Students' Individual and Social Behaviors with Physical Education Teachers' Personality

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Abstract

The main objective for this survey is to assess the relationship between physical education teachers' personality and students' individual with social behaviors. The statistical population of the study was all the teachers of physical education working at high schools in the academic year 2012-2013. The sample consisted of sixty teachers that were selected by stratified sampling method proportionate to the sample volume. The research method was descriptive-correlative type. The collection data instruments were the five-factor questionnaire of McCrae and Costa (2013) and a questionnaire about beliefs, individual and social behaviors tailored by the researcher. The reliability of two questionnaires in a pilot study was 0.89 and 0.83 respectively. Both questionnaires had conceptual and construct validity. The findings of the study indicated that there was a relationship between personality aspects of physical education teachers and students' beliefs, individual and social behaviors. Since paying attention to the personality of physical education teachers could help improve the students' beliefs and individual behaviors.

The results of this study can be used for the authorities involved in education to understand better the performed activities in the area of physical education.

Keywords: personality, students, teacher

1. Statement of Problem

Considering the personality traits, the psychologists believe that cognitive ability and normal personality predict job effectiveness well (Hogan & Holland, 2005). Ployhart et al. (2004) find understanding the tastes that motivate the individuals' behavior the important concept to identify successful leaders. They argue that the figures obtained from personality assessment present a perspective that reflects the reason for individuals' behavior. Bennis and Thomas (2002) argue that the leadership nature could be understood through notions and characteristics of the exceptional leaders and perhaps the best method to determine these characteristics and notions is to discover the methods these leaders confront the issues (quoted by Frey, 2007). Personality is defined as an organized and unique set comprising of relatively stable and fixed characteristics that distinguishes one individual from others (D. Schultz & S. Schultz, 1998). One of the models to study personality is the five-factor model of McCrae and Costa (2003). According to this model, personality is comprised of five factors of extraversion, compatibility, conscientiousness, neurotism/emotional stability and openness toward experiences. Literature suggests that The Big Five personality traits are five empirically supported dimensions of personality being used to describe personality personality which are; Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism (OCEAN) or (CANOE) if arranged differently (Digman, 1990; Ewen, 1998; Srivastava, 1999; The OCEAN of Personality, 2004; Fayombo, 2010).

This model provides a valuable classification to study the job and leadership performance (Judge et al., 2002). Entry of each new student to the school with special personality traits will have direct effect on the behavior of other students and in general on the structure and performance of the school. Attention to personality traits and correspondence of these traits with their functions have been under focus since long ago (Khoo, 2008). Thus in order to have a more effective system, it should be noted that one of the main grounds of successful education is

that the teacher should appear as a popular and lovely image for the students. This trait will make it possible for the student to establish a positive emotional link with her/his teacher and trust in her/him, to become interested in education, school and his internal motivation is lifted. One of the most important grounds of this relation is that the teacher and student should not have a negative mental background toward each other. To this effect, the first meeting between the teacher and student in the classroom plays an effecting role, for example, like any other adult, a relatively sustainable impression of his teacher's personality is established in the student's first meeting with him (Taghipourzahir, 2013). If a negative attitude is established in the student's mind toward the teacher in the very first few days, the student's mentality toward the teacher and his educational measures will be highly impressed by this negative attitude and this will make the teacher's attempts useless or less useful by the end of the academic year. The teachers who have the most interaction with the students in form of friendly relations are physical education teachers. Most of the students' individual and social activities will be fruitful at physical education classes, thus they are physical education teachers who hold different personality traits that could be effective on the students individual and social beliefs and activities. Thus this article studies the personality traits of physical education teachers and the students' individual and social beliefs and activities.

1.1 History of Research

The issue to define personality is a major problem and different definitions were made of it during past years. The definition of personality from the perspective of every scientist, school or group depends on their special theory. Warren Lexicon defines personality as follows: Personality refers to the intellectual, emotional, motivational and physiological aspects of an individual. In other words, all the parameters that keep human being alive are called personality (Mansour & Dadsetan, 1995). In this definition, all the factors are set beside each other, but no mention is made about integrity and dynamism of these factors (Garousi, 2001).

The results of the studies conducted by Costa and McCrae (2003) and different factor analyses showed that personality is formed by five fundamental and infrastructural factors. These five factors are: neurotism/emotional stability, extraversion, openness to experience, agreeability and conscientiousness that are confirmed by different measurement methods including self-measurements and correlation with many personality questionnaires. McCrae and Costa (2004) believe that neurotism/emotional stability and extraversion are mostly affected by heritage rather than environment. The other three envisaged factors are mostly determined by the environment, while they also have genetic parameters. According to this model, human personality is made of five big factors. These factors are distributed normally among society and that is why most of the individuals show an average degree of these factors and traits. But a limited number of people have an extremely high or extremely low degree of them. These aspects are as follows:

Extraversion: This factor reflects the preferences and behaviors in social situations. The individuals that enjoy high extraversion are the energetic individuals who seek others' company. The broad dimension of extraversion encompasses such more specific traits as talkative, energetic gregarious and assertiveness (Fayombo, 2010). The individuals who obtain low scores in this factor (and are extraverts), are mostly inclined to be calm and talk less.

Agreeability: This trait reflects the method of being inclined to interact with others. The individuals that have highly desirable are honest and reliable in interaction with others and establish friendly and close relations. They tend to believe that most people are honest, decent, and trustworthy and less likely to suffer from social rejection (Bierman, 2003). The ones who obtain low grades for this factor are inclined to be harsher and cooperate less with others.

Conscientiousness: This trait reflects how organized and persistent the individuals are to pursue their goals. The high scores in this factor mean conscientiousness, being organized and systematic.

Conscientiousness is one of the best predictors of performance in the workplace and conscientious employees are generally more reliable, more motivated and hardworking (Salgado, 1997). The ones who receive low scores in this factor, have less precision and concentrate less on affairs and are possibly less concentrated than others in the duties they have in hand to fulfill.

Neurotism and or emotional stability: This factor reflects inclination toward experiencing emotions and negative thoughts. The ones who receive high score in this factor are exposed to feeling of insecurity and emotional disorder. They are often self-conscious and shy, and they may have trouble controlling urges and delaying gratification. Neuroticism is associated with low emotional intelligence, which involves emotional regulation, motivation, and interpersonal skills (Fayombo, 2010)

Openness toward experiences: This trait reflects openness toward ideas and cultural inclinations. The ones who receive high scores in this factor are inclined toward imagination, creativity and seek cultural and emotional

experiences. The ones who receive low scores are more realistic and less interested in art and more interested in nature. Openness to Experience (sometimes) called Intellect or Intellect/Imagination) refers to how willing people are to make adjustments in notions and activities in accordance with new ideas or situations (Goldberg, 1993).Using this model in the study confirms the personality traits of individuals in different cultures through research in many countries (such as Norway, Canada, Spain, Italy, Iran, etc.) Use of five-factor model of personality as a framework to study the students' individual and social personality and behaviors will most likely reduce the unsustainable and controversial findings. Ployhart et al. (2001) mentioned that organizing the literature existing with regard to the students' beliefs and activities provides the relationship between the two considering the personality traits, structure and integrated frameworks. The grounds of a society depend on the education of the individuals of that society and the teacher holds the most important role to educate the children of a society following the parents. The first society that the children experience after their family environment is school and classroom environment and the most important period for the formation of the child's personality is the primary school (Shariatmadari, 2014). School is an important center by itself where the child's ideas are formed. In school a child learns lessons about life and also the root of habits and good and bad behaviors and it affects his path of life. The Educational performance is a multidimensional structure. It has consisted of three sections: personality, intelligence and socioeconomic status (Arbabisarjou et al., 2015). Thus it could generally be said that family and school are both responsible for the child's progress, success, honor as well as his misfortune, incompatibility and disappointments (Scott & Brenda, 2004). Thus family and school should fulfill their duties in the best possible. Education literally means "breeding, raising and teaching ethics to someone as well as educating the body with different sports. In order to study the students' beliefs and social behaviors, it is necessity to mention two issues as follows:

Knowledge of goals: Everyone is inclined to follow certain goal or goals that determine the objective and the direction of work and activity and relations of individuals in the society. If we have socially defined goals as perceived social goals for education, the goals of students' responsibility and ability are also raised. The results showed that we failed to achieve theoretical and social goals, social incentives and social effects on approaches toward school students and behavior to develop the hypothesis regarding the records and results of social goals (Arbabisarjou & Sadeghian, 2015).

The person who has a specified goal, regularly sets his activities in the direction to achieve that goal and the more he tries to get closer to the goal, the happier and more satisfied he becomes. Goals add meaning to the people's life and activities and this issue is effective to create peace for them. If the children are made aware of the educational goals at school, they will undertake the hard work, make attempts and coordinate their activities with the teacher's activities and try to comply with him, but our efforts are useless when we tell people to do something when the goal and objective is not known to anyone. Hence the teacher and student are linked to each other when they have common wishes, interests and goals and if we reach the belief that school is a holy place where the children are taught to be human beings, truthful and religious, we can achieve our educational goals, and the path to achieve this goal would be easy for us. For example, if we want to be conscientious people, we have to know that work conscientious is a beautiful word that was not created by itself, but by education in the children's mind, and the teacher who is aware of work conscience could teach it to the students. If we want our students to love their country, we have to create the love in them (Taghipourzahi, 2013).

Knowledge and internalization of values: Value in every society is directly dependent on the culture of that society that is formed by religion, traditions, inclinations and alignments which is different considering the geographical, temporal (historical) and social aspects of every society. But what forms the basic value of a society more than all is the type of ideology of that society. Motahhari believed that human being is ready to accept the values when he is born. Hence the best venue for education and reaching the principles of value is where the official education takes place, although the role of family and heritage to internalize the values cannot be ignored (Motahhari, 1990). Hence, it is better to deal with this issue at the schools, particularly primary schools. When the values of the society are clear for the teacher and students, the teacher could manage to select the ways to internalize them within the students by knowing the values. Hence the teacher should know that the difficult task of a teacher is to make the student ready for the time that has not come yet, for the place which is not known yet and for the life which is much more complicated. Only the teacher's ability to predict helps him to train the students to manage their life and if the teacher considers this as a value, he could manage fulfilling it successfully (Taghipourzahir, 2013). The teacher could succeed to teach the students to reach that goal how to love God, how to ask God for help or how to achieve good and positive thoughts to keep distance from wrong thoughts that could poison his mind.

The aim of this research was determination of relation between physical education teachers' personality and male

secondary education students' individual and social behaviors.

2. Materials and Methods

This is a descriptive-correlative type study because the researchers seek to specify and study the relation between physical education teachers' personality and the students' individual and social behaviors and activities. The population of the research consisted of all the teachers of physical education who are working at boys high schools. The sample of research was 60 teachers that were selected through stratified sampling method proportionate to the population. The necessary data to respond to the research questions and achieve the objectives in the current study was obtained using two questionnaires to collect data:

A. Personality questionnaire: To assess the directors' personality aspects, the short form of personality assessment was used. The items were graded according to a five-degree scale fluctuating from 'I fully disagree' to 'I fully agree' so that 'I fully disagree' was given zero and 'I fully agree' was given 4. In a study with 3-year time interval, the reliability of the dimensions of this questionnaire was between 0.63 and 0.79 and it was between 0.68 and 0.83 in a 6-year study (McCrae & Costa, 2004). In norm finding questionnaire by Kiamehr (2002) the reliability was calculated through examining 36 students of Humanities of Tehran Universities with the time interval of 2-3 weeks. The results of the correlation between the first and second turn of scores to be tested was respectively as follows: 0.84, 0.82, 0.78, 0.65 and 0.86 that were all significant at 0.001.

B. The questionnaire of individual and social beliefs and activities: The researcher-administered questionnaire had 40 questions depending on the responses according to Likert five-degree spectrum. The items were graded fluctuating according to a five-degree scale from 'I fully disagree' to 'I fully agree' so that the one as 'I fully disagree' was given score zero and the one as 'I fully agree' was given score four. The reliability coefficient of the questionnaire in this study was 0.83.

3. Findings

Table 1. Correlation matrix between personality aspects and believes and behaviors

Variable	Conscientiousness	Neurotism/emotional stability	extraversion	Openness	Agreeability
Students' beliefs and activities	-0.114	0.233	**0.931	*0.279	0.072
Sig.	0.389	0.076	0.00	0.03	0.59

The findings of the study showed that there is a significant correlation between students' beliefs and activities and extraversion (Sig=0.00, R=0.931) and openness aspect (Sig=0.03, R=0.279). But there is no significant correlation among the other three aspects of personality and the students' beliefs and activities.

The results of regression are given based on step-by-step method in Table 2:

Table 2. Regression among five aspects of personality, beliefs and activities of students using step-by-step method

Model	R^2	Standardized coefficients Beta	t	p-value
1. Extraversion	0.86	0.931	19.317	0.00
2. Extraversion Openness	0.88	0.917	20.40	0.00
		0.143	3.18	0.00

Table 2 indicates the point that from the total five personality aspects that are added to the regression model, the two aspects of openness and extraversion have remained respectively and the three aspects of agreeability, neurotism/emotional stability and conscientiousness are deleted or better to say, have not been added to the regression model. The significance level for the two extraversion and openness aspects showed that the two aspects remained in regression model. The determination coefficient for extraversion and openness altogether show that the two dimensions together could predict 0.88 of the changes of students' beliefs and activities. Also there is a significant relation between extraversion aspect with (P=0.00 and B1=0.88) and openness aspect with

(P=0.002 and B2=0.143) and the students' beliefs and activities.

4. Conclusion

This study investigated the relationship Individual and Social Behaviors with Physical Education Teachers' Personality. It was found that there is a significant correlation between students' beliefs and activities and extraversion and openness aspect. According to the findings of the study and considering tables 1 and 2, this issue could be expressed that there is a relation between the two personality aspects (extraversion and openness) and students' beliefs and activities. As it was expressed in the past, extraversion is defined in this way: These factors reflect preferences and behaviors in social positions. Faymobo (2010) found that significant positive associations existed between the psychological traits (conscientiousness, agreeableness, extraversion, openness to experience) and psychological resilience. The people who have high extraversion are highly-energetic people who seek the others' company. Considering the definition that was attractive from the personality aspect, it could be understood that the teachers who have this type of personality or in other words, the personality aspects in them are more highlighted and have the following characteristics:

1)   They enjoy being others' company and are full of energy.

2)   They often experience positive excitement.

3)   They are usually eager, pragmatic and are individuals who most likely use phrases such as "OK" or "Let's go" in stressful conditions.

4)   When they are among a group of people, they like to talk and express their feelings and views and attract the attention of others to them (quoted by Garousi, 1998).

Generally the quality and depth of inter-personal relations are raised in this aspect. In the other aspect of personality (openness), the current study shows that there is a significant relation between students' beliefs and activities. It could be noted that the teachers who have this personality aspect have the characteristics that were emphasized through the conducted studies by McCrae and Costa (2003). Generally speaking, experience has shown that openness elements often play a role in theories and personality assessments such as active imagination, feeling of aesthetics and demand for variety, but their correlation in a vast domain and formation of an element of personality is rarely raised. Flexible individuals are curious both about internal and external worlds and their lives are of objective type as far as experience is concerned (Garousi, 2001).

Considering the findings of the conducted study that also corresponds with the conducted studies by Kiamehr (2002) and Shariatmadari (2007), it could be concluded that attention to teacher's personality can be considered as an important and fundamental factor with regard to the spirit of participation (Cofer, 1994) and attention to students (Tadayouni, 2007).

5. Suggestions

•   Teachers have to show serious reaction to improper behaviors because inattention to this issue shows you inefficient to them.

•   The managers are recommended to pay attention to the different aspects of personality and pay more attention to improve and expand each of the psychological characteristics and traits of their teachers.

•   Special attention to the motivational position of physical education teachers as well as their ideological situation.

•   The managers/leaders are recommended to emphasize on establishing organizational coordination instead of stressing on administrative controls over participation, interaction and accountability. This activity reinforces the students' attention to their beliefs and social activities.

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Note

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