

Does Personality Influence Pre-service English Teachers' Performance?

A Gender-Based Study in the Yemeni Context

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Abstract

This study mainly investigated whether there is any correlation between the Big Five Personality Traits of pre-service teachers and their performance in Practicums I&II, and attempted to identify the extent to which the personality traits affect pre-service teachers' performance. To fulfill the purpose of the study, a sample of 110 fourth-year student-teachers; 86 females & 24 male, of the English Department, in the Faculty of Education at Hodeidah University, was selected. They enrolled in the four-year B.Ed. course. The Big Five Inventory (BFI) originally developed by John & Srivastava (1999) with little modification was distributed among the selected subjects. This inventory comprised of forty-four statements about the big five personality traits that are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Collected data was analyzed by using simple descriptive and inferential statistical techniques such as mean, Pearson correlation, t-test and f-test. It was found that there is a relationship between the pre-service teachers' performance in Practicums I&II and their personality traits so pre-service teachers' personality DO influence their performance of teaching English. Also, pre-service teachers' personality traits of Extraversion, Agreeableness, and Conscientiousness are nearly same, so no significant difference found among male and females on these three traits. However, significant difference exists among the females and males on the trait of Neuroticism as female student-teacher score higher than males on this trait. Moreover, both male and female pre-service teachers have quite good level of Extraversion and Agreeableness, and similar reasonable level of Conscientiousness and Neuroticism but their level of Openness is a very low. It is recommended that Teacher Personality Development should be a part of teacher education programs and suggest some strategies for development of pre-service teachers' personality.

Keywords: pre-service, teaching performance, Big Five Inventory (BFI), Big Five Personality Traits, conscientiousness, extraversion, agreeableness, neuroticism and openness

1. Introduction

Teaching and learning have been of great importance in all educational settings. Lately, the introduction of the different modern methods of teaching, the paramount role of psychology in education, and the shocking fact that some of the EFL students are reluctant to get involved in the language learning process, have turned the attention of educationists and language specialists into a highly effective issue to identify the probable relation of teachers' personality and their teaching performance in the learning settings which is of course of great value for both teachers and learners.

Also, it is quite clear that some teachers are more effective than others (Atteberry, Loeb & Wyckoff 2013), yet the source of such differences is largely unknown. For this reason, scholars of various disciplines are trying to identify the factors that characterize effective teachers and make differences clear in teachers' performance.

Personality may be seen as the dynamic organization of those attributes and characteristic patterns of behavior that are solely specific to the individual (Callahan, 1996). Some social psychologists illustrate that personality is completely a matter of social awareness - which is pointless to discuss about one's personality separated from the individuals who interacts with him, get impersonation about him and use trait terms in uncovering him (Holt, 1971).

Awareness of an individual's own personality and those of others can be useful in developing intra-personal and inter-personal relations. Recognition of Personality is utilized for numerous purposes in different organizations; to figure out one's inclination to occupy various positions, to make good relationships, to identify the extent to which team-work is effective and to anticipate future conduct (Barbian, 2001).

Teachers are not intended only to teach instead they also inspire, entertain, develop creativity, mold the understanding, encourage, inspire hope and imbibe rules to the learners. An effective teacher is someone who achieves the objectives and teaches in the right way by applying his/her intellectual readiness, persistence, creativity, ability to apply knowledge and work productively with others, as in Buela & Joseph (2015: 57). Most of the students are teacher-oriented and believe that their teacher is the sole authority in the classroom and they may obey the teacher's rules, may observe teacher's behavior and imitate it. Knowing the nature of the teacher's personality can play a key role to teach effectively and to accelerate the process of learning a FL.

Teacher's personality undoubtedly plays a vital role to learn and understand the teaching materials by the learners. Different behaviors are created by the teacher may influence learners' while learning a language, they may help the learners to comprehend the language input. Teachers' personality is not an easy topic to be ignored and it is a main domain in teaching methodology so different educationists and scholars consider it very important in EFL classes.

1.1 Significance of Teacher's Personality in the Learning Process

Teacher as a person is a significant figure in the teaching-learning process. Personality influences the behavior of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen (Murray, 1972). The successful use of a teacher's personality is vital in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner - even in the absence of the spoken word (nonverbal communication). Students learn from a teacher's personality even if there is no formal interaction between student and teacher.

The teacher whose personality helps, produce and preserve a learning environment in which students feel happy and motivated to learn is said to have a desirable teaching personality (Callahan, 1996). Any individual has characteristic traits of personality which control both the manner in which s/he behaves with others and the ways in which they act in reaction to her/him. For example, the teacher with obtrusive authoritarian characteristics is likely to vent them in his/her relationships with students and within the strategies s/he employs in his teaching (Morrison and McIntyre, 1972).

There are many explanations for ascribing such enormous significance to the personality of a teacher. The paramount is that the personality of the teacher affects his/her relationship with students. One should be aware that faulty/pathological interface patterns originating from the concerned personality of the teacher can cause gigantic harm to the psychological and physical health position of students. An emotionally stable, unworried teacher can create an overwhelming motivating environment of learning and would be calm with his/her students, as mentioned in Arif et al. (2012: 162).

The process of learning is speeded up by the positive affect and anxiety-free atmosphere. Apprehension inside the classroom restrains learning. In a prior study, Sehgal (1994, 1996) found that students evaluated those teachers as more successful who were mentally-balanced, kind-hearted and caring; and students gained full marks in subjects taught by the teachers they preferred the most. An over-tensed teacher with negative disposition towards students may indirectly pass his/her tension and neurotic disorder to students via his/her irritated emotional conduct with students, for illustration, he/she may persistently criticize good students, be annoying, over-prohibitive, rude and abusive in the class. Also, such a teacher is antagonistic and threatening. Uncertain psychotic disorder may lead the teacher to be cruel, and stifle fertile imagination and curiosity of students. A self-interested and chaotic teacher may debilitate talented students. Students are the main receiver of these undesirable patterns of teachers' conduct; and their achievement, emotional-balance and favorable motivations for a subject are constantly connected with the teacher's personality (Sehgal and Kaur, 1995; Sehgal, 1996).

As stated by Curtis and Liying (2001), teacher performance is influenced by the teachers' personality characteristics. Teachers' personality traits are reflected not only in their classroom performance, especially in their selection of instructional activities, materials, strategies, and classroom management techniques but in their interaction with students as well (Henson & Chambers, 2002). Thus, the teacher's personality is a vital indirect part of the classroom, so it is suggested that teachers are the most important factor influencing a students' achievement.

Teacher personality is, therefore, indirectly related to learning and teaching in the affective domain as well as to that in cognitive and psychomotor domains.

1.2 What Are Personality Traits and in What Way Could They Affect Teaching Performance?

According to Allport (1966), a trait (1) is more widespread than a habit (2) is forceful and determinative in behavior (3) may be viewed either in the light of the personality which contains it, or in the light of its division in the population at large, and (4) cannot be proved nonexistent by the absolute reality that some acts are incoherent with it. A trait is a simple behavioral blueprint - an outlook or propensity to behave in a describable way, as mentioned in Arif et al. (2012: 161). Personality traits have been conceptualized from different theoretical aspects and these theories have contributed to our comprehension of personality traits as personal differences variables to learn experience and also code of behavior. Personality trait is, thus, a comprehensive term which comprises a lot of dimensions.

The term personality originated from the word 'persona'. Originally, persona is used to denote 'mask' that is worn by theater actors (Koplman, 2007). However, today, personality denotes 'the whole moral and spiritual qualities that are unique to a person' (TDK, 2013). On the other hand, Songar (1986) defined personality as a synthesis of ideal, sensual, social and moral values, as cited in Aydın (2013: 576). According to Hogan (1991), a person's personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting.

Likewise, Mayor (2007: 1) made a similar definition of personality as he defined personality as "a system of parts that is organized, develops, and is expressed in a person's actions". The term "personality" includes a collection of different traits that form a significant individual, and consists of stable characteristics which explain why a person behaves in a particular way (Mullins, 2005). Personality is also defined as an individual's features that account for fixed patterns of emotion, behaving, and thinking. (Pourfeiz: 2015). In short, "thoughts, feelings, and behaviors that make a person different from another one is called 'personality' " (Levent, 2011: 8).

The Big Five Personality Framework has been widely used to study the individual differences in teachers' non-cognitive characteristics as predictors of teachers' effectiveness and successful teaching. Personality traits can be categorized in five comprehensive domains, called the Five Factor Model; conscientiousness, extraversion, emotional stability, agreeableness and openness (McCrae & Costa: 1987, Ozer: 1989 and Ozer & Benet-Martinez: 2006), which are used to describe human personality.

Conscientiousness refers to dependability and includes traits such as being responsible, organized, orderly and thorough. People who are conscientious take responsibility for their work, accomplishing their work tasks more thoroughly and orderly. Ultimately, teachers who are orderly are better evaluated.

Extraversion means being sociable, talkative, outgoing and active. Extraverted people perform better in professions involving social interaction. Unlike research on the other four personality traits, research on the working mechanism of extraversion with respect to social interaction provided a neurobiological explanation. That is, extraverts have lower cortical activity than introverts. This makes extraverts seek to attain a higher level of arousal by increasing social activity, while the higher levels of cortical activity of introverts make them more comfortable with fewer impulses. Subsequently, extraverted people can function more efficiently in the presence of others. This is seen in research showing that teachers who are extraverted are better evaluated and attain higher levels of teaching effectiveness.

Emotional stability involves high levels of self-esteem, positive affect and low levels of stress and anxiety. Indeed, a lack of emotional stability leads to neuroticism that is associated with negative emotions, such as anxiety, high levels of stress and low self-esteem. Research suggests that teachers who are emotionally unstable are hindered in their performance by their insecurities and anxieties. Also, anxiety has been shown to affect working memory adversely and to deplete available cognitive resources, which tend to hinder in adequate coping of stressful situations. Therefore, emotionally unstable people are more likely to perceive stressful situations as threats. In contradiction, emotionally stable people are more likely to perceive stressful situations as challenging, as they experience less negative emotions and do not deplete cognitive resources to deal with the situation. As such, being emotionally unstable might inhibit teaching performance, while emotional stability could facilitate teaching performance.

Agreeableness refers to friendliness and includes being kind, cooperative, flexible, sympathetic and tolerant. Research suggests that agreeableness has positive relations with work performance where social interaction is part of the job, especially when it involves helping and cooperating with others. Agreeable people are thought to be good in teaching and acting on others' personal learning needs because of their natural tendency to take into account the interests of other people. This is consistent with findings that good teachers are personable, altruistic and consider others' viewpoints.

Finally, *openness* is a personality trait that refers to being open and receptive to experience. Openness is associated with being imaginative, cultured, curious and broad-minded. Findings suggesting that curiosity benefits teaching effectiveness are in line with possible benefits of openness: people who are open and curious to others' progress could be stimulating teachers (as in Scheepers, et al., 2014).

In short, the Big Five Personality Traits predict important job-related outcomes. For example, extraversion, conscientiousness, and openness arise as consistent predictors of job success and satisfaction, particularly in fields with a high degree of personal interaction such as teaching (Henson, 2003). On the other hand, other personality traits have been linked with professional burnout. Neuroticism, in particular, is one of the strongest predictors of burnout and emotional exhaustion (Burke & Greenglass, 1996; Maslach, Schaufeli, & Leiter, 2001). In the context of teaching, Cano-Garcia et al. (2005) found that teacher burnout was linked to high degrees of neuroticism and introversion.

2. Literature Review

Teacher's personality has long been of interest to education researchers (e.g. Barr, 1952; 1961; Tyler, 1960). Many studies in the area of teacher effectiveness or successful teaching have linked teacher effectiveness with the characteristics of teachers' personality.

According to Dickson and Wiersma (1984) and Gibney and Wiersma (1986), 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.

Some earlier studies in the area of teacher effectiveness have connected teacher effectiveness with some specific personality traits such outgoing, extraverted tendencies and confidence as in the study of Soloman (1965) and Srivastava & Bhargava (1984); emotional stability, emotional maturity, calmness, low anxiety, empathetic personality, sensitivity and warmth as in the study of Gage (1965); more emotional stable and not more extraverted as in the study of Chhaya (1974). Also, the study of Beck (1967), who investigated 2,108 six-grade pupils' perceptions of teacher merit, found out that the pupils perceived the effective teacher as a warm, friendly and supportive person who communicates clearly, motivates and disciplines pupils effectively, and is flexible in methodology.

Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement (Kulsum, 2000). Curtis and Liying (2000) stated that teacher performance is influenced by teachers' personality characteristics. It means that the personality had an effect on teaching practices as well as teaching effectiveness.

When the focus is on the personality traits that lead to the effective performance in teaching, Murray (1990) recognized efficient teachers as sociable, friendly, alterable, adjustable and open-minded. Sehgal (1994, 1996) found out that students rated those teachers as most successful who were mentally-balanced, affectionate, kind, and caring. Young and Shaw (1999) clarified that good performance ascribed to certain individual characteristics such as being helpful, accessible, caring, grateful and motivating. Marchbanks (2000) also demonstrated that the characteristics of affection, tolerance and participation were had most frequently in both male and female prospective teachers at elementary level, whereas Openness (i.e. innovation) proved to be a sole quality.

In one of the few studies investigating personality and its relation to teaching, Rushton, Morgan, & Richard (2007) found out that distinguished teachers were shown to differ from typical teachers, tending to be more optimistic, active, imaginative and sensitive. Another study conducted on the characteristics of effective and ineffective teaching practices (viz. Raymond, 2008) reached the result that excellent teachers as individuals being (1) respectful (2) makes classes interesting (3) fair in evaluating (4) concerned about students' success (5) passionate for their subject (6) friendly (7) open for questions and discussion (8) well prepared and organized always and (9) makes difficult subjects easy to learn. Thereby this study suggested that effective teaching is the combination of both personality and ability factors and the main factor remains teacher's personality. Likewise, Magno and Sembrano (2008) mentioned that personality plays a role in the way teachers are rated on their being effective in teaching. They stated that the content of teacher effectiveness includes some aspects of teachers' personality that are being tolerant, having a good sense of humor, being warm and friendly and being concerned about students.

A study of relationship between personality and teaching effectiveness, conducted by Othman (2009), revealed that the relationship between personality traits of extraversion, agreeableness and conscientiousness has a positive relation with teaching effectiveness while the neuroticism and openness have no suggestive relationship

with respect to teacher effectiveness.

Yilmaz (2011) found out that the characteristics such as warm, kin, friendly, dynamic and motivating students to learn are frequently prescribed to be important characteristics of effective teacher, among which empathetic and understanding of students' emotions are ranked second to enthusiastic and excitement about teaching. Also, Bhargava & Pathy (2011: 79) in their study found that "confident and an intelligent teacher can accomplish professional duties convincingly and basic competencies like honest, patient, kind and caring attitude in a teacher help students to realize their true potential".

A study on the relation between personality traits of prospective teachers at teacher education centers revealed that the dominant trait among the teachers is openness that had more relevance than other traits (Arif, et al., 2012). More specifically, Kalafat (2012) suggested a model to investigate the effects of high school teachers' personality on their perceived teaching competencies. He found out that openness and conscientiousness have a positive effect on teaching competencies; however, neuroticism has a negative effect on them.

Aydin et al. (2013) investigated the effects of pre-service teachers' personality traits on their perceived teacher competencies. The findings illustrated that extraversion, neuroticism, agreeableness and conscientiousness have significant effects on teaching competencies. Specifically, extraversion has the biggest significant effect on teaching competencies; however, neuroticism has a negative significant effect. On the other hand, personal development was found to be the most influenced dimension of teaching competencies by personality traits.

Corcoran and O'Flaherty (2016), in their 3-year longitudinal study, examined pre-service teachers' personality traits as measured by the IPIP Big-Five factor markers during teacher preparation. They found out that the personality trait in pre-service teachers that reported highest across all 3 years was agreeableness while emotional stability reported the lowest across all 3 years.

Klassen et al. (2017) identified conscientiousness, which is similar to elements of organization and planning, as an important predictor of teacher effectiveness. Also, they identified agreeableness that is conceptually aligned with the empathy aspect and with communication as effective teacher characteristics.

More recently, study findings of Kim et al. (2018) and Kim and MacCann (2018) supported the idea that teacher conscientiousness is positively associated with teacher effectiveness measures.

Based on the review of related research, it is clear that personality is a more important predictor of teacher effectiveness or successful teaching performance than cognitive dimension. Accordingly, there is a relation between teacher effectiveness and personality when mainly concerned with the teacher's personality traits.

3. Statement of the Problem

However, previous research suggests that personality traits could mostly affect teachers' performance in language learning settings, still, dependent effects of personality on pre-service teachers' performance are unexplored. Moreover, much research has been conducted, in TEFL contexts, to investigate the influence of personality traits on in- and pre- service teachers' performance, but unfortunately no specific research has been conducted in the teacher education programs in Yemen. Therefore, this study was conducted to remove the deficiency of research in this specific area.

4. Objectives of the Study

Following are the main objectives of this study;

- 1). To identify the level of the fourth-year student-teachers' performance in teaching as indicated by the final-results in the Practicum Courses I&II.
- 2). To determine whether there is any correlation between the fourth-year student-teachers' Big Five Personality Traits (viz. Conscientiousness, Emotional stability, Openness to experience, Extraversion, Agreeableness) and their teaching performance in the Practicum courses I&II.
- 3). To find out whether fourth-year student- teachers' personality traits affect their performance in teaching.
- 4). To investigate the gender differences in the pre-service teachers' personality traits in relevance to their teaching performance.
- 5). To put forward some useful suggestions/recommendations and strategies to improve the quality of Teacher-Education Programs in terms of their capability to develop pre-service teachers' personality.

5. Research Questions of the Study

In consistence with the objectives, this study sought answers to the following research questions;

- 1). What is the level of the fourth-year student-teachers' performance in teaching, as indicated by their final-results in the Practicum Courses I & II?
- 2). Is there any correlation between the fourth-year student-teachers' Big Five Personality Traits (viz. Conscientiousness, Extraversion, Emotional stability, Agreeableness and Openness to experience) and their teaching performance in the Practicum courses I&II?
- 3). To what extent the Big Five Personality Traits affect the fourth-year student-teachers' performance in the Practicum Courses I&II?
- 4). Is there any significant difference among the male and female student-teachers on *all* the Big Five Personality Traits?
- 5). Is there any significant difference among the male and female student-teachers on each personality trait separately, in other words, which personality trait has more effect either on the males' or on the females' teaching performance?

6. Research Methodology and Procedure

In this study, the descriptive survey research design was used to fulfill its objectives. The population surveyed consisted of all the fourth-year student-teachers (86 Female & 24 Male) of the English Department, undergoing B.Ed. course in the Faculty of Education at Hodeidah University. The investigator utilized the instrument of Big Five Inventory (BFI) to measure pre-service teachers' personality traits, and the final-results of the fourth-year pre-service teachers in the practicum courses I&II were used to identify the level of their teaching performance. Pre-service teachers' gender was considered as a confounding variable, so this study showed gender differences in the Big Five Personality Traits.

6.1 Participants

The current study focused on a sample of 110 fourth-year student-teachers, enrolled in the English Department of the Faculty of Education at Hodeidah University. 24 of them are males and 86 females. They were selected because they are officially described as pre-service teachers; it is supposed that they will soon join the staff of in-service teachers in real schools, just after few months. Also, they have already completed the Practicum Courses I&II that are basically meant to train them teaching English in schools.

6.2 Instruments

6.2.1 Big Five Inventory (BFI)

This study used the 44-item BFI, which measures an individual on the Big Five Factors of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets. See Table 1.

Table 1. The big five factors are (chart recreated from John & Srivastava (1999))

| Big Five Dimensions | Facet (and correlated trait adjective) | Nos. of the items in the inventory |
|---------------------------------|--|--------------------------------------|
| 1.Extraversion vs. Introversion | Gregariousness (sociable), | 1, 6R, 11, 16, 21R, 26, 31R, 36 |
| | Assertiveness (forceful) | |
| | Activity (energetic) | |
| | Excitement-seeking (adventurous) | 1, 2R, 3, 4, 5R, 6, 7R, 8 |
| | Positive emotions (enthusiastic) | |
| | Warmth (outgoing) | |
| 2.Agreeableness vs. Antagonism | Trust (forgiving) | 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42 |
| | Straightforwardness (not demanding) | |
| | Altruism (warm) | |

| | | |
|---|--|---|
| | Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic) | 9R, 10, 11R, 12, 13, 14R, 15, 16R, 17 |
| 3. Conscientiousness vs. Lack of direction | Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive) | 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R 18, 19R, 20, 21R, 22R, 23, 24, 25, 26R |
| 4. Neuroticism vs. Emotional Stability | Anxiety (tense) Angry hostility (irritable) Depression (not contented) Self-consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident) | 4, 9R, 14, 19, 24R, 29, 34R, 39 27, 28R, 29, 30, 31R, 32, 33R, 34 |
| 5. Openness vs. Closedness to experience | Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Actions (wide interests) Feelings (excitable) Values (unconventional) | 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44 35, 36, 37, 38, 39, 40, 41R, 42, 43R, 44 |
| ("R" denotes reverse-scored items) | numbers of the items in the original BFI John & Srivastava (1999). | numbers of the items in the adapted BFI used in this study. |

This inventory was originally developed by (Goldberg, 1993) and recreated by John & Srivastava (1999). To get more reliable results that serve the purpose of this study, this inventory was translated and adapted then distributed among the selected pre-service teachers with the little modification. For example, the inventory items related to each personality trait were arranged in order to simplify the analysis of the collected data, see the pink cells of Table 1. BFI has been used frequently in research settings. As it is clear in Table 1, these Big Five Personality Traits are Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness, each trait is then further divided into personality facets. They provide a rich conceptual framework for integrating all the research findings and theory in personality psychology. The inventory comprises of forty-four statements about the five personality traits. It consists of a 5 point Likert Scale. The response categories to each of questions are in descending order of weighting: Strongly Agree (5 points), Agree (4 points), Neutral (3 points), Disagree (2 points), and Strongly Disagree (1 points). The coefficient alpha reliability of BFI is (0.83). Respondents were asked to indicate their level of agreement on each statement of the inventory. In teaching contexts, teachers could simply self-report their personality scales using this 5-point inventory.

6.2.2 Final-Results in the Practicum Courses I&II

The researcher got the final computerized results of the fourth-year student-teachers' in the Practicum Courses I & II, from the Computer Unit in the Faculty of Education at Hodeidah University. These results' records display the final-marks and grades in the course of Practicum I (namely, 'Microteaching') that student-teachers had in the previous year (i.e. when they were in the third-year), plus the final-marks and grades in the course of Practicum II (namely, 'Teaching Practice') that they've just taken in the current semester in which the data of this study was collected.

6.3 Data Collection

Data of this study was collected by the researcher herself. The BFI was given to the fourth-year student-teachers during the class-time. It lasted approximately 10-15 minutes to complete this inventory. The researcher was

available among students to answer all their enquiries. Names of those students who were available and responded to the inventory were matched with their names in the final-results' records of the practicums (I&II). This helped the researcher to count the true number of the subjects who participated in this study.

6.4 Data-Analysis

Collected data was analyzed by using simple descriptive and inferential statistical techniques such as mean, Pearson correlation, t-test and f-test.

Research Question 1:

What is the level of the fourth-year student-teachers' performance in teaching, as indicated by their final-results in the Practicum Courses I & II?

Table 2. Mean, median and mode of student-teachers' final-results in practicums I&II

| Practicum | N | Mean | Median | Mode | Std Deviation | Std. Error Mean | Min | Max | Variance |
|-------------------------|-----|-------|--------|-------|------------------|--------------------|-------|-----|----------|
| I | 110 | 87.61 | 90.00 | 90.00 | 7.486 | 0.714 | 62.00 | 100 | 58.038 |
| Practicum II | 110 | 90.65 | 92.00 | 90.00 | 5.769 | 0.550 | 69.00 | 100 | 33.277 |

To know the level of the fourth-year student-teachers' performance in teaching as evaluated by the teacher-trainers and indicated by the final-results of Practicum I&II, the mean, median and mode were calculated. As it is clear in Table 2, In Practicum I, the mean of students' final results is (87.61), the median is (90.000) and the mode is (90.00), while in Practicum II, the mean of fourth-year students' results is (90.65), the median is (92.000) and mode is (90.00). Statistics indicate that fourth-year student-teachers have good performance in teaching and their levels, in Practicum I & II, are obviously high. One may argue that trainers' evaluation is subjective and this may influence their assessment of students' performance, however, the trainers' evaluation isn't arbitrary and depends on a set of criteria such as the trainees' lesson planning, use of teaching methods, English language (i.e. pronunciation, grammar, spelling), presentation of the language, communication strategies and interaction with students and managerial skills.

Research Question 2:

Is there any correlation between the fourth-year student-teachers' Big Five Personality Traits (viz. Conscientiousness, Extraversion, Emotional stability, Agreeableness and Openness to experience) and their teaching performance in the Practicum courses I&II?

Table 3. Correlation between the pre-service teachers' big five personality traits and performance in Practicums I&II

| Analysis | Practicums I&II | The Big Five Personality Traits |
|----------------------------|-----------------|------------------------------------|
| Pearson Correlation | 0.233 | 0.233 |
| Sig (2-tailed) | 0.014 | 0.014 |
| No. of students | 110 | 110 |

To know whether there is any significant relationship between the fourth-year student-teachers' teaching performance in teaching and their personality, Pearson correlation coefficient was applied. As it is shown in table (3), r scores (0.233) with (0.014) 2-tailed significance in both Practicums I&II. Results are more than 0.05 level ($r < 0.05$) and this indicates that there is a significant correlation between the fourth year student-teachers' teaching performance and their personality. Thus, personality is a significant predictor of the fourth-year student-teachers' performance in teaching.

Research Question 3:

To what extent the Big Five Personality Traits affect the fourth-year student-teachers' performance in the Practicum Courses I&II?

Table 4. The effect of the personality on student-teachers' teaching performance

| Practicums | N | Mean | Median | Mode | Std Deviation | Std. Error Mean | t | df | Sig(2-tailed) |
|-----------------------------------|-----|---------|---------|--------|---------------|-----------------|--------|-----|---------------|
| I&II | 110 | 178.24 | 179.50 | 180 | 10.212 | 0.974 | 20.874 | 109 | 0.00 |
| All the personality traits | 110 | 153.954 | 154.000 | 152.00 | 9.96688 | 0.90263 | 0 | 0 | 0 |

To know the extent to which the fourth-year student-teachers' personality affect their teaching performance, one sample t-test was used. As Table 4 displays that t-test score is (20.874) with (0.00) significance and (109) difference. Statistics indicate that students' personality Do affect their performance in teaching English. The mean of the students' scores in FBI was also calculated in order to measure the student-teachers' Big Five Personality Traits. It scores (153.954) with (9.966) standard deviation. Thus, it is clear that student-teachers' personality traits score high and positively affect their teaching performance.

Research Question 4:

Is there any significant difference among the male and female student-teachers on *all* the Big Five Personality Traits?

Table 5. Gender-wise statistics among student-teachers on all the big five personality traits

| Gender | N | Mean | Std. Error Mean | Std. Deviation | F-test | Sig. |
|----------------|----|----------|-----------------|----------------|--------|-------|
| Males | 24 | 148.9583 | 1.65117 | 8.08906 | 1.606 | 0.208 |
| Females | 86 | 155.3488 | 1.01275 | 9.39182 | | |

Here, F-test was applied to test the equality of the variances of the two groups (i.e. males and females) on *all* the Big Five Personality Traits. As it is presented in Table 5, f-test value is (1.606) with (0.208) significance; ($f > 0.05$). This indicates that there is no significant difference among the males and females on the Big Five Personality Traits. Also, means, of the males' and females' scores in BFI, were calculated. Males' total mean is (148.95) with (8.089) standard deviation while females' total mean is (155.34) with (9.391) standard deviation. Statistics indicate that gender difference, on *all* the Big Five Personality Traits, *collectively*, is very simple and insignificant.

Research Question 5:

Is there any significant difference among the male and female student-teachers on each personality trait separately, in other words, which personality trait has more effect either on the males' or on the females' teaching performance?

Table 6. Gender-wise statistics among student-teachers on each personality trait of BFI

| Gender | N | Personality traits | Mean | Std. Deviation | Std. Error Mean | t | Sig. (2-tailed) |
|--------|----|--------------------|-------|----------------|-----------------|--------|-----------------|
| Male | 24 | Conscientiousness | 24.67 | 2.278 | .465 | .243 | .808 |
| Female | 86 | | 24.47 | 3.864 | .417 | .323 | .748 |
| Male | 24 | Extraversion | 35.88 | 3.366 | .687 | -.067- | .946 |
| Female | 86 | | 35.93 | 3.600 | .388 | -.070- | .945 |

| | | | | | | | |
|--------|----|------------------------|---------|---------|--------|---------|------|
| Male | 24 | Agreeableness | 33.46 | 2.750 | .561 | -.955- | .342 |
| Female | 86 | | 33.20 | 3.497 | .377 | -1.093- | .280 |
| Male | 24 | Neuroticism | 21.2500 | 4.39614 | .89736 | -3.795- | .000 |
| Female | 86 | | 25.7326 | 5.29467 | .57094 | -4.215- | .000 |
| Male | 24 | Openness to Experience | 3.38 | 1.345 | .275 | .118 | .907 |
| Female | 86 | | 3.34 | 1.403 | .151 | .121 | .905 |

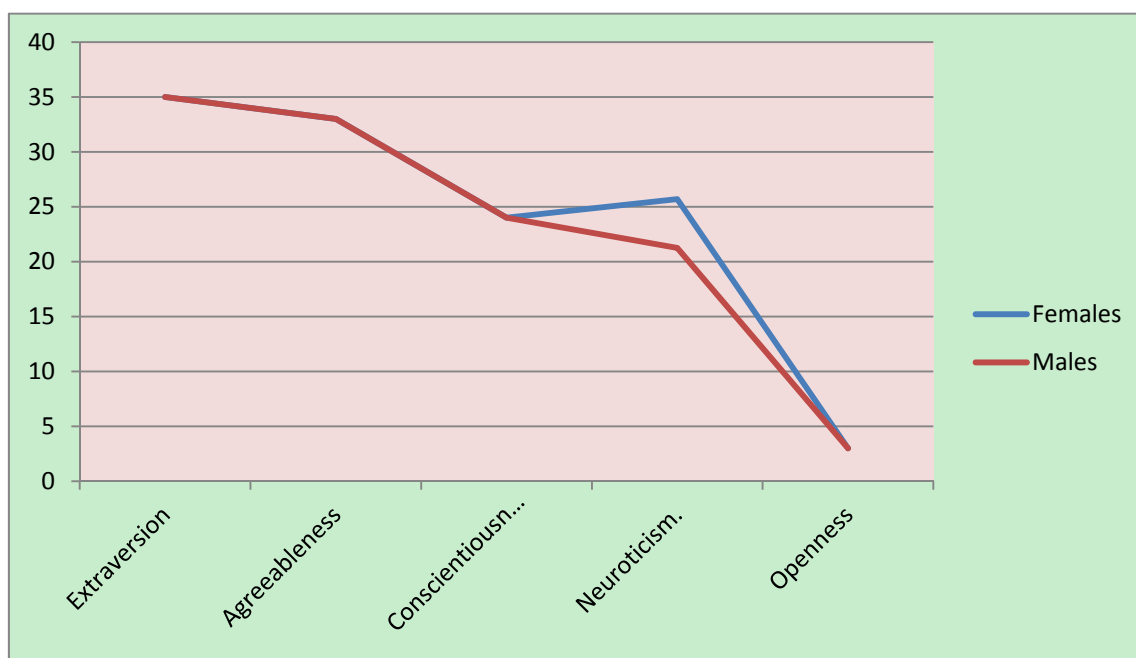
To answer research question no.5, T-test, mean and standard deviation were calculated. Statistics in the table above show that mean scores of the male and female student-teachers on the three personality traits (i.e. Conscientiousness, Extraversion and Agreeableness) are nearly same so no significant difference among the male and female student-teachers on the aforementioned three traits. However, there is a significant difference among the males and females on the trait of Neuroticism as the mean score on this personality trait is less than the other three traits (Conscientiousness, Extraversion and Agreeableness).

Females have higher level of Neuroticism than males as their mean score is (25.73) greater than males' mean score that is (21.25).

Moreover, one should notice that the mean score of Openness trait is very meager, it is the least among the other traits as (3.38) is for males and (3.34) for females, while the mean scores of the other remaining traits are greater than the mean of Openness. According to the mean of each personality trait, they can be arranged in order as follows (viz. Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness). First, Extraversion of both males and females reaches the highest level, next Agreeableness follows, then Conscientiousness and Neuroticism come and Openness finally reaches the lowest level.

It is clear that both male and female student-teachers have a good level of Extraversion and Agreeableness while they have a very poor level of Openness and nearly a similar reasonable level of Conscientiousness and Neuroticism.

Statistics in Table 6 are supported by the Graph 1 in which the difference among the males and females on the Five Personality Traits has clearly been shown. In this graph, the difference among the two groups is so clear on the trait of Neuroticism.



Graph 1. Gender-wise difference among males & females on the five personality traits

7. Findings and Conclusions

The findings of this study show the following:

- 1) Fourth-year pre-service teachers have good performance in teaching and their level in Practicum I & II is obviously high. This good performance of the pre-service teachers is significantly correlated with the Big Five Personality Traits, as Pearson Correlation coefficient scores (0.233) with (0.014) 2-tailed significance, of which value is more than 0.05 level ($r < 0.05$).
- 2) Collectively, pre-service teachers score high in BFI and accordingly the Big Five Personality Traits positively influence their teaching performance as the mean of their scores in BFI is (153.954), it is a high value. Thus, their personality is a significant predictor of their performance in the teaching Practicums I & II.
- 3) Mean scores of pre-service teachers on the three personality traits (viz. Extraversion, Agreeableness, and Conscientiousness) are nearly same. Thus, there is no significant difference among male and female pre-service teachers on the aforementioned traits. However, there is a significant difference between the male and female pre-service teachers on the trait of Neuroticism as the mean score of female pre-service teachers is (25.73), greater than the mean score of the males that is (21.25). This indicates that female have a higher level of Neuroticism and accordingly they might suffer from some problems in their affect such as anxiety, depression, impulsiveness and vulnerability.
- 4) Comparing among the Big Five Personality Traits and according to the mean of each personality trait, it was found out that they can be arranged in order as follows (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness). Extraversion of both males and females reaches the highest level, next Agreeableness follows, then Conscientiousness and Neuroticism come and Openness finally reaches the lowest level. The mean score of Openness personality trait is the least, i.e. (3.38) is for males and (3.34) for females, among the remaining four traits. This indicates that student-teachers might lack creativity and curiosity and this trait needs to be developed.

Arising from the findings of this study, one major conclusion could be drawn that there is a relationship between the pre-service teachers' good performance in Practicums I&II and their Big Five Personality Traits. Thus, pre-service teachers' personality DO influence their performance of teaching English and consequently their personality is a significant predictor of their performance of teaching.

Another major conclusion could also be drawn is that personality traits of Extraversion, Agreeableness and Conscientiousness of the pre-service teachers are nearly same and no significant difference found among male and females on the aforementioned traits. However, significant gender-wise difference exists in the personality trait of Neuroticism as female student-teacher score higher than males on this trait. Despite both male and females pre-service teachers have nearly a quite good level of Extraversion and Agreeableness, and a similar reasonable level of Conscientiousness and Neuroticism, their level of Openness is a very low as its mean score is so meager.

8. Discussion

The first results to be analyzed are the personality traits themselves. The findings of the present study have shown that there is nearly a quite good level of Extraversion and Agreeableness, and a similar reasonable level of Conscientiousness and Neuroticism among male and female pre-service teachers while the difference among males and females is significantly found on the trait of Neuroticism as the females have higher level of Neuroticism than the males. Moreover, pre-service teachers' level of Openness is found very low. This finding is consistent with the study of Marchbanks (2000) which showed that the traits of passion, patience, and cooperation were possessed most frequently in both male and female prospective teachers at elementary level, whereas creativity (Openness) proved to be more of a unique quality. This finding, thus, indicates that both males and females badly lack this trait and the sub-facets related to it (e.g. creativity, fertile imagination and curiosity) and much care should be paid to develop this trait.

When we go closely through the gender-wise analysis of this study, we notice that both female and male have nearly the same level of the four Big Five personality traits i.e. Extroversion, Agreeableness, Conscientiousness and Neuroticism, except in Openness. However, the gender difference is significant on the trait of Neuroticism as females suffer from having a high level of Neuroticism than males. More research should be conducted to explore the factors responsible for comparatively greater Neuroticism in female pre-service teachers than in males' and to explore the ways for relieving females' emotional instability to avoid its damaging effects (i.e. burnout) as Cano-Garcia et al. (2005) found that teacher burnout was linked to high degrees of neuroticism.

In this study, good teaching performance of both male and female pre-service teachers in Practicum I&II, is positively related, *first* to Extraversion and Agreeableness, *then* to Conscientiousness.

This may be aligned with some studies such as in an earlier study of Beck (1967), who investigated 2,108 six-grade pupils' perceptions of teacher merit and concluded that the pupils perceived the effective teacher as a warm, friendly and supportive person who communicates clearly, motivates and disciplines pupils effectively, and is flexible in methodology. Also, the study of Murry et al. (1990) who stated that effective teachers were friendly and gregarious. Similar results, relating teacher effectiveness positively with Extraversion, were reported by Solomon (1965), Chhaya (1974), Gupta (1976) and Srivastava & Bhargava (1984). Pal & Bhagoliwal (1987) also found that more effective teachers were more expressive, socialized and expressed behavior in a socially-approved way. Also, this finding coincides with the Othman's study (2009), which revealed that the relationship between personality traits of extraversion, agreeableness and conscientiousness has a positive relation with teaching effectiveness.

The results also show that male and female pre-service teachers are significantly different on the trait of Neuroticism; i.e. the mean score of female teachers is greater than male teachers on Neuroticism. This may not align with the result of a survey study of 1,000 adolescent school children, Sehgal & Kaur (1995), that found children liking those teachers best who were calm and relaxed, gave them a feeling of security. In two other studies, Sehgal (1994, 1996) discovered that pupils rated those teachers as most effective who were mentally healthy, stable and warm.

9. Implications

This study may be helpful as an introduction to the influence of the Big Five Personality Traits on the pre-service teachers' performance. Here, the findings have some implications for practice and for further research. One important implication of this study is the main finding that there is a relationship between the pre-service teachers' good performance in Practicums I&II and their Big Five Personality Traits. It is indicated that good teaching performance of both male and female pre-service teachers in Practicum I&II, is positively correlated to Extraversion and Agreeableness then to Conscientiousness. Perhaps more studies should be conducted to examine more fully the extent to which each personality trait, discretely, influence the different levels of the pre-service teachers' performance in teacher-education programs in Yemen.

It was found that female student-teachers score higher than males in Neuroticism, so they might suffer from some problems related to Neuroticism (e.g. anxiety and low self-esteem), and accordingly lack calmness and emotional stability. This might negatively influence females' teaching performance. Future research may be conducted to explore why the female student-teachers' Do score higher in the trait of Neuroticism and the extent to which this affect their performance. Generally, teacher-education programs should look carefully at pre-service teachers, regardless their gender, who display characteristics of neuroticism because those who score high in neuroticism were less likely to be happy with their career choice, less likely to pursue teaching as a career and less likely to plan to put effort into teaching. After identifying student-teachers who display these characteristics, teacher educators can closely monitor them and observe their progress. Monitoring and tracking the progress of these students can allow teacher educators to gauge their effectiveness. This will help them decide whether they will ultimately overcome the problems related to neuroticism and enjoy teaching as a career. If anxiety and low self-esteem appear to be hindering the those students' likelihood of becoming effective teachers, teacher educators can then meet with these students to help them decide whether teaching is ultimately the best profession for them, as in Wiens & Ruday (2014).

Teacher education programs should, therefore, enhance pre-service teachers' effectiveness by training them in intrapersonal skills related to inner-self, interpersonal social skills related to others and in empathy. The key to the satisfied, successful and effective teacher is to have those personality traits most suited to one's teaching. Specifically, teaching as an innovative profession demands certain personality traits, e.g. Openness to experience, to be essential for efficacy and quality performance. It is also suggested that teacher education programs should make efforts to develop *all* the Big Five Personality Traits in pre-service teachers irrespective of their gender. Females may need much attention as they almost lack calmness compared to males. Furthermore, both males and females, in this study, badly lack the trait of Openness to experience so it should be nurtured, fostered and developed.

Prior research reached the particular conclusion that personality is not set in a stone and a stable construct but instead continues to develop during one's life, has implications for many important outcomes. Accordingly, developing an understanding of the psychological profiles of pre-service teachers may help to better prepare teachers for the demands of the profession - and ultimately support and retain effective teachers. However, personality doesn't mean just the dispositions and appearance of a person which grow and develop as age proceeds instead it needs constant self-direction towards sincerity, personal integrity, friendliness, sociability, courtesy, morality etc. These characteristics should be a part of teacher's personality. They are the necessary ingredients of a

successful teacher. Depending upon this, Personality Development in teacher-education programs should have a focus in the curriculum prescribed to train teachers in spite of the fact that personality of a teacher, who is dealing with a diversity of students, is given lesser importance in the educational system, as in Harris (2010).

Also, pre-service teachers should be involved in action research that will urge them to deal and collaborate with the classmates, administrators, class-teachers, trainers and students in schools. This collaborative work will help in fostering some pre-service teachers' personality traits such as extraversion, conscientiousness, openness to experience and agreeableness, accordingly, this may lead them to be convincing, committed, curious, imaginative, sociable, responsible, friendly, tolerant, determinant, assertive and sympathetic. Action research done by pre-service teachers can also serve as a source of information and activity that will help them to face a particular challenge in teaching and will equip them with some understandings about school students' learning including learning needs, styles, individual differences, learning problems and so forth. As it is suggested by Mooi & Mohsin (2014) who strongly recommended that action research should be a supported part of a teacher-education program providing excellent professional development for pre-service teachers to deal with many of the challenges during the early years of teaching.

The Department of Inspectorate Services and Teacher Development in the Ministry of Education in collaboration with the Faculties of Education, that are meant for teacher-education, should organize and continuously expose both pre-service teachers and in-service teachers to seminars, workshops and trainings on acquisition (i.e. acquisition in form of teaching practice) of appropriate skills for personal development, and of techniques in good communication and delicate behaviors with students, at the beginning of each academic session. Moreover, teaching personality tests should be conducted for pre-service student-teachers, who are seeking for employment into teaching positions for qualitative screening and predictive functions in a challenging teaching profession and for identifying deficiencies and proffering remedies for personal development.

It is recommended that the period of years of preparing class-teachers in various teacher-education programs should be increased from four years to five years as the various constructs of teaching profession and personal building of a prospective teacher would have been formed, learnt and practised severally before they go into the real schools. This is due that the behavioral change and skills of post-learning are not always effective as when such skills are prerequisites and conditions for certification and approval. Besides, there is no justification for hurriedly producing teachers who will not fit into changing phenomena and impacting knowledge which are not effective because they can only give what they've acquired during the training of teaching the students/learners. This can be borrowed from Medicine, if a student spends long years in Medicine for training on physical health, a teacher should spend same years for training in a teaching profession, which deals with mental knowledge, to confer prestige, values and principles to humanity, as in Adewale (2013).

Findings of this study would hopefully benefit the Ministry of Education, which may use this study as the point for departure to plan for the educational improvement in implementing Personality Development Framework in Education through Teachers' Professional Development. As mentioned by Cheng and Kwok (1996), through systematic professional development, teachers can grow and develop to acquire new knowledge, skills and attitudes which in turn promote or improve their teaching performance at different stages of their careers. Thus, the good integrated between government's efforts with teachers' commitment will lead to the achievement of the education's goals.

Furthermore, trainers and class-teachers may know themselves and how to integrate their personality strength to make their teaching techniques effective, which is needed in achieving personality development in education as well as achieving the educational goal of preparing effective teachers. Every trainer and class-teacher has his/her own teaching styles that actually demonstrate their perceived images, beliefs and competencies. Through their styles, they can integrate the theories or pedagogy which they believe and the practices they adopt in the classroom. Here, it is worthy to mention Rubin (1989), who asserted that teaching styles involves choices and alternatives, and those choices make suitability between teaching styles and personality and will then lead to the effectiveness of teaching.

10. Significance of This Study

This type of research is important for pre-service teachers as it demonstrates the important personality traits that may positively affect teaching, and offers a knowledge and new understanding of the importance of gauging pre-service teachers' personalities. If this knowledge of the personality traits is utilized well, it will benefit pre-service teachers to adapt themselves to become more effective in the classrooms. Also, educationists and trainers may even be able to use data about personality traits and teacher successful performance to help screen pre-service teachers in teacher-education programs, and to direct certain students toward the teaching profession.

Moreover, administrators, decision makers and education leaders may also be interested in using information from this research to construct workshops and professional development programs to improve teachers' efficacy. Knowing which personality traits compose the most effective teachers is beneficial for teaching students in schools all over the country. Generally, any research, that seeks to help teachers to become more effective in the classroom, is very important, so this type of research should be considered very important and prolific for education.

11. Limitation of This Study

This study exclusively focused on the fourth-year student-teachers, undergoing the four-year B.Ed. course in the English Department of the Faculty of Education at University of Hodeidah. They are officially called pre-service teachers as they reached the last year of their study and about to join the schools to teach. Findings of this study can be applicable and may be generalized only to a similar sample. Keeping in mind this limitation, future research of this type should be conducted with a larger sample size, a much more diverse pool of participants (e.g. focusing on the student-teachers of *all the four* years in the teacher education programs in Yemen), and measures that involve direct observation rather than self-report questionnaires.

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