,28,33,38,43,48
Neuroticism	4,9,14,19,24,29,34,39,44,49
Openness to Experience	5,10,15,20,25,30,35,40,45,50

This was administered to the teachers of an Arts and Science College in Chennai, with the sheer intention of identifying their teaching effectiveness and scope for improvement. The study was further strengthened with the help of secondary data sourced from search engines, articles in journals, books, case studies and personality tests administered. The sample was chosen on a judgemental basis keeping the convenience of the researcher in mind. The details of the chosen sample are as follows:-

Table 2, Details of the study sample

Total No. of Questionnaires	No. Circulated	No. Returned	No. Not Returned	No. Incomplete	Final Sample
	60	53	7	5	48

Data Analysis was done using the method suggested by the Big Five Model Test by calculating the scores of questions relating to respective traits, which were decoded to find the values pertaining to them. The high calculated value indicates a higher intensity of the respective trait and vice versa, which were linked to teacher effectiveness subsequently.

Limitations of the study

- The study was exposed to a limited time frame that acted as a deterrent.
- The responses have been subjected to the personal bias of the respondents that prevent data accuracy.
- Lack of spontaneity from all respondents has forced the researcher to settle for a smaller sample size.

- The fear of exposure of teacher respondents to the management by the researcher is also a major limitation, especially in the case of Self Finance College respondents.

DATA DISCUSSION AND INTERPRETATION

The responses have been categorised by the researcher on the basis of the low, average and high scores in terms of the five factors of personality of an individual, which have been subsequently analysed and linked to the teaching effectiveness of the sample respondents. The distinct characteristics of each of the five traits are as under:-

- **Extraversion** – normally describes and measures the level of sociability and enthusiasm of an individual, and is easily related to the innate leadership qualities that one possesses. Extraverts tend to get energy from active involvement in events and different activities. They are excited when they have people around them, talkative by nature, are assertive and energise others easily.
- **Agreeableness** - is generally associated with the helping tendency of a person, based on his/her friendly disposition and kindness.
- **Conscientiousness** - is related to the better health, work ethics and longevity of the individual besides the level of organisation he is working in, as it examines the level of care an individual takes in life and risk faced by him.
- **Neuroticism** - refers to the level of calmness and tranquillity that a person has, that is deeply associated with his/her extent of vulnerability and depressive tendencies. In a nutshell, it measures the emotional balance of a person.
- **Openness to Experience** – is related to behaviours that are associated with the creative performance of a person coupled with his extent of curiosity. It is closely associated with the intellect of a person and plays a key role in his decision making capabilities.

Any person is a normal blend of these characteristics which make up his personality. They may be a combination of low scores of a trait/s, a high score of a trait/s or an average score of trait/s. The study singles out the extent of each trait and its influence on the teaching effectiveness of the respondent sample. The results from the questionnaire have been tabulated as under and categorised as low, average and high scores in keeping with the ranges mentioned in the table.

Table 3, Table showing the scores of the respondents for respective traits

Traits	< 40%		41 -70%		>70%	
	Low Scores		Average Scores		High Scores	
	N	%	N	%	N	%
Extraversion	14	29	32	67	2	4
Agreeableness	2	4	22	43	25	53
Conscientiousness	3	6	21	44	24	50
Neuroticism	17	35	29	61	2	4
Openness	3	6	26	54	19	40

Source: Computed

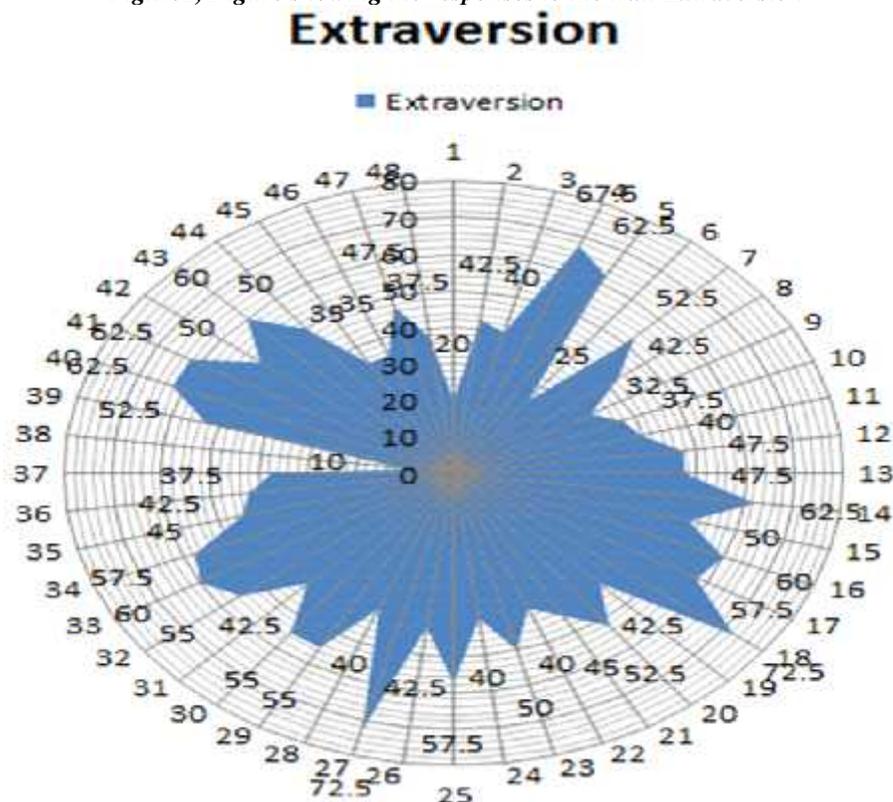
Of all the five traits that make up the Big Five Model, the trait conscientiousness is most consistently related to the performance of any job, while the others are linked to aspects of performance in different contexts.

Interpretation Regarding Extraversion

Extraversion is a personality dimension that captures our comfort level with relationships. For teaching effectiveness, it is essential that the teacher possesses extraversion traits for a better student reach and satisfaction. A high score on this is always preferred to a low one. This is so because extraverts tend to be happier in both their chosen career and personal lives too. They not only experience positive emotions, but also freely express their opinions to others. Their social skills help them to carve a niche for themselves such that they are the right choice for a job that requires a lot of interpersonal interaction like teaching. They are socially dominant and have the crucial ingredients of a strong leader and hence will be successful in the teaching profession.

From Table 3 it is found that 29% of the respondents have low extraversion traits, while a majority of 67% of them have average scores, and a negligent 4% of respondents alone are extroverts. The 29% of high scores can aptly be called as introverts, who are reserved, timid, withdrawn and silent and prefer to shun away from people and social situations. Figure 1 below shows the diagrammatic representation of the responses to the trait “extraversion”.

Figure1, Figure showing the responses to the trait Extraversion



Inference

The 29% of the respondents may aptly be called as “**The Soothsayers**” **personality type** who have a pessimistic approach generally, and always look at the negative outcomes, make a poor team member and land up making empty promises to their students and colleagues alike. In a classroom situation, it is essential that the teacher has a high degree of positivity and is outgoing by nature, as a strong relationship is forged between the students and the teacher only on the strength of his initiating capabilities and assertiveness. These qualities will help even a weak student to bring out his/her best and focus on bettering his strengths and rectifying his weaknesses. With the characteristics of a Soothsayer personality, this type of a teacher will be least liked and approached by the students, and hence will reflect negatively on his teaching effectiveness.

The 67% of the respondents who have secured average scores tend to possess a moderate level of activity and enthusiasm, and while they enjoy the company of others, do so without compromising on their privacy. They have the makings of “**The Professor**” **personality type** who have a sound memory power and intelligent approach which contributes significantly to their teaching effectiveness, but subject to the condition that they curb their condescending attitude. The Gen Y teachers are those who are normally found in this category. They would like to reveal a minimal part of their nature to others, lest they are thrust with newer and challenging academic assignments. They have a tendency to belittle their students if they fail to match the teacher expectations in class.

The meagre 4% of the respondents are normally high spirited, active and assertive by nature. They possess high interpersonal skills, with a high social dominance, making them talkative, lively, affectionate, cheerful and friendly. Hence these respondents have the ideal makings of a leader and fit the teaching profession like a glove. From the response, we can understand that only 4% of the respondents have chosen the right profession in keeping with their skills. The colleges should strive to develop teachers with the above mentioned traits, as they are highly expressive, outspoken, will reach out to the weakest student, highly charged with positivity and will go to any extent to make the student understand not only the subject content, but also the core values of life.

Suggestions

- The Soothsayers category of respondents should take conscious efforts to look at the positive side of their students and make permissible allowances for deviations in expected student behaviour.

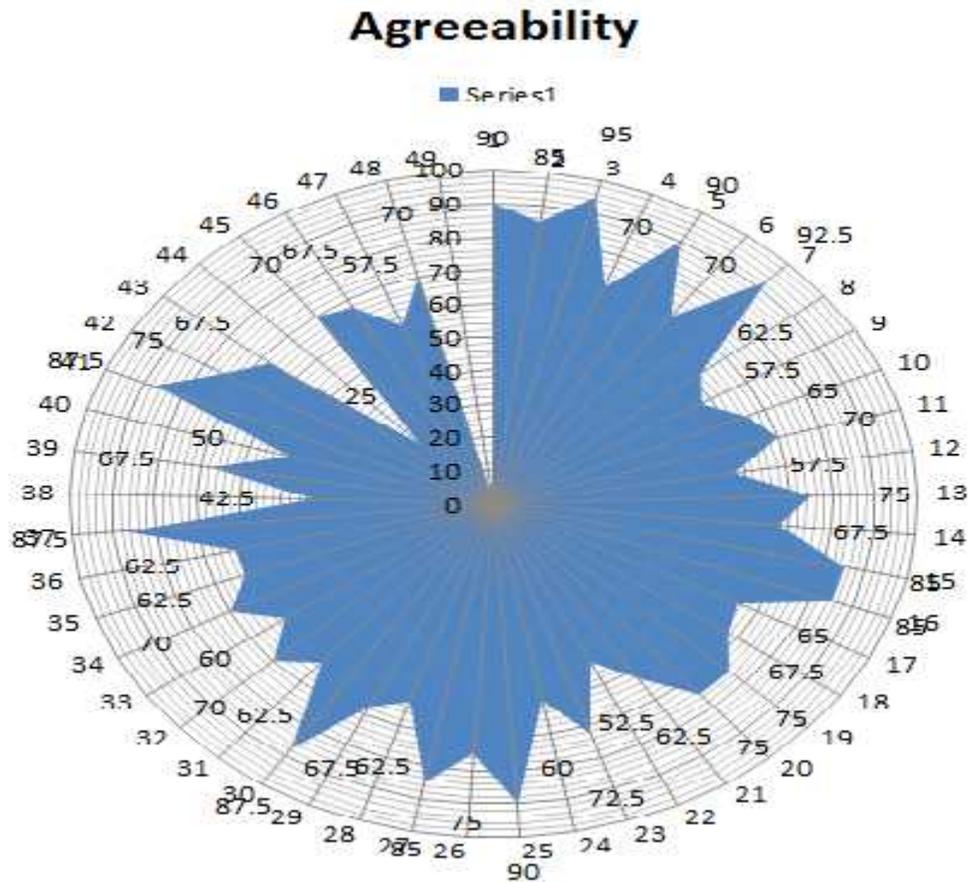
- They should take deliberate attempts to reduce irritating their colleagues and students alike, and to render themselves as efficient teachers should instil confidence and hope in the minds of their students and encourage them to scale up their performance.
- The Professor category of teachers ought to exercise restraint and lace their remarks with respect, lest the students become violent and uncontrollable and get offended in the process.
- They should avoid giving free advice at the drop of a hat and maintain their decorum as teachers. When this is done, their focus shifts from criticism and sarcasm to encouragement that goes a long way in forging a strong student-teacher relationship, which in the current scenario is an essential ingredient of teaching effectiveness.
- Given an exposure to appropriate theme based Faculty Development Programs, their teaching quality will hover on efficient lines in the long run.

Interpretation regarding Agreeableness

The Agreeableness dimension of a person’s personality refers to his tendency to yield to others. Agreeable individuals are always preferred over the disagreeable ones, which is reason enough for them to score higher in interpersonally oriented jobs like teaching. They tend to be more compliant and rule abiding and less prone to institutional deviance. Hence, the chances that these will be passed over to their students are obvious. On the top side of this trait, career success becomes questionable in terms of the extrinsic job satisfiers like salary and remuneration, as they are by nature poor negotiators, and concentrate on pleasing others at their own cost. In the teaching scenario, there is a dearth for teachers with this trait, and for those who are about, they fail to bargain for a better financial compensation and tend to do more work even without recognition.

It is seen from Table 3 that 4% of the teacher respondents only have low scores, while 43% have a moderate score, while a majority of 53% of them possess a high score on agreeableness. The responses from the teachers are clearly shown in Figure 2 as under:-

Figure 2, Figure showing the responses to the trait Agreeability



Inference

Those in the category with a high score are normally compassionate, good natured and eager to cooperate, avoid conflicts, are compliant by nature, empathetic, friendly, forgiving, sensitive to others needs, flexible and altruistic. These are the basic

qualities a student expects from a teacher, both in terms of teaching and on a personal front. These teachers have a high degree of teaching efficiency, as they possess all the major ingredients of a successful one. Their classes will be energised and lively, and they do not restrict themselves to the time standing “chalk and board” teaching, but resort to novel teaching aids like technology based teaching, gamification, role playing, brain storming, case studies etc.

This category of teachers is the one who is most awaited by the student community, and pride a special bond with the students who are subjected to novel emotional upheavals unheard of in the yesterdays. The encouragement given to the students is overwhelming, and with a heady combination of the above traits, they tend to bring out the very best from their students. They stand as an example for high performance combined with a lower level of deviant behaviour. These teachers are fondly respected by the students, who will be willing to go the extra mile to remain in the good books of such a teacher.

The 43% of respondents who have secured an average score are generally warm, trusting and agreeable, but sometimes display deep streaks of obstinacy and competition. This reflects their propensity to defer from others, which may create an unpleasant stir among the students. In a classroom situation, the teacher by default dons the role of an example, and hence their mood swings should be curtailed for the benefit of the students. A marginal 4% of the teacher respondents with their low scores can be categorised as “**The Judge**” personality, who is critical by nature and fails to look at things from another’s perspective. They display a proud, sceptical, offensive, argumentative, detached, critical, ruthless and cold demeanour. These are the traits that are highly unbecoming of a teacher and blatantly defy the trappings of a good and effective teacher. However, as these teachers make up a paltry composition, they are best neglected and left to fend for themselves.

Suggestions

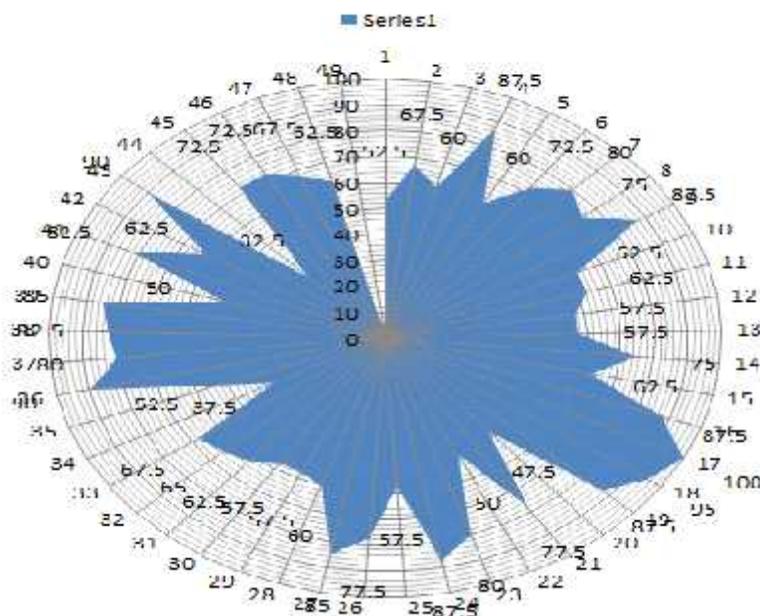
- With a majority of the teachers being approachable, they should be enlightened about the far fetching results this attitude gets in making them an idea teacher material.
- These positive traits should be appreciated by the management not only for better and effective teaching, but to also foster a good teacher- student relationship.
- The average scorers may be exposed to Orientation and Refresher Programs that help them to focus on issues from a student perspective. These programs urge them to drop their stubborn attitude and adopt an amicable nature instead and deal in a classroom looking at things from a student perspective.
- The Refresher Programs will help them to get an insight into the latest trend in their respective area of specialization and disseminate meaningful information linked to their subject content in a classroom situation.
- As regards the low scorers, they may be advised to resort to constructive criticism and mitigate their antagonistic and argumentative attitude that will destroy the self- confidence of their students.
- New teaching aids may be implemented in the class room to ensure student participation and knowledge sharing.

Interpretation regarding Conscientiousness

Several authors of the most cited review have opined that “The preponderance of evidence shows that individuals who are dependable, reliable, careful, thorough, able to plan, organized, hardworking, persistent, and achievement oriented tend to have higher job performance in most if not all occupations” (Mount.M.K, Barrick.M.R, Strauss.J.P, 1994). Although conscientiousness is the Big Five trait most consistently associated to job performance, the other traits are related to different dimensions of performance in some situations. It is a personality dimension that describes an individual as responsible, dependable and organized which is vital to the teaching profession, as teachers by default are the role models for their students. These characteristics tend to spill over to the students too during a long standing relationship in a classroom.

Conscientiousness is an important trait of teachers and can be correlated with the institutional performance at the macro level, and departmental performance in the micro level. Conscientiousness in the form of persistence, attention to detail and setting of high standards play a predominant role in the institutional success (Stephen.P.Robbins, Timothy. A.Judge, Neharika Vohra, 2012). The people with this trait live longer based on their systematic lifestyle and are not prone to adaptation at times of change. Conscientiousness is a measure of reliability and brings out the persistence and efficiency levels of the teacher respondents. Table 3 shows that 6% of the respondents only have a low degree of conscientiousness, while 46% are average scorers, followed by 50% of them as high scorers. The responses of the sample have been displayed in Figure 3 for a clear comprehension.

Figure 3, Figure showing responses to the trait Conscientiousness



Inference

One half of the respondents have a high degree of conscientiousness that is revealed through their efforts to achieve goals and targets in terms of student performance; well planned in their teaching methodology and class room behaviour; self - disciplined ; careful and responsible. Hence, teachers with a high content of this trait have the capacity to influence their students, and are always cautious to maintain their reputation amongst their students, and make an impression in their minds. These factors contribute significantly to their teaching effectiveness during a class. These respondents have the tendencies of **The Martyr personality** who tend to take up the burden of others too and land up doing the job of others. They cannot adapt to change easily, and have trouble in developing complex skills as they focus more on performing than learning and hence are less creative too. The average scorers are those who have can be impressively depended upon together with a moderate measure of organized work. Although these teachers have clear goals set, they find plausible excuses to set aside their work. This can be dangerous in a classroom situation, as teachers are normally looked upon as role models by their students. Procrastination from the teachers tends to catch up infectiously on their students too, which is not a good sign for the teachers' attitude in class. They display the features of **The Vampire personality type**, who are dependent on others for their routine functioning. They can perform subject to having the support from their peers or students.

The poor scores make up for only 6% of the respondents who are noted for their negligence, irresponsible ways, and weak willed nature besides their lazy and careless attitude. These teachers tend to possess the characteristics of **“The Vanishing One” personality type**, who cannot be relied upon because of his lethargic, selfish disposition, backed by a deep shade of lack of commitment, with a penchant for backing out of responsibilities in the last minute. Its manifestation in a classroom situation is by going unprepared to class, inability to complete the syllabus on time, abstinence from doubt clearance, refusal to take up any in initiative for the benefit of the students. Due to this, they will not be respected much by the students and peers alike and will be the least sought after teacher by their students.

Suggestions

- The low scorers should primarily imbibe the practice of returning the favours got from others, and pass over the benefit to their students also.
- They should realise the negative impact on the youngsters and take deliberate steps to reinstate the lost trust among the students.
- Teachers should also learn to explain the situation that they are in which prevents them from better performance.
- A self-introspection by the teachers will throw light on their weaknesses and help them to gear up to overcome the same.
- They should develop a sense of commitment that will justify their role as a teacher and work with diligence.

- Those teachers with average scores are close on heels to the high scorers and hence show an optimistic trend to gradually convert into high scorers, given the right situation.
- They should inculcate the habit of completing work on time which will automatically cascade to their students.

Interpretation Regarding Neuroticism

Of the Big Five traits, emotional stability is closely related to job and life satisfaction and low stress levels. They have oodles of positivity and zeal and hence experience largely fewer negative emotions. Individuals with a high degree of neuroticism tend to look out for problems, and are vulnerable to the physical and psychological effects of stress. This trait traces a person's ability to withstand stress and duress. Table 3 shows that 35% of the respondents have secured a low score on this trait, while 61% are on the average level, and only 4% have high scores. It is essential for effective teaching that the level of neuroticism among the teachers should be low, as otherwise they will be unable to withstand stress that the current day students tend to inflict. Table 4 shows the response of the teacher respondents regarding this trait.

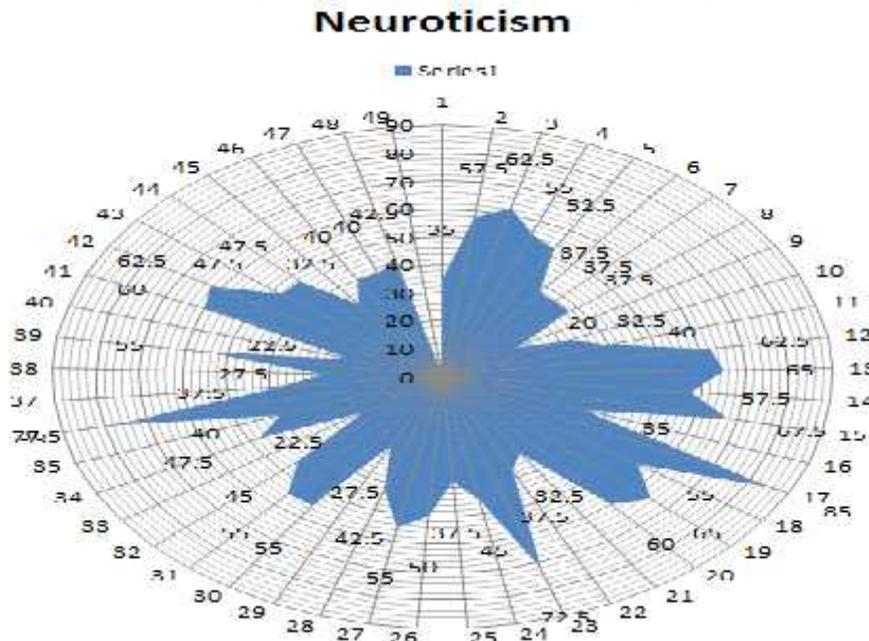


Figure 4, Figure showing the response to the trait Neuroticism

Inference

Those teachers who have a low score on this trait are normally confident, assured, secure, and remain calm and composed despite stressful situations. They demonstrate low stress levels and nurture fewer negative emotions when compared to their contemporaries who have a high score. The patience they have during their classes and clarity in explanation stand testimony to their teaching effectiveness. These teachers are very calm and composed during their class hours and have the confidence to face the students and tackle them irrespective of the situation. With the students looking up at their teachers always, there is every possibility for the confidence of the teacher to have a cascading effect on their students and translate into student composure and emotional stability.

Majority of the respondents hover over the average score with a staggering 61% response that indicates their generally calm attitude and ability to handle and withstand stress. With a paradigm change in student attitude and approach in terms of hostility and short temperedness, many a teacher are pushed to a stressful state and retaliate with temper tantrums. But occasionally, they harbour guilt feelings and anger outbursts, which may not have a substantial reason. They also are subject to mood swings and move towards sadness easily. These teachers tend to get swayed away by the comments passed by students and peer in the department, and are subjected to be influenced easily by their teaching counterparts.

Only 4% of the respondents have a high degree of neuroticism that indicates their skewed emotional imbalance, deep anxiety, anger, embarrassment, self-pity and remorse, nervousness, negative thinking, vulnerability, insecurity together with extreme moodiness and inclination to depression. These teachers have the typical features of a **Hulk type of personality**, who instinctively reacts with anger and fails to view things from others' point of view. They react very strongly and prone to be instigated with least provocation. In a classroom situation, the doubts raised by the students and their body language during a

session will irk these teachers. Also, they tend to take the comments passed by the students on a personal note and crawl into their shell, filled with remorse and withdrawal.

Suggestions

- These should use relaxation and anger management techniques to exercise control over their feelings and emotions.
- Care to be taken to ensure that the stress does not spill over as a burnout condition.
- The college to have a good system of grievance handling to give vent to the pent up feelings of the faculty.
- Yoga and meditation is a sure solution to most of the emotional based reactions of individuals in the current scenario.
- With the UGC and universities insisting on colleges to have an in-house counsellor, the teachers too can make use of this facility to share their personal and official problems, and get professional advice to solve the same.
- The effectiveness of a teacher by and large depends on his/her job security and the responsibility of the same is vested in the hands of the management.
- The concept of 360 degrees appraisal should become mandatory in colleges, so that the teachers are able to trace their strengths and weaknesses and identify the scope for improvement.
- A teacher will gain respect amongst the students only when he/she is strong on the subject matter and content. She should take conscious efforts to be well prepared for a class and make it a learning experience rather than that of mere teaching.

Interpretation regarding Openness to Experience

This trait addresses one's range of interests and fascination with novelty. This dimension reflects the extent to which an individual has broad interests and is willing to take risks. Those who have a high degree of openness flourish in occupations where innovation and change are routine and incessant. Individuals who score high on this trait tend to be more creative in arts and science and are cosier with ambiguity and change than the low scorers. They survive easily in an environment dotted with change and challenges. In the teaching context, this holds well in the case of the subject computer science that gives ample scope for upgrading one's knowledge. Relating to real life incidents on a comparative note while teaching concepts, are appreciated by the student community too. From Table 3, it is found that 6% of the respondents have a low score on this trait, while 54% have average scores and 40% have a high score. Their responses can be well observed from Figure 5.

Inference

The majority of 54% of the respondents who are high scorers have an artistic and creative bent of mind and are basically intellectual by nature. They are flexible and sensitive to others feelings too. They are adaptable to change and have a high degree of preference to change. Armed with a passion for learning and looking at things in a novel way, these respondents will make good teachers, as they do not belong to the "run-the mill" category, and enjoy experimenting with new teaching techniques. Because of this, their classes are most eagerly

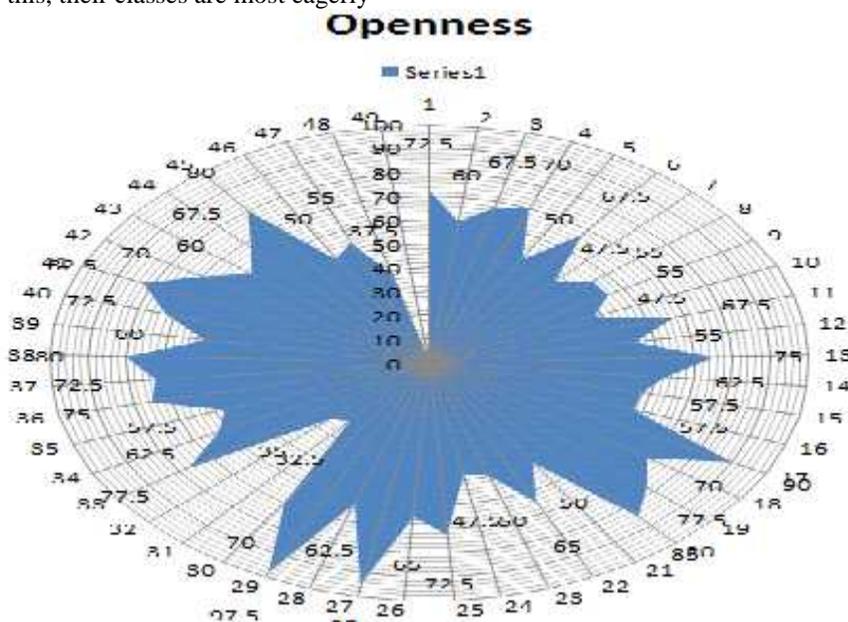


Fig: 5, showing the responses to the trait Openness

looked forward to by their students as their ability to kindle a visualising effect by the students is marked. This trait of the teacher respondents is typical of baby boomers and helps them to bond with the millennial students easily. The average scorers are practical but are not game for a novel teaching initiative. These teachers prefer to strike a balance between the old and the new teaching methodologies and retain the flavour and charm of a fine blend of both these. As regards the low scorers who comprise 6% of the respondents, they prefer not to tread on unfamiliar waters and like to stick on to the time tested “chalk and talk” method and feel insecure to deviate from the familiar teaching style, lest they are criticised. The teachers who belong to Gen X normally belong to this category.

Suggestions

- The low scorers may be encouraged to experiment with newer teaching methodologies backed aptly by technology.
- Periodical exposures to Faculty Development Programs will encourage them to adopt teaching aids for a wider student reach.
- Teachers to be encouraged to meander out of their comfort zone and teach from the student perspective rather than from their own.
- The high scorers to be appreciated and used as a valid example to induce others to follow suit.

CONCLUSION

The above study has revealed the extent of traits that the teachers have, and which will contribute significantly to the teacher effectiveness. In a live situation, at a given point of time, a teacher has a mixed combination of the five traits that range from low to high, which determines his passion for teaching and behaviour in the classroom. In the current scenario, it becomes essential for an effective teacher not only to have a sound academic background, but the same is to be punctuated with teaching skills that include the deliverables that make up a good teacher like - clarity in communication, preparedness for the classes, nurturing participation in classroom discussions, developing a strong bond with the students, and willingness to be there for the student when the situation demands – be it personal or academic. In conclusion, the words of **Elona Hartjes** may be recalled “**Being a good teacher is a lot like being a good gardener. Good gardeners are optimistic and patient.... They are able to see the potential in those struggling young seedlings and enjoy watching them grow, develop and bloom**”.....

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