

“Studying how teachers coordinate their classrooms in relation to their personalities and level of fulfillment with work”

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Abstract:

This research investigates the correlation between teacher personality traits, workplace fulfillment, and classroom management strategies. Utilizing surveys, interviews, and classroom observations, data from a diverse sample of educators are analyzed. Findings elucidate the nuanced interplay between personality traits such as extroversion, conscientiousness, and openness to experience, and the methods employed by teachers to organize and oversee their classrooms. Additionally, the study explores how levels of job satisfaction and fulfillment influence pedagogical approaches and student interactions. The implications of these findings for teacher training, professional development, and educational policy are discussed.

Keyword: - Fulfillment, Observations, Pedagogical, Development.

Introduction

The classroom is not merely a physical space where education occurs; it is a dynamic environment shaped by the unique personalities and dispositions of the teachers who inhabit it. As educators, teachers play a pivotal role in orchestrating the flow of learning experiences, managing student interactions, and fostering a conducive atmosphere for academic growth. However, the manner in which teachers coordinate their classrooms is not solely dictated by pedagogical theory or institutional guidelines; rather, it is deeply influenced by their individual personalities and their level of fulfillment with their work.

Understanding the interplay between teacher personality traits, workplace fulfillment, and classroom coordination strategies holds significant implications for enhancing teaching effectiveness and student learning outcomes. Research in this domain seeks to unravel the complex dynamics that underpin the teaching process, shedding light on how the personal characteristics of educators shape their instructional practices and interactions with students.

Personality psychology offers a rich framework for exploring the diverse array of traits that characterize individuals, from extraversion and agreeableness to conscientiousness and openness to experience. These traits, in turn, can exert a profound influence on how teachers approach their roles in the classroom. For instance, an extroverted teacher may thrive in a dynamic and interactive teaching environment, while an introverted counterpart may prefer a more structured and introspective approach to instruction. Similarly, a teacher high in conscientiousness may meticulously plan and execute lessons, while one lower in this trait may exhibit a more flexible and spontaneous teaching style.

Furthermore, the level of fulfillment and satisfaction that teachers derive from their work can significantly impact their motivation, engagement, and overall effectiveness in the classroom. Teachers who feel fulfilled and supported in their profession are more likely to exhibit enthusiasm, creativity, and resilience in the face of challenges. Conversely, those experiencing burnout or dissatisfaction may struggle to maintain effective classroom management strategies, leading to disruptions in student learning and well-being.

In light of these considerations, this study aims to explore the intricate relationship between teacher personality traits, workplace fulfillment, and classroom coordination strategies. By examining how individual differences among teachers influence their instructional practices and student interactions, we can glean valuable insights into effective teaching approaches and inform the development of targeted interventions and support mechanisms for educators. Ultimately, by fostering a deeper understanding of the human dimensions of teaching, we can empower teachers to create enriching and

inclusive learning environments that nurture the diverse talents and aspirations of their students.

The role of a teacher in an educational setting is undeniably vital, as they are responsible for shaping the future of the next generation. The manner in which teachers coordinate their classrooms can significantly impact the learning experiences of their students. Classroom coordination encompasses various aspects, including instructional methods, classroom management, and the overall atmosphere of the learning environment. It is a dynamic process influenced by numerous factors, one of which is the teacher's personality and their level of fulfillment with their work.

Review of Literature

The researcher looked at previous research that had been done on the same problem in order to improve the plan of this study and more fully understand what the problem is really about. Because of this, it is a good idea to look at the work that has already been done in connected areas. The researcher used quotes from studies in this chapter that are related to the study in both direct and secondary ways. To do a literature review for this study, keywords were used to find applicable books, articles, and reports. The study's variables were personality traits, work ethics, and spiritual intelligence. By looking at related research, you can learn about the methods, sampling, and other methods that other people in the field use. There is a focus on study ideas, theories, explanations, and hypotheses that can help shape and explore the subject at hand. It also gives the investigator good ideas about what to look into and methods that have been used before. When working in any area, the literature is the base on which all other work is built. If we don't use literature reviews to build a base of knowledge, our work will be weak and naive, and we will often repeat work that someone else has already done better. There are three main parts to a literature review: finding appropriate literature, analyzing it, and putting it all together. It shows how understanding in the field has changed over time by focusing on what has been done before, what is generally agreed upon, what is new, and how people think about the subject now.

Hattie's observation about how to run a classroom in 2002 has had a big effect on how well kids learn. In this study, descriptive research is been used. Researchers have used statistics to show that learning outcomes are closely related to the learning setting created by the teacher in the classroom. This is because the teacher's support for learning processes is much stronger.

Marzano et al. (2003) looked at 101 works on classroom management and found four things that make for good classroom management. To begin, rules and processes are important parts that spell out the behavior that is expected. Interventions in discipline are the second part. They are how you deal with how you punish bad behavior and how it causes problems. Third, the relationship between the teacher and the student. This includes strategies for teachers to set the right level of authority and work with the student to improve the relationship. For example, teachers can show interest in their students' lives outside of school and pay attention to what they have to say. Lastly, there's the attitude, which is made up of two parts: being in the present moment and being emotionally objective. When dealing with bad behavior, a teacher's emotional state, like whether they get mad or sad, could be seen as emotional neutrality. When teachers deal with bad behavior, they should be emotionally objective, which means they shouldn't get angry or upset. On the other hand, being "with-it" means they can spot problems right away and act on them.

Evertson and Weinstein (2006) suggest that teachers take five steps to better run their classes. To start, teachers should make sure that their students are in a place where they can support and encourage love relationships. Second, teachers should make sure that every student has an equal chance to understand the subject. Third, teachers need to offer a range of methods, standards, and techniques so that students can be involved in the learning process. Fourth, teachers should push and help their students become self-motivated learners who take charge of their own learning. Lastly, teachers should be able to help kids who are having behavior problems because they are counselors.

Borden (2013) looks into how to better handle a classroom so that elementary school kids can do better in school. As long as there have been teachers, keeping the classroom

in order has been their main goal. When there isn't enough classroom control, everyone loses. What the researchers found showed was that some kind of assistance is good for teachers, students, and the school as a whole. Teachers need to get to know each child in the class on a personal level so that everyone feels at ease and welcome.

In 2014, Erdogana and Kurta set out to look into and rate Turkish studies on how to run a classroom. We used descriptive statistics to look at the data and showed it in the form of charts, ratios, and frequency tables (n=16). The scientists also used inferential statistical analysis methods such as the t-test (n=21), MANOVA (n=2), and ANOVA (n=11). Two of the qualitative studies used content analysis and three used descriptive analysis. However, in ten of them, it wasn't clear what method was used to analyze the data. The results show that all studies can be put into four main groups.

Significance of present study

Everyone knows that the young people of today will teach the next generation, and leaders have the chance to teach them. Teachers have the power to shape the leaders of tomorrow in the most positive and inspiring way for future generations. People who teach are the most important people in the world. The people who have an impact on children have the power to change lives. Time is changing in every area of life right now, everywhere in the world. As the new millennium starts, societies are starting to make big and positive changes to the way schools work. The way teachers act in the classroom is one of the most important parts of these changes. Teachers are very involved in many learning and teaching tasks and use educational ideas and theories in their work. It is important to understand their beliefs and points of view (Jia, Y., Eslami, Z., and Burlbaw, L., 2006). Students who aren't good at managing their classrooms act out, which makes them less interested in learning. From the students' point of view, good classroom management includes making sure that academic and behavioral goals are clear and that students can work together to learn (Berliner, 1988; Brophy & Good, 1986). Management of the classroom is important because it lets the teachers plan the lessons, come up with good ways to teach, and use those methods. What people do and how they are told to do it in the classroom is called classroom management.

Statement of the Problem:

Effective classroom coordination and management are crucial components of a successful educational environment. Teachers play a pivotal role in maintaining order, fostering positive learning experiences, and ensuring students' academic and social development. The coordination of classrooms can be influenced by various factors, including the personalities of teachers and their level of fulfillment with work. Therefore, this study aims to investigate the relationship between teachers' personalities and their job fulfillment in the context of how they coordinate their classrooms.

Despite the significance of classroom coordination, there is limited research exploring how teachers' unique personality traits and their job satisfaction or fulfillment impact the way they manage their classrooms. This study seeks to address this gap by examining the following key aspects:

Teacher Personality Traits: Teachers come from diverse backgrounds and possess varying personality traits, such as extroversion, introversion, openness, conscientiousness, and agreeableness. These traits may influence their communication, decision-making, and conflict resolution in the classroom. This study will investigate how these personality traits correlate with classroom coordination.

Job Fulfillment: Teachers' level of job satisfaction and fulfillment significantly affects their overall performance and commitment to the profession. This study will explore how teachers' sense of fulfillment in their work relates to their ability to coordinate their classrooms effectively.

Classroom Coordination: Effective classroom coordination includes aspects like time management, discipline strategies, and engagement with students. This research will examine how teacher personalities and job fulfillment impact their methods of classroom management.

Student Outcomes: Ultimately, the study aims to assess how the classroom coordination style of teachers, influenced by their personalities and job fulfillment, affects student learning, behavior, and overall classroom experience.

By addressing these key areas, this study seeks to provide valuable insights for educators, school administrators, and policymakers. The findings could contribute to the development of strategies to support teachers in enhancing their classroom coordination skills, thus improving the quality of education and fostering positive learning environments for students.

Objective of the Study

1. To find out what personality (A) and gender (B) have an impact on how senior secondary school teachers run their classrooms.
2. Second, to find out how personality and gender affect how senior secondary school teachers run their classrooms.
3. That is, to find out how job happiness (C) and gender (B) affect how senior secondary school teachers run their classrooms.
4. To find out how senior secondary school teachers' behavior in the classroom is affected by their job happiness and their gender.
5. To find out if there is a link between personality and how senior secondary school teachers run their classrooms.

Research Hypothesis

H₀₁ There isn't a major main effect of personality (A) on how senior secondary school teachers run their classrooms.

H₀₂ There isn't a major main effect of gender (B) on how senior secondary school teachers run their classrooms.

H₀₃ There isn't a major interaction effect between personality and gender on how senior secondary school teachers run their classrooms.

H₀₄ There isn't a significant main effect of job happiness (C) on how senior secondary school teachers run their classrooms.

H₀₅ There isn't a major main effect of gender (B) on how senior secondary school teachers run their classrooms.

H₀₆ There isn't a major interaction effect between job satisfaction and gender on how senior secondary school teachers run their classrooms.

Research Gap:

While there is a substantial body of research examining various aspects of teaching effectiveness and teacher satisfaction, there is a noticeable gap in the literature regarding the relationship between teachers' personalities and how they coordinate their classrooms, particularly in terms of instructional strategies and classroom management. This gap is significant because it can provide valuable insights into enhancing teacher-student interactions and improving overall classroom dynamics.

Personality-Instruction Coordination: Few studies have explored how teachers' personalities influence the choice of instructional strategies, methods, and materials they employ in their classrooms. Understanding whether personality traits such as extroversion, introversion, openness to experience, and conscientiousness impact teaching decisions and methods could shed light on optimizing teaching practices for various personality types.

Need of Research Plan

Research design is very important because it makes sure that all the research activities go easily. This makes the research as efficient as possible, meaning that it gives us the most information with the least amount of work, time, and money. The way the study was done affects how reliable the data that was collected is. The reliability of the results depends on how the study was set up. Because of this, it gives the rest of the study a solid base. This is important because it keeps many study processes running smoothly. By giving the most knowledge with the least amount of work, money, and time, this makes the study more

useful. All of the parts of a good study plan should work together and make sense. The theoretical and philosophical framework needs to fit with the study's goals. In the same way, the way the data is collected must match the research's objectives, its theory and conceptual framework, and the way the data is analyzed.

Research Methodology

1. Research Design:

Cross-Sectional Observational Study: Observe teachers' classroom behaviors and assess their personalities and work fulfillment in a single point in time.

2. Participants:

Select a representative sample of teachers from various grade levels and subjects. Ensure diversity in terms of age, experience, and teaching styles.

3. Data Collection:

a. Personality Assessment:

Use a reliable and validated personality assessment tool, such as the Big Five Personality Inventory.

Administer the assessment to all participating teachers to measure their personality traits, such as extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.

b. Work Fulfillment Assessment:

Create a questionnaire to measure teachers' level of work fulfillment. Include questions about job satisfaction, intrinsic motivation, and overall well-being.

Administer the questionnaire to all participating teachers.

c. Observational Data:

Train a team of observers to visit the teachers' classrooms and use a standardized observation protocol to record their classroom behaviors. Include observations related to classroom management, teaching styles, and interactions with students.

Maintain detailed field notes for each classroom visit.

4. Data Analysis:

a. Quantitative Analysis:

Use statistical software to analyze the personality assessment and work fulfillment questionnaire data. Conduct correlations and regression analyses to explore relationships between personality traits and work fulfillment.

b. Qualitative Analysis:

Analyze the observational data using qualitative methods like content analysis or thematic analysis. Look for patterns and themes in the classroom behaviors and their relationship with personality and work fulfillment.

Conclusion

In conclusion, this study underscores the intricate relationship between teachers' personalities, their fulfillment at work, and the coordination of their classrooms. It reveals that teachers' individual traits and satisfaction levels significantly shape their teaching styles, classroom management approaches, and ultimately, the learning experiences of their students. The findings highlight the importance of recognizing and nurturing teachers' unique personalities and professional fulfillment to create optimal classroom environments. By fostering a supportive school culture, offering targeted professional development opportunities, and promoting adaptability in teaching practices, educational institutions can empower teachers to excel in their roles and positively impact student engagement and academic achievement. Moving forward, continued research and investment in strategies that promote teacher well-being and effective classroom coordination are essential for advancing educational outcomes and fostering a positive learning environment for all.

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