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ABSTRACT

RELATIONSHIP BETWEEN TEACHER PERSONALITY TRAITS, ATTITUDES TOWARD CLASSROOM MANAGEMENT AND CLASSROOM TEACHING BEHAVIORS IN KUNG-TUNG VOCATIONAL TECHNICAL HIGH SCHOOL in Taiwan

Seventy teachers of Kung-Tung Vocational Technical High School and 3281 students of the same school were used as respondents of the study. The objectives were to draw the profile of the teacher respondents and determine significant relationships between (1) personality traits and teachers' teaching behavior (2) personality traits and attitudes toward classroom management and to identify the best predictor of teachers' teaching behavior and attitudes toward classroom management.

Four instruments were used in the study: the 16 Personality Factor Questionnaire, the Teacher Attitudes Inventory(TAI), the Teacher Behavior Inventory(TBI) and the Laboratory Teaching Effectiveness Scale(LABTEST). The findings revealed that majority of the teacher respondents were found to be intelligent, experienced, has interest in intellectual matters and more tolerant of inconvenience and change. A significant percentage of the teacher respondents lack emotional stability; seems to be considered conservative and sober; doubtful and mistrusting; not considerate nor careful and painstaking.



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In general, the respondent teachers apply principles and methods of teaching, demonstrate a wide knowledge of the subject matter, exhibits desirable personal teacher characteristics as well as positive motivational teacher behavior and do not show aversive teacher teaching behavior. The student respondents generally found their teachers efficient and effective.

As regards to the relationship of the three variables investigated, four personality factors were found to be significantly related with the teachers' teaching behavior. These are Being Outgoing, Being Trusting, Being Experimenting and Being Relaxed. Three personality factors were found to be significantly related with teachers' attitudes toward classroom management. These are Emotional Stability, Conscientiousness and Self-sufficiency. Being Trusting can best predict non-laboratory teachers' teaching behavior; Assertiveness is the best predictor for laboratory teachers' teaching behavior. Conscientiousness was found to be the best predictor of teachers' attitudes toward classroom management.

