# 26

# Five Factor Personality Model as Determinants of Teachers Effectiveness in Secondary Schools in Lagos-State Nigeria

By

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## Abstract

*The importance of teacher effectiveness cannot be over emphasized as it is linked to learning outcomes and socially desirable behavior among students and it is also one of the indices through which quality assurance is ascertained in education. Studies has shown that certain factors such as teacher personality, has link with teacher effectiveness. However, most studies on teachers' effectiveness have examined a relatively small set of these factors without adequate attention on their combine effects. This study, therefore, investigated the five factor personality model as correlates of teacher effectiveness in secondary schools in Lagos State, Nigeria. The study adopted descriptive survey research design. The multi-stage sampling technique was used to select 574 Junior Secondary School teachers from six education districts in Lagos State. Two instruments were used: Teacher Effectiveness Questionnaire with three sub-scales (Teacher Self-reported version r=0.76; Student Reported Version r=0.73; and Head of Unit/Principal Reported Version r=0.71); and NEO-five Factor Inventory (r=0.79). Three research questions were answered and tested at 0.05 level of significance. Data were analyzed using descriptive statistics, Pearson Product Moment Correlation and Multiple Regression.There was a significant joint effect of teacher personality factors (openness to experience, conscientiousness, neuroticism, extroversion and agreeableness) on teacher effectiveness ($F_{(5,504)}$=16.42,p<0.05); and a significant relative effect in this order of magnitude: openness ($\beta$=0.539, t=4.966, p<0.05); conscientiousness ($\beta$ = -0.62, t=5.698, p<0.05); neuroticism ($\beta$=-0.384, t=4.748, p<0.05); extroversion ($\beta$ =0.114 t=1.962, p<0.05) and agreeableness ($\beta$ =-0.044, t=0.072, p<0.05). The results also showed that openness to experience (r=0.149, p<0.05), agreeableness (r=-0.113, >0.05), neuroticism (r=-0.197, p<0.05), and conscientiousness (r=-0.195, p<0.05) had significant correlation with teacher effectiveness. Teacher personality is critical to teacher effectiveness. Therefore, teacher personality, as a factor that impact*

> *positively on teacher effectiveness should be enhanced through training and psychological intervention.*

**Key words**: Teacher effectiveness, Personality, Secondary schools in Lagos state

Personality of a teacher is as important in selection as his/her cognitive ability. The key to the satisfied, successful and effective occupational and professional life is to have those personalities traits most suited to one's profession, job or occupation. Specifically, teaching as novel and innovative profession demands certain personality traits to be essential for efficacy and quality performance.

Bhardwaj (1998) explained that the potential importance of teacher personality has long been of interest to educational researchers, and most of the research on personality focuses on the types of people who enter the teaching profession, rather than their effectiveness, but recent studies have continue to focus on teacher effectiveness, for example Bhardwaj stated that in six studies conducted using the 16pf as a predictor of teacher evaluations. Three of the studies found that teacher effectiveness is positively related to conscientiousness, experiment-minded/venturesome and outgoing/extroverted. Two studies found that teachers effectiveness is related to self control.

Sparks and Lipka (1992) found that compared with other teachers, master teachers are more warm-hearted, socially outgoing, attentive, driven, respectful, generous in personal relations, hard to fool, and able to maintain interpersonal contacts. Bhardwaj (1998) reported that such surveyed elementary teachers with five or more years of experience using a final outcome measure of teacher effectiveness in an urban school district. No differences were found between effective and ineffective teachers. Wangoo (1986) in a study of Indian teachers found that psychotics, adjustment, democratic leadership behavior and emotional stability emerged as the most important personality, characteristics related with teacher effectiveness. He concluded that teachers who had an outgoing attitude, and who were less aggressive, more trusting, open, forthright, relaxed and group-dependent were highly successful.

Murray, Rushton and Paunonen (1990) stated that though the personality profile of an effective teacher differs markedly across different courses, in smaller, intensive level discussion-oriented classes, effective teachers were friendly, gregarious, flexible, adaptable and open to change. Bhardwaj citing High and Katterns agreed that effective teachers are able to flexibly control a repertoire of strategies and tactical skills and are sensitive and flexible

In a survey conducted by the American council on Education for establishing characteristics needed in an effective teacher. Result revealed that emotionally stable,

friendly, restrained and tolerant teachers were rated as more effective (Bhardwaj 1998) Pal and Bhagoliwal (1987) also found that more effective teachers were more expressive, socialized and expressed behavior in a socially-approved way.

For a teacher, being emotionally stable, sensitive, empathetic, outgoing, less harsh, tenderminded, socialized, less impulsive and less hostile is necessary to being effective. Today, Bhardwaj noted that there is a lot of stress in society; families are breaking down, and single parent families and divorced families are on the increase. Hence, according to Kechy and Berthelen (1995), a teacher has an additional role to perform, that is extend his/her role from just being transmitter of knowledge to being caring, nurturing and understanding.

Bhardwaj reported the study by Carkhuff who conducted a large survey relating teacher effectiveness with interpersonal skill, a total of 28 studies involving more than 1,000 teachers and 30 students were reviewed. Teachers with high level of affective interpersonal skills were found to be more effective teachers.

Gupta (2008) investigated role of personality in knowledge sharing and knowledge acquisition behavior and the result showed that individual high on agreeableness and conscientiousness were more involved in knowledge sharing activities than individuals low on agreeableness and conscientiousness. Individuals high on conscientiousness were more involved in knowledge acquisition activities than individual low on conscientiousness. There were no significant differences in knowledge sharing and acquisition activities between individuals high and low in extraversion, openness and neuroticism.

Lew (1977) reported various research outcome on the relationship between teacher personality and teacher effectiveness, for example (1) attributes such as acceptance, spontaneity, autonomy, democratic nature and creativeness were found to enhance teacher effectiveness. (2) It was concluded that teacher charisma is probably a significant factor of teacher effectiveness. (3) effective teachers were perceived as warm, friendly supportive person who communicate clearly, motivates and disciplines pupils effectively, and is flexible in methodology. (4) Teachers who are more flexible are better able to respond differentially to pupils without having to resort to using various organizational strategies (aides, groups, e.t.c) to produce individualization. (5) Teachers in high creative schools are more adaptive, flexible, outgoing, permissive and nurturing. (6) Teachers personality as observed by Hong Kong secondary school student should include friendliness, responsible, rational, planful, unaffected, warm, and good-tempered (Lew, 1977).

Judge, Heller and Mount (2002) conducted a meta-analysis of five-factor model of personality and job satisfaction collecting 163 independent samples classified according to the model. The result showed that Neuroticism (r = 0.29) was the strongest correlate of job satisfaction, followed closely by conscientiousness (r=0.26) and (Extraversion r=0.25) finally openness to experience (r=0.02) and (agreeableness r= 0.17) showed weak correlation with job satisfaction. The implication from the foregoing is that Neuroticism, conscientiousness and Extraversion are positive predictors of job satisfaction and job performance.

Furnham and Chamorro-Premuzie (2005), investigated individual differences in student's preferences for lecturers' personalities collecting students rating (N=136) of 30 lecturer trait characteristics coded in an internally reliable big five taxonomy. Overall, student tended to prefer conscientious, open and stable lecturer personalities, though correlations revealed that these preferences were largely a function of students' own personality trait. Thus open students prefer open lecturers, while agreeable students preferred agreeable lecturers. There was evidence of a similarity effect for both agreeableness and openness. In addition, less intelligence students were more likely to prefer agreeable lecturers than their more intelligent counterparts were.

Ayan and Kocacik (2001) studied the relationship between the level job satisfaction and types of personality in high school teachers collecting data from a sample of 482 teachers. The result of the study showed the following that (1) teachers with extroverted personality characteristic have significantly higher level of job satisfaction as compared to teachers with introvert personality characteristics (2) when the differences of the scores obtained by teachers in the job satisfaction scale is examined, it is seen that job satisfaction significantly differs with the characteristics of liking competence, being ambitious in the social area and profession, getting easily angry, not having time to rest and hiding feelings. Accordingly teachers who stated that they like competence have greater job satisfaction as compared to those who do not, those stating they are ambitious in the social area and profession have greater job satisfaction as compared to those who do not, in addition, the answers of teachers with highest scores among those included in the job satisfaction scale-paralleled attributes defining extrovert personality character. In other words data obtained from the analysis that scores obtained by teachers in scales of job satisfaction levels, personality characteristics, and job satisfaction scale of teachers according to personality characteristics are consistent with each other, and it is seen that teachers displaying extrovert have greater satisfaction with their jobs. Therefore, teachers with certain personality characteristics are more efficient in issues like being self-contained, improving learning or controlling the class.

In a study of the effect of Turkish Geography teacher's personality on his teaching experience, Ozel (2007) collected data from 198 teachers and the result showed that teachers reflected their personalities on their teaching experiences as their age and seniority increased. The personal assets the teachers found in themselves were self-confidence, discipline, tidiness, justice and job satisfaction.

Ngidi and Sibaya (2003) investigated student teacher anxieties related to practice teaching and obtained data from 75 student teachers, who were in their second week of observation preceding practice teacher. Several result were obtained among which was that the dimension of neurotic personality is significantly correlated with professional preparation as well as an unsuccessful lesson. This means that student teachers who manifest neurotic personality are prone to anxiety caused by professional preparation and unsuccessful lesson, respectively. Whereas the extraversion personality dimension is not significantly correlated with any of the factors of class control, professional preparation, staff relations, and unsuccessful lessons.

Barrick and mount (1991) reviewed 117 studies utilizing 162 samples with 23,994 participant, they found that conscientiousness showed consistent relations with all performance criteria for all occupational groups. Extroversions was a valid predictor for occupations involving social interaction (e.g. Education and Management)

Gordon and Yocke (2007) studied the relationship between personality characteristics and observable teaching effectiveness of selected beginning career and technical education teachers, using the Myer Brigg type indicator and classroom observation keyed for effectiveness research to obtain data. The result showed that, the sensing-intuition temperament type corresponding to (openness to experience) was the best predictor of teaching effectiveness when compared with extraversion-introversion, thinking-feeling and judgment-perceptions temperament types

Many efforts have been made to ascertain predictors of teacher effectiveness. A number of factors like age, seniority, communication style, intelligence, training, stress, teaching styles and personality, have been linked with teacher effectiveness; (Sehgal and Kaur 1995).

According to Dickson & Wiersma (1984), there is ample evidence supporting the view that personality of a teacher is a very important determiner of successful teaching, and that teacher effectiveness is perceived to exist as a consequence of the characteristics of a teacher as a person.

Furthermore, Mohan (1995), contended that teachers have also been found to be effective when they are not dominated by anarchistic self and a neurotic need for power

and authority. Some studies have investigated the influence of teachers personality on students learning outcome and teaching style no singular study have examined the relative and combined influence of five factor personality model on teachers effectiveness.

**Rationale for the Study**
The teachers' personality is central to effective classroom delivery and management, hence the researcher investigated the relative and composite effect of the teachers personality on the teachers effectiveness in secondary schools in Lagos-State.

**Research Question**
1. What is the relationship between personality type (openness to experience, Agreeableness, Assertiveness, Neuroticism and Conscientiousness) and teacher effectiveness among teacher.

2. What is the combine influence of personality types on teacher effectiveness among teachers.

3. What is the relative influence of personality types on teacher effectiveness among teachers.

**Design**
The correlation research which is a type of descriptive survey of ex-post facto type will be used in this study. The rationale is based on seeking the relationship among the variables of interest. Correlation research helps to clarify relationships and patterns of relationships among variables. Often a correlation study is mainly exploratory, in that a researcher attempts to identify the pattern of relationship existing between two or more variables (Gay, 1992). The approach will enable the researcher to obtain information from a representative sample of a population in other to describe the situation as they exist from where the researcher can infer the perception of the entire population.

**Population for the Study**
The target population from which the sample for the study was drawn are public Junior Secondary School teachers in Lagos-state, Nigeria. The population comprised both male and female teachers teaching Mathematics and English Language. This is because Mathematics and English Language are core subjects to students' academic progression. The population for the study is 958 English and mathematics teachers in the 265 junior secondary schools in Lagos state.

## Sample and Sampling Procedure

In other to determine the sample size that is representative of the study population, a sample fraction of 60% was chosen and multiplied with the total population within each district. Thus a sample population of 574 teachers' was obtained. The researcher used the multi-stage sampling technique to determine the total number of schools that was involved in the study. A total of 159 junior secondary were randomly selected from the six districts in Lagos state, comprising Agege (16), Maryland (24), Falomo (34), Yaba (26), Amuwo-Odofin (39) and Oshodi/Isolo (20). All the Mathematics and English language teachers from the randomly selected schools were used in the study. This clusters was choosing because the unit chosen is not an individual, but groups of individuals who are naturally together.

| S/N | District | No. of Junior Secondary Schools | Population of mathematics and English teachers | Sample Size |
|------|-----------|------------------|------------------|-------|
| 1. | Agege | 27 | 122 | 73 |
| 2. | Maryland | 40 | 138 | 83 |
| 3. | Falomo | 56 | 175 | 105 |
| 4. | Yaba | 44 | 173 | 104 |
| 5. | Amuwo Odofin | 65 | 221 | 133 |
| 6 | Oshodi/Isolo | 33 | 129 | 75 |
|  |  | **265** | **958** | **574** |

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## Instrumentation

The following research instrument were used to obtain data from the respondents in this study.
1. Teacher Effectiveness Questionnaire.
2. The Big-five personality Inventory

### 1. Teacher's Effectiveness Questionnaire

Three instruments were used to obtain information on teacher effectiveness and this comprise the teacher's effectiveness questionnaire, principal/Head of unit assessment of teacher effectiveness questionnaire and student assessment of the teacher effectiveness questionnaire, this was adapted with modification of the Virgilio Teacher Behavior Inventory (1987) which was designed to measure specific teacher behaviors consistently described in teacher effectiveness research. The teachers' effectiveness self-reported questionnaire covers items relating to Goe, Bell and Little (2008) definition of teachers' effectiveness, which includes, high expectation of learning outcome, improved academics, attitudinal, and social outcome for student, utilization of diverse resources to plan and structure learning outcome, contribute to the development

of classroom and schools that values diversity and civil mindedness and collaborating with others to ensure students success.

It is a five point Likert scale, ranging from Never, (1) Rarely (2) Sometimes (3) usually (4) or Always (5).

**Reliability of Instrument**

The instrument was validated for used by trial testing the instrument on thirty Junior secondary schools teachers in Ajangbadi Junior high school, after two weeks the instrument was re-administered on the same set of participants . The product moment correlation was used to establish the psychometric value of the instrument using the test-retest method; it was found to have .76 reliability coefficient for teacher effectiveness self-reported questionnaire, .71 reliability coefficient for principal/ Head of Unit teacher effectiveness assessment questionnaire and .73 reliability coefficient for student assessment of teacher effectiveness questionnaire.

2.      **Personality Scale (Neo five factor Inventory)**

The personality scale in this study was developed by Costa and McCrae (1992). It is a 60-item version of the Big five inventory.  This was designed to measure "Big five factors of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness. It is a 5-point likert type scale.

Open to experience is comprised of eight item (i.e item 1-8) and the internal consistency is reported as .73.  Conscientious is comprised of twelve items (i.e. item 9-20) and the internal consistency is reported as .81. Extraversion is comprised of twenty-two items (i.e items 21-42) and the internal consistency is reported as .73. Agreeableness is comprised of eleven items (i.e. item 43-53) and internal consistency is reported as .68. Lastly Neuroticism is comprised of seven items (i.e. item 54-60) and the internal consistency is reported as 0.86.

However, a composite reliability alpha coefficient obtained for the entire items on the scale is 087 (Costa & McCrae 1992).

**Reliability of Instrument**

The instrument was validated for used by trial testing the instrument on thirty Junior secondary schools teachers in Ajangbadi Junior high school after two weeks the instrument was re-administered on the same set of participants. The product moment correlation was used to establish the psychometric value of the instrument using the test-retest method.  A composite reliability coefficient obtained for the entire item on the scale this .79

**Procedure for Data Collection**

    The questionnaires was administered across the six educational district of the state over a period of nine weeks. The researcher tried as much as possible to control the influence of the participants over one another in responding to the questionnaire, and encourage the participants to response without necessarily hurrying them up in their responses. The researcher also explain the purpose of the study to the participants assuring them of confidentiality. Instructions regarding how to respond to the scales/inventories were clearly stated and spelled out to the participant after distribution. Questions were entertained before they start reacting to the scales/inventories, the researcher was available for further clarification during the process of responding to the scales/inventories. There was no limit for responding to the items. However, the scales/inventories was collected back within 48 hours after distribution.

**Data Analysis**

    The descriptive statistic of mean and standard deviation will be used to describe the data, while the Pearson Correlation Analysis and Multiple Regression will be used to test the hypothesis and research question.

**Results**

    Multiple regression analysis was used to provide information on the research questions generated for the study. The study examined five factor personality model variables as correlates of teacher effectiveness among teacher in Lagos-State Nigeria. The summary of the study are presented in the following tables.

**Research Question One:** Would there be significant relationships among the independent variables (openness to experience, agreeableness, assertiveness, neuroticism, and conscientiousness) and teacher effectiveness among teachers in Lagos-state, Nigeria?

**Table 4.1: Descriptive Statistics and Correlations among the Variables**

| | openness | conscientiousness | extroversion | agreeableness | neuroticism | trt. Effectiveness |
|---|---|---|---|---|---|---|
| openness | 1.000 | | | | | |
| conscientiousness | 0.332** | 1.000 | | | | |
| extroversion | 0.522** | 0.541** | 1.000 | | | |
| agreeableness | 0.037 | 0.131** | 0.109* | 1.00 | | |
| neuroticism | 0.262** | 0.222** | 0.249** | 0.323** | 1.000 | |
| trt. Effectiveness | 0.149** | -0.195** | 0.026 | -0.113* | -0.197** | 1.000 |
| Mean Scores | 16.17 | 30.39 | 51.84 | 24.46 | 20.26 | 45.86 |
| Standard Deviation | 3.28 | 4.42 | 6.81 | 4.43 | 4.08 | 7.23 |

\*\* Correlation is significant at the .01 level

\*Correlation is significant at the .05 level

**Table 4.1**: shows means, standard deviation and zero order correlation among the variables. It was observed that there was significant relationship between the independent variables and the dependent variable (teacher's effectiveness) in the following order of magnitude: Neuroticism (R= -0.197, p <0.01), conscientiousness (r= -0.195, P<0.01), openness (r= 0.149, p<0.01), agreeableness (r = -0.113, P<0.05) and extroversion (r = 0.026 p >0.05).

**Research Question Two**: To what extent when combined will the independent variables (openness to experience, agreeableness, assertiveness, neuroticism, and conscientiousness) and teacher effectiveness among teachers in Lagos-state, Nigeria?

**Table 4.2: Joint Effect of the Independent Variables**

| | |
|---|---|
| R | 0.374 |
| R Square | 0.140 |
| Adjusted r square | 0.132 |
| Std. Error of the Estimate | 6.73825 |

**ANOVA**

| | Sum of squares | Df | Means Square | F | Sig |
|---|---|---|---|---|---|
| Regression | 3726.86 | 5 | 745.37 | 16.42 | 0.000 |
| Residual | 22883.59 | 504 | 45.40 | | |
| Total | 26610.45 | 509 | | | |

a. Predictors (constant), (openness to experience, agreeableness, assertiveness, neuroticism, and conscientiousness)

b. Dependent variable: Teacher's effectiveness.

Table 4.2 Shows that there was joint effect of the independent variables (openness to experience, agreeableness, assertiveness, neuroticism, and conscientiousness) and teacher effectiveness; R= 0.374, P<0.05. The table further reveals 13.2% (Adjusted R Square = 0.132) of the variance in the teacher's effectiveness were accountable for by the linear combination of the independent variables. The ANOVA results from the regression analysis shows that there was significant effect of the independent variables on the dependent variables, $F_{(5,504)} = 16.42$, P<0.05.

## Research Question Three

To what extent will each of the independent variables (openness to experience, agreeableness, assertiveness, neuroticism, and conscientiousness) predict teacher effectiveness among teachers in Lagos-state, Nigeria?

**Table 4.3**: **Relative effect of the Independent Variables on the Dependent Variable**

|  | **Unstandardised Coefficients** | | **Standardized Coefficients** | | |
|---|---|---|---|---|---|
|  | B | Std. Error | Beta | T | Sig |
| Constant | 54.111 | 2.874 |  | 18.825 | 0.000 |
| Openness | 0.539 | 0.109 | 0.245 | 4.966 | 0.000 |
| Conscientiousness | -0.462 | 0.081 | -0.282 | 5.698 | 0.000 |
| Extroversion | 0.114 | 0.058 | 0.107 | 1.962 | 0.050 |
| Agreeableness | -0.044 | 0.072 | -0.027 | 0.609 | 0.542 |
| Neuroticism | -0.384 | 0.081 | -0.217 | 4.748 | 0.000 |

**a.      Dependent variable: Teacher's effectiveness**

Table 4.3 above shows that all the five independent variables showed relative contribution to teacher's effectiveness. The variables are arranged in order of importance or magnitude: openness ($\beta$ =0.539, t = 4.966, p<0.05), conscientiousness ($\beta$ = -0.462, t= 5.698, p<0.05); neuroticism ($\beta$ = -0.384, t = 4.748, P<0.05); extroversion ($\beta$ = 0.114, t= 1.962, P< 0.05) and agreeableness ($\beta$ = -0.044, t = 0.072, P >0.05) in that order.

## Discussion of Findings

The results of research question 1 and 2 revealed that the independent variable (personological factors) viz: openness to experience, agreeableness, assertiveness, neutoticism and conscientiousness on teacher's effectiveness shows that there was significant effect of the independent variable. This finding is in agreement with the findings of (Lew, 1977; Bhagoliwal 1987; Murray, Rubliton&Paunonen 1990; Kechy & Berthelen 1995; Wangoo, 1996; Bhardwaj, Gupta, 2008). And they argued that teacher personality is predictor of teacher effectiveness, that is teachers who are emotional stable, friendly, restrained and tolerant were rated more as effective. Also attribute such as acceptance, spontaneity, autonomy, democratic in nature and creativeness were found to enhance teacher effectiveness. Furthermore this findings is supported by Dickson and Wersma (1984) who contended that there are ample evident supporting the view that personality of a teacher is a very important determinant of successful teaching, and that teacher effectiveness is perceived to exist as a consequence of the characteristics of a teacher as a person.

The result of research question 3 revealed that the independent variables (personological factors) showed that the five independent variable contributed differently and significantly to teachers effectiveness. In other words openness was viewed as the best predictor of teacher effectiveness, followed by conscientiousness, neuroticism, extroversion and agreeableness as the least predictor of teacher effectiveness. This result is supported by the previous study of Gordon and Yorke (2007) who asserted that sensing-intuition temperament type corresponding to openness to experience was the best predictor of teaching effectiveness when compared with extroversion- introversion, thinking-feeling and judgement-perception temperament types. This finding is contradicted by the findings of Banick and mount (1991), who summed that Extroversion was a valid predictor for occupation involving social interaction (e.g Education and management). Also furnham and Chamiono- Premuzie (2005) disagreed with this findings and they concluded that overall, students tend to prefer conscientious, open and table personalities, however this preference was largely a function of students own personality trait. Furthermore, this finding is contradicted by judge, Heller and mount (2002) and they argued that neuroticism, conscientiousness and Extraversion are positive predictors of job performance and satisfaction, whereas openness to experience and agreeableness showed weak correlate with job performance and satisfaction.

**Conclusion**

Based on the outcome of the study, it was concluded that the teachers' personality is critical to effective classroom delivery and as such appropriate training and interventions should be developed in other to enhance the teachers' personality. Furthermore, stalk holders should take into consideration teachers ' personality in the appointment of their teaching staff.

**Recommendation**

Based on the finding of this study the following recommendation are made:
Teacher personality factor should be considered as significant part of their professional development and practice, that is, those who should teach should be seen to possess certain personality characteristics, required for successful classroom interaction.

Policy makers and educational managers should continually develop programmes to promote teacher personality and such programmes should include: increasing teachers emotional intelligence as a means of managing their neuroticism.

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