INVESTIGATION OF THE RELATIONSHIP BETWEEN TEACHERS' PERSONALITY FACTORS, EXPERIENCE, EDUCATIONAL LEVEL AND EFFICACY OF THEIR CLASSROOM MANAGEMENT

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ABSTRACT

In this study, research examined a possible relationship between a teacher's personality, and efficacy of classroom management. 157 teachers in Safir Institute were given questionnaires to reply to the questionnaire in terms of their personality, and classroom management preferences. These teachers were chosen randomly. Three main instruments were used to conduct this study. To study personality, the Big Five Index was used. This instrument was designed to test the Five Factor Model which measures personality based on five significant factors which contain several specific personality traits each. These factors are extraversion, openness, conscientiousness, neuroticism, and agreeableness. Extraversion relates to how outgoing and talkative a teacher is, openness is about being creative and receptive to new ideas, conscientiousness is about following rules; neuroticism pertains to negative emotions such as stress and anxiety, and agreeableness deals with how well a person gets along with others. Classroom management can be the efforts made by the teacher to oversee learning, student interaction, and behavior (including discipline) (Martin, 1995). To measure the classroom management, the Teacher Sense of Efficacy Scale was used. It measures the degree to which a teacher believes he is effective in handling classroom management. Small, but significant relationships were found between the personality factors for openness and conscientiousness, and efficacy of classroom management. No statistical relationship with efficacy of classroom management was found with experience, certification, and extraversion, agreeableness, and neuroticism factors. These results may indicate a need to better provide classroom teachers with leadership training in order to provide a better learning environment.

KEY WORDS

Personality factors, Experience, Educational level, Efficacy of classroom management

Azimi Amoli, F
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INTRODUCTION

Classroom management and discipline are serious concerns for teachers, administrators, and the general public (Braden & Smith, 2006; Ghafoori & Tracz, 2001; Jones, 1989; Kraft, 2010; Malmgren, Trezek, & Paul, 2005; Walker, 2009). Braden and Smith (2006) cited evidence to suggest disruptive behavior has become normal in today's classrooms. If teachers do not use proper classroom management techniques, disruptive behavior by a few students can negatively affect a teacher's instruction, can lead to other students joining in, and can cause the students to question the abilities of the teacher (Braden & Smith, 2006; Rogers & Freiberg, 1994). Duke (1984) and Jones and Jones (1986) described three ways teachers typically approach classroom management: (a) the teacher feels discipline is not a part of his job and sends disruptive students to the office for administrators to handle, (b) the teacher uses a standardized management program without consideration for his current students and their needs, and (c) the teacher research new classroom management techniques and incorporates them into his practices. Teachers often decide which of these approaches to take based on their own personalities (Braden & Smith, 2006). There are several approaches teachers can take when implementing their own classroom management strategies. Walker (2009) noted that the classroom management style used by the teacher can positively or negatively impact student engagement in the lesson.

According to Mayer and Patriarca (2007), there is an intricate relation between academic achievement and behavioral problems in the classroom. Sometimes teachers are unable to handle students' factious behavior and as a result, students do not achieve their academic goals. Some of these problems can be related to teachers' lack of adequate classroom management. Therefore, it is thought that teachers must exactly specify the requirements and ability levels of their students in the classroom in order to teach these students in a best way so that they learn and improve (Thomas, 2007). While several studies have concentrated on the importance of efficacy of classroom management, even though they're few, study considering the impact of variety factors like personality, experience, and level of education on efficacy of classroom management. Hence, the present study is intended to take into consideration the relationship between teachers' personality, experience, educational level and the efficacy of classroom management. It is also going to check for the effect of these variables on classroom management. Briefly speaking, the study is intended to look for answers for the following research questions.

A limited number of studies about teachers' personality and efficacy of classroom management in the field of education exists that can provide valuable information to aid teachers, principals, superintendents, and school boards in their quests to serve students in their schools most effectively. The researcher has, through this study, been able to provide participants with data that may help them to become better teachers. The researcher has given participants information regarding personality types. Perhaps this information will increase the participants' awareness of

2

IJLLALW

others by making them more understanding and more tolerant of those with whom they work both students and fellow teachers. The results of these inventories may provide participants with the self-understanding necessary to prevent burnout or to manipulate management classroom appropriately. Additionally, the information provided through this study offers information to school leaders that should enhance efforts to increase school morale and faculty camaraderie. This study has produced information that may even be used by superintendents or their designees in planning professional development activities for their schools or institutes.

LITERATURE REVIEW

Theoretical Framework

Classroom Management

Students treat and learn in classrooms where their physical, psychological, and emotional requirements are met through proper teacher reactions, regards, and management decisions (Mitchell, 2009). Maslow indicated that students must have their basic requirements met before they are able to appropriately learn (Jones & Jones, 1986; Maslow, 1943). Jones and Jones (1986) illustrated Maslow's (1943) theory as expressing that student want to be competent and when they aren't, they become frustrated and enact. Mitchell (2009) illustrated this motivational theory as a natural drive for humans. According to Maslow (1943), people will take care of low-level requirements before devising higher needs that allow them to learn (Jones & Jones, 1986; Mitchell, 2009). Thus, teachers must try to meet the basic needs of their students to help with classroom management and improve their students' academic abilities (Jones & Jones, 1986; Mitchell, 2009).

Jones and Jones (1986) depicted this first level of needs as including of various physiological variables such as the amount of sound and light in the room, the classroom's temperature and design, and mobility. Teachers need to provide a suitable and comfortable classroom environment because if students are unsure of their surroundings, they tend to focus more on themselves than on being an active member of the learning culture of the classroom (Hensley et al., 2007).

Rogers and Freiberg (1994) illustrated efficient classroom management as being caring, training, and cooperative which assists to convince a better atmosphere for learning and behavior. When students feel the teacher cares about and respect them, they are more likely to follow the teacher's rules and directions (Hensley et al., 2007).

Classroom management and discipline are strict issues for teachers, administrators, and the public (Braden & Smith, 2006; Kraft, 2010). Braden and Smith (2006) enounced evidence to suggest

3

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disruptive behavior has become normal in today's classrooms. If teachers do not use proper classroom management techniques, disruptive behavior by a few students can negatively influence a teacher's education, can lead to other students connecting in, and can bring the students to question the abilities of the teacher.

Personality

Like leadership, researchers have attempted to describe personality through a variety of theories and models (Humbyrd, 2010; John et al., 2008). In the past couple of decades, a personality theory has arisen that has categorized different personality traits into five domains (Bonner, 2010; Chan, 2003; Humbyrd, 2010; John et al., 2008). This theory is known as the Five Factor Model (FFM) or the Big Five, and its purpose is not to replace other personality theories, but to integrate them into overarching categories to create a common framework (Humbyrd, 2010; John et al., 2008). The first to attempt to categorize personality classified over 4500 personality descriptors into 16 categories (Humbyrd, 2010; John et al., 2008). Continuing to study these factors, researchers found five factors which were replicable and reoccurred through their studies (Humbyrd, 2010; John et al., 2008). The sixteen categories were reduced into the five categories of extraversion, openness, neuroticism, conscientiousness, and agreeableness; and John et al. (1991) created the Big Five Inventory (BFI) to adequately measure the five factors (Humbyrd, 2010). This model is not meant to reduce personality to just five factors, but to use these factors to describe the broadest levels of personality with the traits that make up those factors differentiating one person from another (Humbyrd, 2010; John et al., 2008).

RESEARCH QUESTION

Q. Are there any relationship among teachers' personality factors, experience, educational level and efficacy of their classroom management?

METHODOLOGY

Participants

The participants of this study included 157 English teachers at Safir institute in Tehran. As a convenience sampling, they volunteered to return the completed questionnaires. The participants' age ranged from 21 to 45. 52.9 % male and 47.1% of teachers were participated. In addition, 82.2%, 17.8% and 100% have bachelor, master, or PhD degrees which participated in the study.

Procedure

All procedures and steps of spreading and gathering questionnaires were conducted by the researchers. As mentioned earlier, there were two questionnaires for each teacher: BFI and TSES.

4

IJLLALW

After selecting institute, questionnaires were given to each individual teacher. Teachers' demographic issues of age, gender, years of experience, and level of education were also addressed. The questionnaires were distributed on September 8th, and it took three weeks to collect all of the forms. The teachers complete the questionnaires. Afterwards, data from all returned forms were entered into and analyzed using SPSS statistical software.

Research Design

The design of this study was quantitative using correlation coefficient and multiple regressions to measure the relationship between five personality traits, and efficacy of classroom management. The teacher's personality was based on the Five Factor Model and includes: extraversion (E), openness (O), neuroticism (N) (emotional stability), agreeableness (A), and conscientiousness (C). These factors were measured using the Big Five Inventory and teacher's efficacy of classroom management is determined by the Teacher Sense of Efficacy Scale. Teachers' experience was the total number of years in education. The degree of education was based on the highest degree received (Bachelor's, Master's, Specialist's, or Doctorate, respectively).

Instrumentation

The Big Five Inventory (BFI): John et al. (1991) created the Big Five Inventory (BFI) to measure each of the personality traits related to the Five Factor Model (Benet-Martinez & John, 1998; John et al., 1991; John et al., 2008. The BFI is a 44-question instrument that uses a 5-point Likert-type scale to allow respondents the opportunity to rate themselves on a series of descriptive questions. The 5-point scale for the BFI was 1 – *Disagree strongly*, 2 – *Disagree a little*, 3 – *Neither agree nor disagree*, 4 – *Agree a little*, and 5 – *Agree strongly*. Respondents rated how strongly they agree or disagree with each of the 44 statements.

The internal consistency reliability, factor structure, and convergent-discriminant validity of the Italian translation of the Big Five Inventory (BFI) were assessed in two independent samples of nonclinical adult volunteers (Sample 1: N = 500; Sample 2: N = 316) and in one sample of adolescent volunteers (Sample 3: N = 223). Two adult subsamples (n = 70, and n = 141, respectively) also provided 2-month retest reliability data. The internal consistency reliabilities were adequate for all five BFI scales (mean α values were .77, .78, and .81 for Sample 1, Sample 2, and Sample 3, respectively); all test-retest correlations were greater than .75 in both adult participant subsamples. Principal component analyses showed that only the first five components of the BFI item correlation matrix could be reproduced safely across the three samples. The BFI scales showed adequate convergent-discriminant validity coefficients in all three samples. These findings suggest that the BFI is a succinct measure of the Big Five personality traits, and it provides satisfactory reliability and validity data.

Teacher Sense of Efficacy Scale (TSES): Tschannen-Moran and Woolfolk Hoy (2001) developed the Teacher Sense of Efficacy Scale (TSES) which was used in this study to test for a teacher's efficacy of classroom management. This instrument is a 24-item questionnaire that incorporates a nine-point Likert-type scale. The descriptors are 1 – *nothing*, 3 – *very little*, 5 – *some influence*, 7 – *quite a bit*, and 9 – *a great deal*. The values 2, 4, 6, and 8 allow for respondents to choose in-between values for these descriptions. The TSES yields three subsets of scores: efficacy of instructional strategies, efficacy of classroom management, and efficacy of student engagement (Tschannen-Moran & Woolfolk Hoy, 2007). Efficacy of classroom management is measured using questions 3, 5, 8, 13, 15, 16, 19, and 21 on the TSES. Efficacy of student engagement is measured using questions 1, 2, 4, 6, 9, 12, 14, and 22, and efficacy of instructional strategies is measured using questions 7, 10, 11, 17, 18, 20, 23, and 24.

The reliability of the scales and responses yielded a Cronbach's Alpha of .923 displaying a high standard of reliability. A one-way between-groups analysis of variance was conducted to explore the impact of location on teacher efficacy as measured by TSES (long form). Participants were divided into three groups according to the location of the school (urban, suburban, and rural) Results indicated a statistically significant difference at the $p < .05$ level in TSES scores for the three groups: $F (2.64) = 7.7$, $p = .001$. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Urban Teachers (M= 158.90, SD = 16.37) was significantly lower than the Suburban Teachers (M = 178.76, SD = 18.67) and the Rural Teachers (M = 173.07, SD = 15.14).

RESULTS AND DISCUSSION

As it is obvious in table 1, 83 teachers were men (52.9%) and 74 were women (47.1) in the study. Therefore, the number of men's teachers is 5.8% more than women's teachers.

Table 1. Frequency Distribution of Teachers in Sex

sex	Frequency	Percent
male	*83*	*52.9*
female	*74*	*47.1*
Total	*157*	*100.0*

6
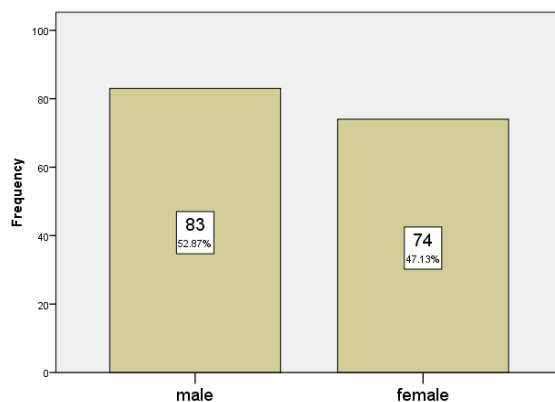
Figure 1. Teachers Distribution in Sex

Table 2. indicated that 129 (82.2%) teachers were master of art (M.A.), and 28 (17.8%) were PhD. As is it considered, the number of Master teachers is 64.4% more than PhD teachers.

Teacher Frequency in Degree of Education

Table 2. Teacher Distribution in Degree of Education

education	Frequency	Percent
master	129	82.2
PHD	28	17.8
Total	157	100.0

Figure 2. Distribution of Respondents in Degree of Education

Distribution of Respondent's Responses to TSES
In order to consider TSES index, Likert scale was used to assess this factor. As in table 3, the effect of each of these factors can be evaluated.

Table 3. Distribution of Respondent Responses to TSES

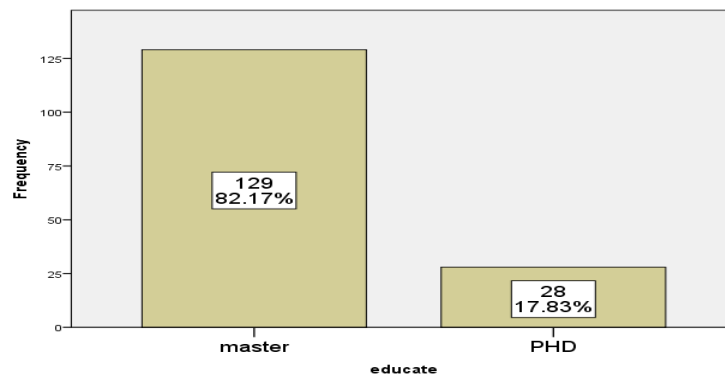|	Likert Scale					Mean Rank
	Nothing	**Very little**	**Some influence**	**Quite a bit**	**A great deal**	
1. How much can you do to get through to the most difficult students?	39	52	42	7	17	2.43
2. How much can you do to help your students think critically?	23	45	27	45	17	2.92
3. How much can you do to control disruptive behavior in the classroom?	20	56	25	35	21	2.88
4. How much can you do to motivate students who show low interest in schoolwork?	16	42	38	39	22	3.06
5. To what extent can you make your expectations clear about student behavior?	17	42	35	40	23	3.06
6. How much can you do to get students to believe they can do well in schoolwork?	22	49	27	48	11	2.85
7. How well can you respond to difficult questions from your students?	22	43	38	48	6	2.79
8. How well can you establish routines to keep activities running smoothly?	24	58	22	49	4	2.69
9. How much can you do to help your	29	45	42	36	5	2.64

8

student's value learning?						
10. How much can you gauge student comprehension of what you have taught?	36	42	33	35	11	2.63
11. To what extent can you craft good questions for your students?	17	48	26	62	4	2.92
12. How much can you do to foster student creativity?	15	67	30	29	16	2.77
13. How much can you do to get children to follow classroom rules?	14	57	33	44	9	2.85
14. How much can you do to improve the understanding of a student who is failing?	19	58	22	35	23	2.80
15. How much can you do to calm a student who is disruptive or noisy?	6	53	51	32	15	2.98
16. How well can you establish a classroom management system with each group of students?	10	49	45	34	19	3.02
17. How much can you do to adjust your lessons to the proper level for individual students?	15	41	35	30	36	3.22
18. How much can you use a variety of assessment strategies?	14	46	19	48	30	2.74
19. How well can you keep a few problems students form ruining an entire lesson?	29	55	14	46	13	2.72
20. To what extent can you provide an alternative explanation for example when students are confused?	27	54	22	44	10	2.71
21. How well can you respond to defiant students?	32	50	24	29	22	3.04
22. How much can you assist families in helping their children do well in school?	26	37	21	51	22	2.79
23. How well can you implement alternative strategies in your classroom?	25	52	30	31	19	2.97
24. How well can you provide appropriate challenges for very capable students?	18	52	26	38	23	2.99

The result in table 3. displayed that question 17 "How much can you do to adjust your lesson to the proper level for individual students?" with mean rank of 3.22 had have an important role in TSES and a significant role for respondents. In addition, question number 1 had the least significance with 2.43 ranks.

Distribution of Respondent's Responses to Extroversion
In order to investigate extroversion, Likert scale had been used. Table 4. had assessed the effect of each factor.

Table 4. Distribution of Respondent Responses in Extroversion

	Likert Scale					
	Disagree strongly	Disagree a little	Neither agrees nor disagrees	Agree a little	Agree strongly	Mean Rank
Is talkative	20	48	24	43	22	2.99
Is reserved	23	41	31	45	17	2.95
Is full of energy	21	50	35	44	7	2.78
Generates a lot of enthusiasm	22	47	18	46	24	3.02
Tends to be quiet	55	58	44	-	-	1.93
Has an assertive	25	47	26	51	8	2.81
Is sometimes shy, inhibited	9	53	25	70	-	2.99
Is outgoing, sociable	18	54	57	59	9	2.73

The result in table 4. represented that question 16 "Generates a lot of enthusiasm" had a mean rank of 3.02 indicating the significant role of Extroversion and among respondents. Furthermore, question number 21 "Tends to be quiet" had a mean rank of 1.93 with the least significance in this field.

Distribution of Respondent's Responses to Agreeableness.
In order to investigate agreeableness, Likert scale had been used. Table 5 had assessed the effect of each factor.

Table 5. Distribution of Respondent Responses in Agreeableness

	Likert Scale					
	Disagree strongly	Disagree a little	Neither agrees nor disagrees	Agree a little	Agree strongly	Mean Rank
Tends to find fault with others	22	43	26	44	22	3.01
. Is helpful and unselfish with others	23	44	31	37	22	2.94
Starts quarrels with others	8	66	26	40	17	2.95
Has a forgiving nature	23	54	19	45	16	2.85
Is generally trusting	23	41	17	52	24	3.08
. Can be cold and aloof	25	51	29	52	-	2.69
Is considerate and kind to almost everyone	9	92	29	18	9	2.53
. Is sometimes rude to others	9	37	34	18	59	3.52
Likes to cooperate with others	36	40	18	45	18	2.80

10

The result represented that the question number 37 including "Is sometimes rude to others" with mean rank of 3.52 had a significant role in agreeableness and even among respondents. In addition, question number 32 had the least important in this field.

Distribution of Respondent's Responses to Conscientiousness
In order to investigate conscientiousness, Likert scale had been used. Table 6. had assessed the effect of each factor.

Table 6. Distribution of Respondent Responses in Conscientiousness

	Likert Scale					
	Disagree strongly	Disagree a little	Neither agrees nor disagrees	Agree a little	Agree strongly	Mean Rank
Does a thorough job	26	43	23	43	22	2.95
Can be somewhat careless	27	50	23	45	12	2.78
Is a reliable worker	4	44	54	37	18	3.13
Tends to be disorganized	26	49	26	40	16	2.82
Tends to be lazy	22	55	26	38	16	2.82
Perseveres until the task is finished	21	62	26	48	-	2.64
Does things efficiently	9	63	33	42	10	2.88
Makes plans and follows …	9	42	9	43	54	3.58
Is easily distracted	22	48	32	40	15	2.86

The result represented that the question number 38 including "Makes plans and follow" with mean rank of 3.58 had a significant role in conscientiousness and even among respondents. In addition, question number 28 including "Persevere until the task is finished had the least important with mean rank of 2.64 in this field.

Distribution of Respondent's Responses in Neuroticism
In order to investigate conscientiousness, Likert scale had been used. Table 7 had assessed the effect of each factor.

Table 7. Distribution of Respondent Responses in Neuroticism

	Likert Scale					Mean Rank
	Disagree strongly	Disagree a little	Neither agrees nor disagrees	Agree a little	Agree strongly	
Is depressed, blue	19	52	26	38	22	2.95
Is relaxed, handles stress well	26	43	28	52	4	2.83
Can be tense	12	48	40	37	20	3.03
Worries a lot	37	46	26	30	18	2.66
Is emotionally stable, not easily upset	22	44	38	33	20	2.90
Can be moody	31	45	44	37	-	2.55
Remains calm in tense situations	26	62	18	42	9	2.66
Gets nervous easily	35	57	9	38	18	2.60

The result represented that the question number 14 including "Can be tense" with mean rank of 3.03 had a significant role in NEUROTICISM and even among respondents. In addition, question number 29 including "Can be moody "had the least important with mean rank of 2.55 in this field.

Distribution of Respondent Responses in Openness
In order to investigate Openness, Likert scale had been used. Table 8 had assessed the effect of each factor.

Table 8. Distribution of Respondent Responses in Openness

	Likert Scale					Mean Rank
	Disagree strongly	Disagree a little	Neither agrees nor disagrees	Agree a little	Agree strongly	
Is original, comes up with new ideas	22	44	27	39	25	3.01
Is curious about many different things	9	59	31	19	39	3.13
Is ingenious, a deep thinker	13	45	33	42	24	3.12
Has an active imagination	20	43	24	50	20	3.04
Is inventive	22	44	34	37	20	2.93
Values artistic, aesthetic experiences	39	37	38	33	10	2.61
Prefers work that is routine	9	54	54	31	9	2.85
Likes to reflect, play with ...	35	58	10	36	18	2.64
Has few artistic interests	46	54	19	20	18	2.43
Is sophisticated in art	23	51	21	45	17	2.89

The result represented that the question number 10 including "Is curious about many different things" with mean rank of 3.13 had a significant role in OPENNESS and even among respondents. In addition, question number 41including "Has few artistic interests "had the least important with mean rank of 2.43 in this field.

Mean Comparison of Male and Female in TSES
Regarding to table 9, mean male and female in TSES are 14.6747 and 12.2703 respectively representing that male has more mean than female in TSES. In addition, the meaningful level of significant is 0.19 which is more than 0.05 and indicates that there is no meaningful difference in TSES in male and female. Therefore, sex as a variable doesn't have any significant effect on TSES.

Table 9. Comparison Test of Male and Female in TSES

Sig	Df	t-test	SD	Mean	Number	(TSES)
0/19	155	1/300	11/055	114/6747	83	Male
			12/112	112/2703	74	female

Mean Comparison of Educational Level in TSES
Regarding to table 10, the mean of Master of Art and PhD in TSES are 113.84 and 112. 014 respectively representing that Master of Art has more mean than PhD in TSES. In addition, the meaningful level of significant is 0.48 which is more than 0.05 and indicates that there are no meaningful differences in TSES in degree of education. Therefore, degree of education as a variable doesn't have any significant effect on TSES.

Table 10. Mean Comparison of Educational Level in TSES

Sig	Df	t-test	SD	Mean	Number	(TSES)
0/48	155	0/703	11/778	113.84	83	Master
			10/789	112.014	74	PHD

The investigation of the relationship between extroversion on teachers' TSES
In order to discover the relationship between extroversion and teachers' TSES, the Pearson correlation coefficient had been used in table 11.

13

IJLLALW

International Journal of Language Learning and Applied Linguistics World (IJLLALW)

Volume 28 (2), October 2021; 1-23
EISSN: 2289-2737 & ISSN: 2289-3245

Azimi Amoli, F
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Table 11. Investigation of the Relationship between Extroversion and TSES

P_value	-correlation r	Number	Variable Name	Type of Variable
0/000	0/30	157	extraversion	Independent Variable
			TSES	Dependent Variable

As it is shown in table 11, there is a direct relationship between extroversion and TSES. The correlation between these two variables is low. (r= 0.30) and we can state that the more extroversion among teachers, the more the TSES and therefore, their relationship is direct. Hence, the significance level of Pearson correlation displays 0.000 which representing the obtained relationship between two variables are statistically meaningful and the null hypothesis will be rejected.

Investigation of the relationship between agreeableness and TSES
In order to discover the relationship between extroversion and teachers' TSES, the Pearson correlation coefficient had been used in table 12.

Table. 12. Investigation of the relationship between agreeableness and TSES

P_value	-correlation r	Number	Name of Variable	Type of Variable
0/000	0/33	157	agreeableness	Independent Variable
			TSES	Dependent Variable

As it is shown in table 12, there is a direct relationship between agreeableness and TSES. The correlation between these two variables is low. (r= 0.33) and we can state that the more agreeableness among teachers, the more the TSES and therefore, their relationship is direct. Hence, the significance level of Pearson correlation displays 0.000 which representing the obtained relationship between two variables are real and statistically meaningful. Therefore, the null hypothesis which state there is no relationship between agreeable and TSES will be rejected.
Investigation of the relationship between conscientiousness and TSES
In order to discover the relationship between conscientiousness and teachers' TSES, the Pearson correlation coefficient had been used in table 13.

Table.13. Investigation of the relationship between conscientiousness and TSES

14

IJLLALW
International Journal of Language Learning and Applied Linguistics World (IJLLALW)

Volume 28 (2), October 2021; 1-23
EISSN: 2289-2737 & ISSN: 2289-3245

Azimi Amoli, F
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P_value	-correlation r	Number	Name of Variable	Type of Variable
0/003	0/23	157	Conscientiousness	Independent Variable
			TSES	Dependent Variable

As it is shown in table 13, there is a direct relationship between conscientiousness and TSES. The correlation between these two variables is low. (r= 0.23) and we can state that the more conscientiousness among teachers, the more the TSES and therefore, their relationship is direct. Hence, the significance level of Pearson correlation displays 0.000 which representing the obtained relationship between two variables are statistically meaningful and the null hypothesis containing the meaningful relationship between conscientiousness and TSES will be rejected.

Investigation of the relationship between neuroticism and TSES

In order to discover the relationship between neuroticism and teachers' TSES, the Pearson correlation coefficient had been used in table 14.

Table.14. Investigation of the relationship between neuroticism and TSES

P_value	-correlation r	Number	Name of Variable	Variable Type
0/002	0/24	157	neuroticism	Independent Variable
			TSES	Dependent Variable

As it is shown in table 14, there is a direct relationship between neuroticism and TSES. The correlation between these two variables is low. (r= 0.24) and we can state that the more neuroticism among teachers, the more the TSES and therefore, their relationship is direct. Hence, the significance level of Pearson correlation display p= 0.000 which representing the obtained relationship between two variables are statistically meaningful and the null hypothesis containing the meaningful relationship between neuroticism and TSES will be rejected.

Investigation of the relationship between openness and TSES

In order to discover the relationship between openness and teachers' TSES, the Pearson correlation coefficient had been used in table 15.

Table. 15. Investigation of the relationship between openness and TSES

15

P_value	-correlation r	Number	Name of Variable	Type of Variable
0/001	-0.26	157	openness	Independent Variable
			TSES	Dependent Variable

As it is shown in table 15, there is a direct relationship between openness and TSES. The correlation between these two variables is low. (r= -0.26) and we can state that the more OPENNESS among teachers, the less the TSES and therefore, their relationship is indirect. Hence, the significance level of Pearson correlation displays 0.000 which representing the obtained relationship between two variables are not statistically meaningful and the null hypothesis including the meaningful relationship between openness and TSES will be confirmed.

Multiple Regressions of TSES in Independent Variables

In terms of table 16, multiple regression displayed that the relationship among independent variables and TSES are 0.96 which indicating a medium relationship among extroversion, agreeableness, conscientiousness, neuroticism, openness with TSES. Correlation coefficient is equal to 0.25 which display 25% of TSES variances were represented by Extroversion, agreeableness, conscientiousness, Neuroticism and openness. Regression F is 10.204 and the meaningful level of it is 0.000 which display the expectation of existed variables in regression is statistically appropriate but the step of regression line in extroversion is 0.20 which indicates if extroversion in teachers increases, TSES will be increased until 20%. T regression line of this variable is 2.813 and the level of meaningful is 0.000 which represented this expectation is statically meaningful. Therefore, the more extroversion, the more TSES and null hypothesis will be rejected. Steep line of regression in "agreeableness" is equal 0.26 which indicates that if agreeableness increases in teachers, TSES will be increased 0.26%. T regression line of this variable is equal 20.040 and its meaningful level is 0.000 which represent this expectation statistically is meaningful. Therefore, the more agreeableness among teachers increases, the more their TSES and the null hypothesis will be rejected.

Steep line of regression in "conscientiousness" is equal 0.14 which indicates that if conscientiousness increases in teachers, TSES will be increased 0.26% but T regression line of this variable is equal 0.07 which display this expectation statistically is not meaningful, therefore, the more conscientiousness, the less TSES and null hypothesis will be confirmed. Steep line of regression in Neuroticism is 0.11 which represent the more neuroticism in teachers increases, TSES will increase 11% but T steep line of regression of this variable is equal 1.365 and its level of meaningful is 0.000 which shows this expectation is not statistically meaningful. Thus, the

16

more Neuroticism of teachers, the less TSES and the null hypothesis will be confirmed. Steep line of regression in "Openness" is equal -0.16 which indicates if openness in teachers increases, TSES will be decreased 16% but T steep line of regression in this variable is -2.215 and the level of meaningfulness is 0.02 which represents this expectation is not statistically meaningful, therefore, the more openness of teachers, the less TSES and the null hypothesis will be confirmed. The result represents two variables of extraversion and agreeableness among five variables predict TSES in teachers and the other variables will be deleted in regression equation.

Table 16. Multiple Regression of TSES in Independent Variables

TSES							Variable
sig	T	Standardized Coefficients Beta	Sig	F	R square	Multiple R	
0.006	2.813	0.20					Extraversion
0.000	3.640	0.26					Agreeableness
0.07	1.800	0.14	0.000	10.204	0.25	0.50	conscientiousness
0.17	1.365	0.11					Neuroticism
0.02	-2.215	-0.16					Openness

Results from this present study found a relationship between efficacy of classroom management and two personality factors: openness and conscientiousness which is consistence with Chambers et al. (2001)'s study which initiated multiple personality traits related to effective teaching. These are assertiveness, a readiness to take risks, independence, creativity, and self-confidence. Personality differences among teachers can influence how teachers negotiate with students, can affect teachers'' abilities to meet the requirements of their students, and figure out differences in thoughts about regularity and classroom management (Chambers et al., 2001). Because teachers are often not taught in management techniques, they must focus on their personal specifications on which to base their determinations about how to control unruly and disruptive students (Etheridge, 2010). This causes some teachers to shout and scream at their students when they misbehave and others to act calmer and in control when discussing with regularity subjects in the classroom (Etheridge, 2010).

A review of the literature reveals that Roberts et al. (2007) can find some correlation between teacher personality types and teacher efficacy. They illustrated teacher efficacy as a teacher's perception of his ability to positively affect student learning and includes of three sections: student engagement, instructional strategies, and classroom management. Teachers who rated themselves high in teacher efficacy were understood to be better able to involve their students, to

17

make effective learning environments, and to progress student achievement (Roberts et al., 2007). These teachers were also more likely to stay in the teaching field. In 2002, Henson and Chambers identified a positive relationship between extroversion and teacher efficacy and found extroverts were less rigid and controlling during interactions with other people.

Martin (1995) recommended some relationships between classroom management strategies and personality characteristics. Teachers who were seen more as an interventionist according to theory by Wolfgang and Glickman (1980) were less open to shift, were more practical, and more aware of social conventions (Martin, 1995). She also reported many of these teachers observed them as dominant. The consequences of their study are congruent with previous studies in that teacher who scored higher for interventionist tendencies were less open to change, although this was the only relationship addressed (Martin, 1995).

When students' misbehavior in their classes escalates to major discipline issues, they become problems for administrators and the public, too (Cruickshank, 1990; Ghafoori & Tracz, 2001; Jones, 1989; Zuckerman, 2007).

According to some researchers, teachers who do not provide consistent rules and procedures for their students are not able to create a classroom environment conducive to learning (Chiu & Tully, 1997; Trayner, 2003; Walker, 2009; Wolfgang & Glickman, 1980). There were two studies which also found significant relationships between teacher behavior and these two factors: openness and conscientiousness. Chan (2003) found teachers who had high scores for the personality factor for conscientiousness had the highest evaluations by students.

Bonner (2010) studied the relationship between personality and the perception of student aggressiveness. Bonner found that teachers scoring high for the personality factor for openness were more able to deal with physical aggression between students. However, while Bonner found a positive relationship with openness, openness in the current study was found to be negatively related to efficacy of classroom management.

The current study found no significant relationship between the type of certification and efficacy of classroom management. This result agrees with some research studies. In a study by Ritter and Hancock (2007), they found that neither experience nor certification was shown to be significantly related to classroom management. Suell and Piotrowski (2006) found no relationship between teachers in the Florida alternate route program and teachers in a traditional certification route for teacher competencies. Likewise, Ludlow (2010) also found classroom management was not tied to certification as all new teachers enter the classroom with a minimum amount of mastery experience.

18

In a study conducted by Brown (2009), she suggested a connection between a teacher's education level and efficacy. While the current study found no relationship, Brown suggests one reason for the possible results in her study is that the more efficacious teachers continued with their education instead of becoming more efficacious due to the extra education. In the current study, there was a larger percentage of the sample population which had their master's degrees (58%). Thirty-seven percent had a bachelor's degree. This uneven distribution may have led to certification not being significant when testing for research question.

The results for experience in the current study differed the most from research. Wolters and Daugherty (2007) divided their subjects into experience groups of 1-5 years, 6-10 years, and more than 10 years. They found classroom management improved as teachers gained experience because they learned which techniques were better at preventing student disruptions. Tschannen-Moran and Woolfolk Hoy (2007) also found that efficacy of classroom management tended to improve as teachers gained experience. In the current study, the results for Hypothesis 1 indicated a positive relationship that was too small to be significant. Additionally, while Hypothesis 2 could not be tested due to insufficient sample sizes, a comparison of the averages on the Teacher Sense of Efficacy Scale was made for each experience group (Table 10). There was an increase in efficacy of classroom management scores as experience increased, but again the averages could not be compared directly to determine if a statistically significant difference existed.

CONCLUSION

Despite the heightened interest in the role of affective variables in second language learning, no study has been done regarding the relationship between Teachers' Efficacy of Classroom Management and Teachers' Personality among Iranian EFL Teachers has not been examined. While several studies have concentrated on the importance of efficacy of classroom management, studies still fail to address the relation of factors like personality, experience, and level of education on efficacy of classroom management in Iranian EFL context. Hence, the present study is intended to take into consideration the relationship between teachers' personality, experience, educational level and the efficacy of classroom management. Consequently, because of this gap, and because it is believed that affective variable plays a vital role in second language learning skills, and there is a need for research that addresses the relationship between these variables for academic achievement. The purpose of the study was to explore the relationship between Teachers' Efficacy of Classroom Management and Teachers' Personality among Iranian EFL Teachers.

Results from this present study found a relationship between efficacy of classroom management and two personality factors: openness and conscientiousness. Teachers who are more

19

IJLLALW

conscientious tend to be more organized, efficient, practical, and cautious. This personality factor may cause teachers to be better able at planning effective classroom management strategies allowing them to have a higher efficacy of classroom management. Additionally, teachers who are more conscientious tend to follow through with their plans. When teachers create procedures and discipline policies in their rooms, conscientious teachers may be more likely to consistently implement those policies. Conscientious teachers are also not easily distracted, so they may be more likely to notice smaller problems before they become major classroom issues.

For openness, teachers who have high scores tend to be more imaginative, insightful, and inventive, but the results of the study indicated a negative relationship between openness and efficacy of classroom management. A suggestion for this outcome could be that teachers who are more open to new ideas try things that do not work. Another aspect to the openness personality factor is that teachers high in openness do not like routine tasks. To be effective at classroom management, teachers need to be able to follow through with their plans. Also, open teachers, because they are imaginative and inventive, are open to new ideas. Since they also don't like routine tasks, these teachers who scored high for openness may have scored low for efficacy of classroom management because they are constantly trying new things in class instead of sticking with a classroom management strategy.

PEDAGOGICAL IMPLICATIONS

The results of this study may be of benefit to EFL teachers, students, and syllabus designers, as well as to the teacher trainers. The findings may encourage teachers who still believe in teacher–centered in language teaching to change their viewpoints in favor or more learner–centered approaches. According to the present study, which the teacher may try to incorporate new teaching techniques in the relationship between Teachers' Efficacy of Classroom Management and Teachers' Personality among Iranian EFL Teachers such as strategy instruction in their curriculum. If the teachers were familiar with some techniques about their level of language proficiency knowledge, results can be expected to be achieved by themselves and leads to good results in Teachers' Efficacy of Classroom Management. The results are especially of great value to the professors in the university in Iran who are usually faced with the students' recalling and retrieving word problems for a delayed time interval.

The finding of this research is also useful for teacher trainers to incorporate appropriate and practical techniques for the instruction of classroom management into their existing training courses. In this study, teachers themselves should be trained in the ways of incorporating some techniques in EFL classrooms.   In this way, strategy instruction will be embedded into everyday

20

classroom procedures and the students will be explicitly taught why, how, and when to facilitate learning of the materials.

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IJLLALW

International Journal of Language Learning and Applied Linguistics World
(IJLLALW)

Volume 28 (2), October 2021; 1-23   *Azimi Amoli, F*
EISSN: 2289-2737 & ISSN: 2289-3245   *www.ijllalw.org*

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