

ABSTRACT

Thesis Title : An Analysis of Personality Characteristics of Effective Teaching Instructors at Assumption University of Thailand

Student's name : Ms. Chen, Lai Tsun-Pin

Thesis Major Advisor : Assoc. Prof. Dr. Kitima Preedeedilok

Thesis Co-advisor : Dr. Sen Keoyote

Level of Study : Master of Education

Program of Study : Educational Administration

Faculty : Faculty of Education

Year : 2003

The purpose of this study was to find out the relationships between personality characteristics and effective teaching factors. For personality characteristics as measured by the Cattell's sixteen personality factor questionnaire (16 PF) Form A, and teaching effectiveness as measured by the effective teaching checklist (instructors questionnaire) of selected being effective teaching instructors. Overall, the data indicate that only 37% of the respondents were effective instructors. Five of the sixteen personality characteristics were represented in this study, which showed the correlation coefficient with the effective teaching factors.

From analyzed the data the following results were found:

The analyzed data found that there were 57 effective teaching instructors and 96 ineffective teaching instructors in Assumption University of Thailand. There was no significant difference of effective teaching instructors regarding their age; a young instructor could be trained as an effective teaching instructor if they had certain types of personality characteristics.

However, the instructor who had different gender or different nationalities with certain types of personality characteristics will have different level of performance.

For gender groups there were personality characteristics significant differences regarding their gender. There were Factor A (Cool and Reserved vs. Warm), Factor I (Tough-minded vs. Tender-minded) and Factor L (Trusting vs. Suspicious). Female instructors tended to be cooler and reserved than male instructors; female instructors tended to be more tough-minded than male instructors; female instructors tended to be more trusting than male instructors.

For nationalities groups there were Factor C (Affected by feelings vs. Emotionally stable) and Factor F (Sober vs. Enthusiastic). The result showed American instructors tended to be more emotional stable than European instructors; American instructors tended to be more enthusiastic than Asian instructors.

Moreover, there were significant correlations between 5 personality characteristic

factors of the effective teaching instructors with effective teaching factors. These factors were Factor A (Warm vs. Reserved, and Cool), Factor B (Abstract thinking vs. Concrete thinking), Factor C (Emotional stable vs. Affected by feeling), Factor L (Suspicious vs. Trusting) and Factor Q4 (Tense vs. Relaxed).

Significant correlations were found between the following pairs variables:

1. Positive correlation between Factor A and teaching factor “Instructional variety”, “Engagement in learning process”, and “sum score of effective teaching”.
2. Negative correlation between Factor B and “sum score of effective teaching”.
3. Positive correlation between Factor C and effective teaching factor “Lesson clarity”.
4. Positive correlation between Factor L and effective teaching factor “Student success”.
5. Negative correlation between Factor Q4 and effective teaching factor “Lesson clarity”.

Those instructors in Assumption University, personality who tended to be more cool, reserved, impersonal, detached, formal, and aloof, could more variability or flexibility during the presentation of a lesson, they also can more easier maintaining on task behavior; limiting opportunities for distracting and getting students to work on think through and inquire about the content; and the instructors who got this certain type of personality will more easier to reach the task of effectiveness.

The instructors who tended to have more concrete-thinking, be less intelligent and have a lower scholastic mental capacity, they will find it more difficult to reach the task of effectiveness.

The instructors who tended to be emotionally stable, mature, faces reality, calm and higher ego strength, are more logical, more step by step, more clear and audible delivery free of distracting mannerisms.

The instructors who tended to be more trusting, self-reliant, no-nonsense, rough and realistic will spend more time on tasks that will afford moderate to high level of success, especially during expository or didactic instruction.

The instructors who tended to be tense, frustrated, overwrought, highly driven, will find it more difficult to be logical, step by step, and clear and audible delivery free of distracting mannerisms.

This study showed that systematic observations could have an important role to play in further research on teaching effectiveness. Nowadays, it is universally accepted that the teacher is the most important component of education, school improvement efforts and educational reform will most depend on the quality of outcomes in teaching learning processes. For the purpose of the study, personality characteristic is defined as an identifiable pattern in the manner that school administrators could have better

information in screening, recruiting the suitable teachers, and planning to provide training programs to meet diverse strengths and weaknesses.

