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The association of selected personality traits with perceived teaching program effectiveness.

Mitchell Eugene Bryant
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The Association of Selected Personality Traits with Perceived Teaching
Program Effectiveness

Mitchell E. Bryant

Thesis Submitted to the
Davis College of Agriculture, Forestry and Consumer Sciences
at West Virginia University
in partial fulfillment of the requirements for the
degree of

Master of Science
in
Agricultural Education

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Division of Resource Management

Morgantown, West Virginia

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ABSTRACT

The Association of Selected Personality Traits with Perceived Teaching Program Effectiveness

Mitchell E. Bryant

This study was an exploratory study of associations between selected personality traits of agriculture teachers and perceived teaching program effectiveness. The twenty male teachers of agriculture who graduated/certified between the years 1981 and 1990, and who had taught agriculture in West Virginia high schools for more than one year were asked to complete the Emotions Profile Index which, when analyzed, provides a percentile score based upon national norms in eight dimensions of personality. Analysis of variance was used to determine if differences existed between quartile rankings and personality traits of participants. Findings indicate that the type of personality exhibited by the agriculture teacher had no significant effect on the program effectiveness. Based on the review of literature conducted by the researcher, the personality traits of agriculture teachers do not have as great an influence as some studies indicate. It does support that the personality traits of agriculture teachers are high in Trustful, Timid and Gregarious emotion dimensions.

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To Robin, Leah, David and Anita, a special thanks for their love and companionship which supported me as I continued my education.

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Chapter I

Introduction

During the 1980s and 1990s, rapid changes occurred in most aspects of nearly every society. In such a changing environment, schools and teachers face different types of problems and challenges. Educational goals seem to be more uncertain and more complex; expectations from the public are more diverse and public accountability is sought more than ever before. Schools in the 21st century will be expected to perform a wide range of functions to support the developments in technology, economy and the political environment. Teachers in the era of change are required to accept expanded roles and responsibilities such as curriculum developer and new teacher mentor.

In recent years the level of rhetoric concerning minimum qualifications for teachers has risen and initial steps have been taken at the national and state levels to implement more rigorous procedures for screening and selecting teacher candidates. However, in most instances, the early stages of this process have focused on academic criteria for selection. An urgent need exists to understand the complex nature of teachers' effectiveness and to develop new management strategies if educators are to maximize teacher effectiveness. Teachers must perform a wide range of roles and responsibilities that involve teaching, school management, curriculum changes, educational innovations, teacher education, working with parents, and community services. All those roles suggest that the conception of teacher effectiveness should be multifaceted but not confined only to classroom teaching. Jim Flaitz (1987), in a paper presented at the Annual Meeting of the Mid-South Educational Research Association stated that,

several research projects in recent years have attempted to identify and study "effective" teachers. These efforts have suggested that many of the variables, which seem to be associated with effective teaching, are non-academic in nature. Instead they indicate that personality factors and value system factors, among others, are important in understanding the characteristics of effective teaching. (p. 22)

During a period in time in which educators are being exposed to much public scrutiny, it is natural that much attention is directed toward improvement and reform. Without a doubt, more and faster change is in store. The future belongs to those who can respond to change and meet the needs that it creates. Teachers are needed who will raise agricultural education to meet new challenges at its highest level. When one can identify the effective teaching programs and determine what makes them effective, these techniques can perhaps be taught to future teachers.

Regrettably, the literature on personality traits and teaching effectiveness is limited. Thomas Hughes (1986), in a paper presented at the Annual Meeting of the Mid-South Educational Research Association on Personality and Motivations Variable in Tomorrow's Teachers, stated that: "...outstanding teachers in their fields had higher Miller Analogies Test scores, showed more imaginativeness, were more intuitive, and more abstract in their thinking" (p. 1). This indicates a tie between the cognitive thinking of teachers and effectiveness. It seems clear that if the teacher education reform is to accomplish any long-term improvement in the teacher training process, it will have to incorporate criteria for teacher candidates that go beyond the academic measures.

Anyone who has attended school will agree that there are good teachers and poor teachers. Teachers must exhibit enthusiasm, self-discipline, and willingness to share, an enjoyment of teaching and a conviction that they can achieve success to be an effective teacher

and to have a quality program. The agricultural industry is increasingly technologically based. As technology becomes more sophisticated we must better prepare future agricultural leaders. It is the purpose of this study to identify the distinguishing personality traits of agriculture teachers and with regard to their effectiveness in developing a quality agriculture program.

State supervisors and teacher educators may utilize the study in identifying the personality traits of teachers in effective teaching programs. Such knowledge might be useful in recruiting potential teachers as well as in providing more relevant education for teacher trainees.

Statement of the Problem

How can I be an effective teacher? What problems can I expect to encounter as a teacher? How will I be able to survive in the classroom? Most teachers, young and old have asked these questions. By asking these types of questions the agriculture teacher realizes that he or she has responsibility for the effectiveness of the agricultural program.

Agriculture teachers are found throughout the country that possess different characteristics, beliefs and experiences in various degrees of teaching program effectiveness. This research was an exploratory study of associations between selected personality traits of agriculture teachers and perceived teaching program effectiveness.

Objective of the Study

The primary objective of this study was to determine if differences exist between personality traits measured by the Emotions Profile Index (Plutchik and Kellerman, 1983) and teaching program effectiveness as rated by State Supervisors of Agricultural Education and Teacher Educators in Agriculture at West Virginia University. The study may provide information to teachers, supervisors and teacher educators regarding the influence of personality traits of the agriculture teacher on program effectiveness.

Implications

Results of the study may further develop an understanding of reasons for agriculture program success. The information may be useful to teacher educators as they prepare students for careers as agriculture teachers; to teacher educators and state supervisors as they develop and offer inservice programs for agriculture teachers; and to teachers as they pursue the never ending challenges of becoming better teachers. In order for self-improvement to occur, we must be motivated to improve our teaching, we must be able to recognize our own shortcomings and bright spots as we work with students.

Research Methods and Procedures

Data collection was executed by the process of a letter of introduction, a questionnaire and a consent form which were mailed to twenty male teachers of agriculture who graduated/certified between the years of 1981 and 1990, and who had taught for more than one year. The questionnaire, the Emotions Profile Index, when analyzed, provides a percentile score based on national norms in eight dimensions of personality. All questionnaires were returned. State supervisors of agricultural education (2) from West Virginia Department of Education and teacher educators in agriculture (3) from West Virginia University, professionals who are most familiar with teaching program effectiveness of the state's agriculture teachers, were asked to categorize into quartile rankings the perceived teaching program effectiveness of the 20 participants. Analysis of variance was used to determine differences between quartile ratings and personality traits of participants.

Limitations of the Study

This study was restricted to personality traits of twenty male teachers of agriculture who graduated/certified between the years of 1981 and 1990 and who had taught one year or more in

West Virginia. Effectiveness of the twenty individuals was based on the knowledge and experience of a panel of experts. The panel consisted of state supervisors of agricultural education from the West Virginia Department of Education and teacher educators in agriculture from West Virginia University.

Definitions of Terms Used

For the purpose of this study Plutchik and Kellerman (1983, p5, 6) defined the following terms (emotional state) as follows:

1. Trustful: acceptance
2. Dyscontrol: impulsiveness or need for new experiences
3. Timid: fear
4. Depressed: sadness
5. Distrustful: disgust or rejection
6. Controlled: expectation or planfulness
7. Aggressive: anger
8. Gregarious: joy
9. Bias: High bias score indicate a tendency to pick the more socially desirable of the two items in a pair. However, this may also be a correct description of the person. Low bias scores indicate a tendency of the subject to describe himself in socially undesirable ways.

Chapter II

Review of Literature

Is an effective teacher one who encourages students to think for themselves or one who provides structure, organization, and varied examples of concept? To date educators and researchers have failed to reach agreements about clear-cut answers to these questions; indeed consensus may not be possible. The answers undoubtedly are affected by a number of factors, such as the type of course, class size, student abilities, and grading practices. Teaching is a very important job as students are being prepared to face the challenges of tomorrow. The effectiveness of an individual teacher plays a very significant role in a student's preparation. Initial steps have been taken at the national and state levels to eventually implement more rigorous procedures for screening and selecting teacher candidates. In most instances, however, the early stages of the process have focused primarily on academic criteria for selection. After these individuals are accepted, they finish college and become teachers. During this time laymen and professionals spend considerable time evaluating these beginning teachers. For example, a principal is required to evaluate teachers in his or her school periodically. The principal must evaluate the teacher in order to recommend that the school board grant or deny continuation of employment and tenure. A search for literature dealing with the personality traits of vocational teachers on program effectiveness produced a very limited quantity of information. Qualities identified as effective include, among others, enthusiastic, knowledgeable, well organized (Cruickshank, 1986), clearly explains subjects, shows concern for students as individuals (Murray and Murray, 1992;

Strickland, Page, and Hawk, 1990) and expressive (e.g. S.A Basow and M.S.Distenfeld, 1985; Marsh 1984). Effective teachers come in all sizes, shapes and personalities. They continue to be life touchers and to be the keepers of the dream for tomorrow's youth. McAven and Gordon (1981) found effective teachers to have many of the characteristics commonly held by school counselors. The research by Leach (1996), which included 15 organizations in business and industrial settings, found that both average and exemplary trainers displayed a number of personal characteristics which helped them to be effective teachers. They include responsiveness, enthusiasm, high-energy, humor, sincerity, honesty, flexibility, and tolerance. Phipps (1980) in describing how to become a good teacher of agriculture states:

Teachers must have a distinctive and individual character indicative of forceful personality. They must know how to meet people and carry on a conversation. A teacher with a pleasing personality can do a great deal in developing a good community attitude toward the program in agriculture. (p. 29)

With increased emphasis placed on effective teaching, it is important that teaching methods used in agricultural courses are shown to be effective in terms of commonly accepted measures of teaching effectiveness and student achievement, retention of information and attitudes toward learning. Pigge (1985), writes: "in terms of academic ability and achievement, the best teachers do not chose to enter the teaching profession upon graduation from college even after they are trained and certified to be teachers" (p. 28).

If academic qualities and capabilities are the most important predictors of teacher success, Pigge's implication is that the teaching profession may be training academically talented candidates only to find that the less academically talented are the ones who actually enter the

profession. Are less capable individuals the only ones entering teaching, or is it also possible that academic skills may be misleading traits as the primary factors of a teacher's success?

Phipps further suggests:

Teachers of agriculture must be sincere individuals. They must be confident of their abilities and recognize their limitations. They must act as adults at all times.

Their actions must be based on considered judgment and not on snap judgements.

Emotional immaturity is most apparent in an individual's ability to work with others, it is one of the principal causes of failures in teaching. (p. 32)

Phipps' descriptions seem to be based on cognitive learning concepts as well as academic levels. This gives support for differences in personality traits with respect to effective programs. Effective teachers and program quality are directly associated with each other.

Teaching efficiency should suggest a full competency, not just our present-day "three-R's" but on the efficient teacher, dynamic and resourceful, which signifies a person capable of directing and teaching students how to encounter and adequately solve the problems of life. Teaching is a continuing process of meeting challenges and solving problems. The teacher's personal dimensions, characteristics, self awareness, self concept, attitudes and expectations of self and others, enables him or her to make the subject matter come alive for students, and that makes students want to explore, question and learn. All of these combine to make an excellent program.

When the Smith-Hughes Act of 1917 put vocational agriculture in the public schools, it had a major purpose: to educate the rural agricultural section of our population in order to improve the standard of living of those citizens and in return, improve the overall economy. It was the responsibility of the local agricultural teacher to develop a program to meet the needs of

those citizens. Even though technology and methods have changed, the basic concept of adapting a program to help the local community is still the same.

Marsh and Ware (1982) reported that when pressured to achieve, students view “teacher enthusiasm” as the most important variable in instructional effectiveness. Howsan (1976), in the report of the Bicentennial Commission on Education for the Profession of Teaching, pointed out that permissive recruiting practices have been employed by teacher educators. He concluded that SAT scores, GPAs, and rank in class are necessary but not sufficient criteria for the quality selection of candidates and further recommends the equally important criteria of a growing self-concept, sense of responsibility and possession of effective human relation skills to be utilized. Student ratings of instruction have been found to correlate highly with instructor personality traits (Feldman, 1986; Murray, Rushton and Pavnonen, 1990, Renaund and Murray, 1996.) The Dr. Fox experiments of the 1970s (Marsh, 1987; Maftulin, Ware and Donnelly, 1973) illustrated that students rated charismatic and expressive instructors as highly effective, regardless of the substantive content of a lecture. Agricultural education is undergoing a flurry of curriculum change that continues to affect the profession. State and local guidelines provide direction for the agriculture teacher. The teacher has much flexibility in the development of curriculum, planning of classes and control over the total program of agriculture in the school. Agriculture teachers tend to be the vital link of events in any department.

There has been considerable talk and a great deal written about the need for revolutionary change in education. The impact of the teacher's personal influence is tremendously far reaching. Students' lives are changed every day because of the effort put into teaching, be it ever so subtly or dramatically. Education continues to change to meet the social and economic changes affecting our society. The more effective teaching, the greater learning that is produced by the

student. The educator's mission to provide leadership in agriculture today is the most challenging in our history. This review leads one to believe that personality traits do play a role in being an effective teacher and having a quality program. It also suggests that teacher educators place more emphasis on the attitudes, self-concept and personality of prospective teachers.

Chapter III

Methodology

Research Design

This study utilized the Emotions Profile Index to yield information about certain traits of West Virginia agriculture teachers. The Emotions Profile is based on work done by Plutchick (1983). The theory postulates eight basic emotion dimensions, and the Emotions Profile Index assesses the relative importance of these eight basic emotions in a person's life. This study was designed to determine if differences exist between personality traits measured by the Emotions Profile Index and teaching program effectiveness. State supervisors of agricultural education (2) from West Virginia Department of Education and teacher educators in agriculture (3) from West Virginia University, professionals who are most familiar with teaching program effectiveness of the state's agriculture teachers, were asked to categorize into quartile rankings the perceived teaching program effectiveness of the 20 participants. Specifically, the study attempted to determine the influence personality traits of the high school vocational agriculture teacher has on program effectiveness.

Population

The population for in this study was the twenty male high school teachers of agriculture in West Virginia who graduated and/or certified between the years of 1981 and 1990. These teachers had taught agriculture in a West Virginia high school for one or more years, and were selected for study because they represented a diverse group of teaching experience. The entire population (N=20) was surveyed.

Instrumentation

The Emotions Profile Index (Plutchik, and Kellerman, 1983) was administered through the mail to the twenty identified teachers. The Emotions Profile Index (EPI) is a personality test designed to yield information about certain personality traits and personality conflicts in an individual's life. The EPI is based directly upon the general theory of emotion developed by Plutchik (1983). The theory postulates eight basic emotion dimensions, and the EPI assess the relative importance of these eight basic emotions in a person's life. The EPI is a 62-item forced choice test. It is composed of 12 trait items, which are paired in all possible combinations (four pairs are omitted because of a duplication of measurement categories). The person taking the test is simply asked to indicate paired words that are most descriptive of him or her. The final results are presented in terms of an "emotions circle" with a separate score for each of the eight basic emotion dimensions. Each of the questions forces the respondent to answer in one of the eight following emotion dimensions: 1) Timid, 2) Aggressive, 3) Gregarious, 4) Depressed, 5) Trustful, 6) Distrustful, 7) Controlled, or 8) Dyscontrolled.

The Emotions Profile Index was chosen because it provided an instrument to evaluate a person's personality traits. The emotions profile index was also appropriate for the following reasons: 1) the time required to complete the questionnaire, 2) the method of administration, 3) validity and reliability of instrument and 4) the availability to the researcher.

The Emotions Profile Index is designed for a sixth grade reading level. Most individuals should complete the instrument in approximately 15-20 minutes.

The questionnaire booklet contains very detailed instructions on how to complete the questionnaire. There is no time limit on completing the questionnaire nor does it require any supervision due to the number of questions.

The Emotions Profile Index is designed to measure the personality type of an individual. The validity of the instrument has been to correlate the Emotion Profile Index scales with the scales of other tests. The tests and scales reported to which the emotions are related include the Minnesota Multiphasic Personality Inventory, the Edwards Personal Preference Schedule, the Gough Adjective Check List, the Barret Impulsivity Scale and the Clyde Mood Scale (Plutchick & Kellerman, 1983, p. 5).

Data Collection Procedures and Analysis

The Emotions Profile Index was mailed to each of the twenty male teachers at home during the winter season. A cover letter explained the purpose of the survey and gave directions for its completion and return. This letter was signed by the researcher and by the faculty advisor. A consent form was included to inform each teacher of his rights. The consent form was to be signed and returned if the teacher decided to participate in the study. A self-addressed stamped envelope was also included to help facilitate prompt return of the form. To ensure confidentiality the surveys were returned to the researcher's faculty advisor for recording and scoring. Teachers not responding to the survey were contacted by phone and encouraged to complete the survey. All participants returned completed surveys.

Data was analyzed using the Statistics Package for Social Sciences for Windows (SPSS). Mean raw scores and percentiles were determined and a analysis of variance was used to determine differences between quartile ratings and personality traits of participants.

Use of Findings

Information obtained by this study may be used to develop further studies if warranted and/or to develop activities and experiences for undergraduate agricultural education majors designed to strengthen those personality traits which appear to be associated with teaching program effectiveness.

Chapter IV

Findings

The purpose of this study was to provide information to West Virginia high school agriculture educators and other educators in West Virginia, regarding the effect of personality traits of agriculture teachers on program effectiveness. This chapter presents the data collected following the procedures outlined in Chapter III.

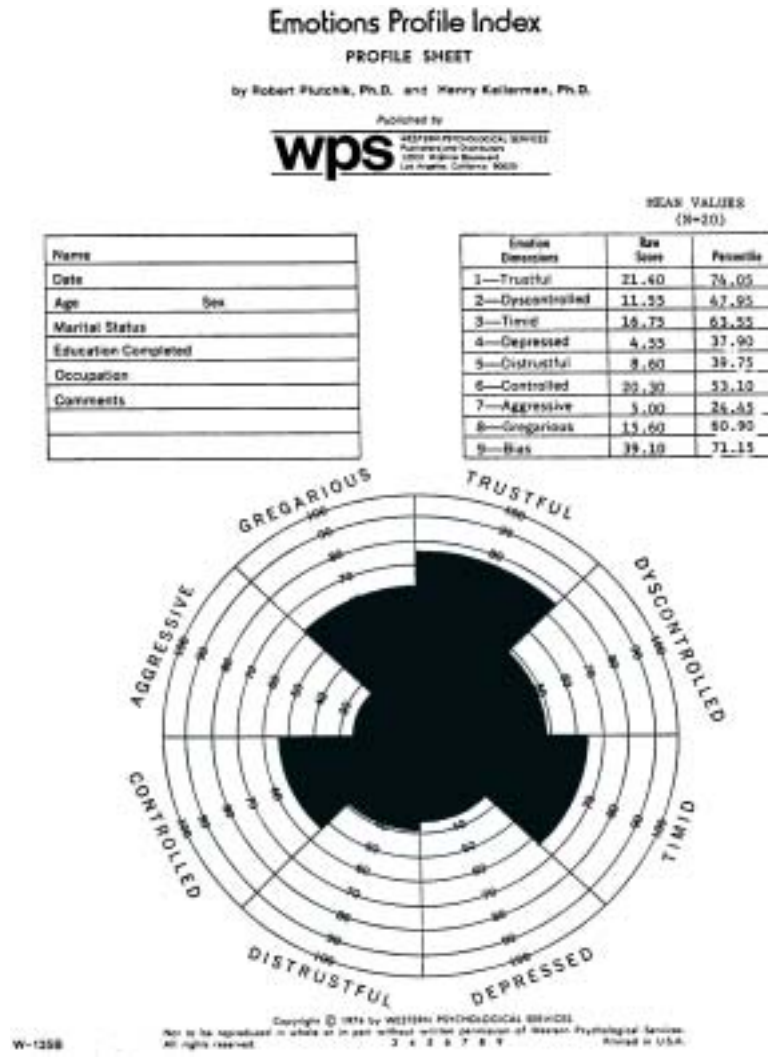
Upon return of the surveys, each Emotions Profile Index was scored using the word in each pair selected by the respondent which describes him best. Following each list of paired terms are nine scoring columns. The circles in these columns are used to indicate those dimensions being scored for that term. Only those terms circled by the subject are scored. For each term that the subject circled, it had corresponding circles under the different emotion dimensions. To obtain the raw score for the first emotion dimension, one merely counts the number of circles in column 1 which had been checked. This is the raw score for the first emotion and is entered in the indicated box at the end of the test. This process is repeated for each of the remaining eight columns, thereby providing the remaining emotion dimensions and bias raw score.

The raw score of each decision mode and the total score are used to complete the personality profile index. The nine scores (eight plus Bias) from the raw score boxes of the Emotions Profile Index were transferred into the corresponding numbered boxes of the raw score column of the scoring sheet. Then the raw score was used to record the percentile equivalent by referring to Table 1 in the Emotions Profile Index manual .

The percentile corresponding to a given raw score is a measure of that score's relative position in the distribution of scores in the norm group of 500 subjects. For example, a score that

falls at the 23rd percentile is one that is exceeded by 77 percent of the scores in the norm group. As a rough guide to interpretations, percentile scores over the 60th percentile may be considered “high,” while those below 40th percentile may be considered “low.” Overall raw scores and percentile rankings of the teachers surveyed are shown in the Emotion Circle (Figure 1).

Figure 1



Since only group data were to be presented, the surveys were placed into one of the four-quartile groups as described in Chapter III. Each quartile group contained five teachers. The raw scores and the total scores for each quartile group were averaged. The Table presents the

results of the Emotions Profile Index raw and total scores for each of the quartile groups, quartile group 1 being perceived as least effective.

Raw scores, total scores and the participant's quartile ranks were entered into the computer and analyzed using the SPSS package. The analysis of variance detected no significant difference in mean scores on the Emotions Profile Index traits when analyzed by quartile rank.

As a rough guide to interpretation, percentile scores over the 60th percentile may be considered "high," while those below the 40th percentile may be considered "low". The teachers that were surveyed scored high in Gregarious, Trustful and Timid dimensions. A person with a high Gregarious dimension (Reproduction) tends to be sociable, friendly, affectionate and somewhat extroverted. He enjoys being with people and likes to have warm, friendly contact. The ones with a high Trustful dimension (incorporation) tend to be accepting, trustful, obedient and gullible. He tends to take things at face value. He would probably be described as a dependent person. With a high score in Timid dimension (Protection), this person tends to be cautious, careful and anxious. He worries about getting into trouble and about what people think of him and say about him.

The low scores in the Dimension circle were Depressed, Distrustful and Aggressive dimensions. The Depressed (Reintegration) low score is a person that is satisfied with his style of life. The Distrustful (Rejection) low scores indicate that a person is uncritical and not rejecting. The low score in the Aggressive (Destruction) dimension means that this person is unaggressive and not quarrelsome.

Dyscontrol and Control dimensions scored in the mid range and did not indicate a low or high score.

The group that was surveyed also scored high on Bias. A high bias score indicates a tendency to pick the more socially desirable of the two items in the pair. This also may be a correct description of the person.

Table

Mean Raw Scores on the Emotions Profile Index by Quartile Rank of Four Teacher Groups

Emotion Dimension	Raw Score (N=20)	SD	Q1 (n=5)	Q2 (n=5)	Q3 (n=5)	Q4 (n=5)	F-Value	Percentiles
Trustful	21.4	4.3	22.2	19.4	22	22	0.5	74.1
Dyscontrolled	11.6	4	14.2	11	9.8	11.2	1.1	48
Timid	16.8	5.4	15	18.2	17.8	16	0.4	63.6
Depressed	4.6	3.6	3.4	5	6.2	3.6	0.6	37.9
Distrustful	8.6	3.5	7.6	9.4	7.2	10.2	0.8	39.8
Controlled	20.3	5.5	17.4	22.8	20.8	20.2	0.8	53.1
Aggressive	5	4.3	7.4	4.6	3.4	4.6	0.7	24.5
Gregarious	15.6	3.8	17	13.4	15.8	16.2	0.8	60.9
Bias	39.1	6	39	37.8	39.4	40.2	0.1	71.2

(F-Values not Significant at .05 level of confidence)

Chapter V

Summary, Conclusions and Recommendations

The primary objective of this study was to determine if differences exist between personality traits measured by the Emotions Profile Index (Plutchik and Kellerman, 1983) and teaching program effectiveness as rated by State Supervisors of Agricultural Education and Teacher Educators in Agriculture at West Virginia University. The study defines personality traits in eight dimensions as presented in Plutchik and Kellerman,s (1983) Emotions Profile Index.

The population for the study was the twenty male teachers of agriculture in West Virginia who graduated/certified between the years of 1981 and 1990. Each of the teachers had taught for one or more years and was teaching at the time of the survey.

The study utilized a descriptive exploratory survey method of research. The Emotions Profile Index was used to collect data on the dimensions of personalities. Data collected were recorded and analyzed used the SPSS.

Summary of Findings

Each of the following summary statements were based on the findings reported in Chapter IV.

1. There were no statistically significant differences in the scores on the Emotions Profile Index among the four-quartile groups.
2. Agriculture teachers scored high in Gregarious, Trustful and Timid dimensions. These characteristics are indicative of individuals who are friendly, trustful and careful.
3. Agriculture teachers had high Bias scores indicating a tendency to pick the more socially desirable of the two items in a pair.

Conclusions

The following conclusions were based on the interpretations of data presented and analyzed in this study:

1. Personality traits as measured by the Emotion Profile Index do not influence teaching program effectiveness.
2. Agriculture teachers have a desirable variety of personality traits, which are essential for being an effective teacher. They are particularly strong in Trustful, Timid, and Gregarious emotion dimensions.

Recommendations

The following recommendations are made based on the conclusions of this study:

1. Further studies should be undertaken on a larger and more diverse population to further substantiate the results. Since the personality traits did not explain the differences between effective and less effective teachers, other variables should be considered which may.
2. Agriculture teachers' personality traits should be compared to those of other subject area teachers to determine if differences exist and factors which may explain the differences.
3. Teacher educators in agriculture should consider using the Emotions Profile Index or another test to evaluate the personality traits of undergraduate students. Students should be made aware of personality traits, which could influence teaching effectiveness.

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Appendix A

Letter of Explanation to Agriculture Teachers

To: (personalized)

From: Mitchell Bryant, Graduate Student
Layle D. Lawrence, Professor

We are asking your cooperation in a thesis research study of associations between selected personality traits of agriculture teachers and their teaching program effectiveness. We believe that results of such a study might prove information which could be used to develop activities and experiences for undergraduate agricultural education majors designed to strengthen those traits which appear to be associated with teaching program effectiveness.

The enclosed Emotions Profile Index, when analyzed, provides a percentile school based on national norms in eight dimensions of personality. State agricultural education supervisors and teacher educators will be asked to categorize, in quartile rankings, the perceived teaching program effectiveness of participants. (Only Dr. Lawrence will be aware of those rankings.) Statistical analysis will be used to determine associations between the two factors. Since only twenty teachers who have graduated/certified between 1981 and 1990 will be asked to participate, your involvement is strongly encouraged.

As with all other facets of our lives, paperwork is required. You'll notice that two copies of a Consent Form are enclosed. Please read the information on the form, sign both, and return one with the Emotions Profile Index to us. We would appreciate your response by (date).

Thanks so much for your cooperation and assistance.

Appendix B

Consent Form

I understand that Mitchell Bryant and Dr. Layle Lawrence are asking me to participate in a study entitled: “The associations of selected personality traits with perceived teaching program effectiveness,”

that is part of a research study being done by Mr. Bryant to determine if selected personality factors are associated with teaching program effectiveness,

that my involvement will require about ten minutes to complete the Emotions Profile Index in which I will be asked to identify words from pairs of words that describe me best,

that there are no risks to me as all information will be held in strictest confidence; and that benefits that might occur will be by way of improving undergraduate teacher education programs at West Virginia University,

that I am not required to participate, and that the research is being done as part of Mr. Bryant’s master’s thesis,

that confidentiality will be maintained by keeping data in a locked file cabinet in Dr. Lawrence’s office and by reporting only group data,

that I don’t have to complete the Index after I start unless I want to,

that there are no costs nor rewards for participating,

that the principal investigators of this study are:

Mr. Mitchell Bryant whose telephone number is (304) 725-8491, and

Dr. Layle D. Lawrence, (304) 293-3431

that I have the opportunity to ask questions about the research and I can contact the Institution Review Board at West Virginia University (304) 293-7023 concerning my rights as a subject of research.

I understand that any information about me obtained as a result of my participation in this research will be kept as confidential as legally possible, and that refusal to participate involves no penalty.

Under these circumstances, I volunteer to participate in the study, and have received a signed copy of this consent form.

(signature of participant)

(investigator’s signature)

Vita

Mitchell E. Bryant was born and raised in Upshur county, West Virginia. Mitch was the third of seven children raised with a farming background.

He graduated from Buckhannon Upshur High School in Buckhannon, West Virginia in 1980 and enrolled in the College of Agriculture and Forestry at West Virginia University.

After graduation with a B.S. in Agriculture Education with a major in Agriculture Mechanics in 1984, he stayed another year working on his master's degree. Then in 1985 Union County, North Carolina, employed him for five years. In 1990 he resigned and was employed in Jefferson County, West Virginia as an Agriculture mechanics teacher for four years. In 1994 he resigned and went to work with the West Virginia State Soil Conservation Agency for two years. In 1996 he resigned and returned to Union County, North Carolina. Mitch is currently employed by Union County, teaching agriculture mechanics.