



THE ROLE OF TEACHERS' PERSONALITY CHARACTERISTICS IN FORMING THE IDENTITY OF HIGH SCHOOL SECOND GRATE STUDENTS IN RAZ JARGALAN TOWN IN 2013

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ABSTRACT

Original Article:

The purpose of this research is the studying of the role of teachers' personality characteristics in forming the identity of high school second grade students in Raz Jargalan Town in 2013. This is an applied research in terms of the purpose, and its method is descriptive that is done in surveying way. Population of the study is consisted of all the second grade students in Raz Jargalan, including 143 ones. The sample size is 117 students, according to Morgan table (1972) and is selected by the simple random sampling method. It's been applied Marcia's Identity Questionnaire for the student to assess their identity that has been already approved by the professors and experts and stability of that was calculated 78.0 and 80.0 by Cronbach's alpha coefficient method for personality questionnaire of teachers and students' identity. The collected data are applied to study about the relationship among the research hypotheses by Pearson Correlation Statistical Tests. The collected data assess the effect of each component of teachers' personality characteristics on the students' formed identity by Pearson Correlation Statistical Tests and SPSS software, version 16. The results show that there's a positive and significant relationship between the teachers' personality characteristics and forming the second grade student's identity in Raz Jargalan Town.

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Introduction

The teacher is the most important factor to create the desirable condition to achieve the educational goals. He/she even can compensate the fault of textbooks and the lack of educational facilities or vice versa, create an inactive and unattractive environment in the class by the lack of ability in desirable emotional relationship with the students. In teaching process, it's not just the teacher's experiences and scientific knowledge that can be effective, but it's his/her whole personality that affect on teaching condition and creating the students' learning changes. The teacher's view has a great effective on how he/she works, so that he's been differentiated from someone who has just teaching skills and he's been considered as a thoughtful man who has the responsibility to educate men. It's not easy reciting the teacher's characteristics, because the different societies with the different views have the different expectations from the teacher (Kiamehr, 2002: 109). On the other hand, in today societies with the intricacies and obstacles that are formed on the way of teenagers' social-mental development, it should be paid more attention to their problems. The formation of personal identity is major issues that teenagers faced with. They should answer to the questions such as

“who am I?” and “where am I going to?” questing for the person's identity implies that he/she finds out what works are important and valuable for him/her, and also implies setting the criteria that he/she can directs and assesses his/her own and the others' behavior based on those (Karimie 1999: 61). James believes the personal identity is a concept that a person understands it as a man. This concept is derived from the continuity and different experience (Mohsenie, 1996: 49). This study is even necessary in terms of clinical aspect. To Marsia, the psychotherapy could benefit from the identity status approach more than all psychological areas. Paying attention to how formation of the clients' identity and his current status in this field is very important for the treatment and ignoring it can cause the disastrous results (Siasie, 1995: 103) the sense of personal identity in teenager develops gradually based on the different harmony creating of the childhood. The young children's values and ethical standards are mostly the same with their parents. Basically, self-esteem sense of children comes from their parents' attitudes towards them (Farougie, 2000: 51). After entering to the school, the children care much to the values of their peers as well as to the teachers' and the other adults evaluations. The teenagers try to figure out the same picture from them with getting a result of these

values and assessments. Casta and Mac Kerry (1992) have proposed the Five Factors Model by factors analyzing method. These five factors include: Introversion, Extroversion, Openness to Experience, Agreeableness, and Responsibility. The defenders of Five Factor Model of responsibility pay attention to study the responsibility in adulthood (Prouin and Jhon, 2002: 72). The importance of this issue gets clear when paying attention to Erikson's ideas in the case of teenager's identity formation. To him, identity formation is a serious issue in adolescence. In this period, the person is faced with mental, psychological, sex, changes, cognitive, and social changes that play the important role in his/her identity formation.

It's been done many researches in this field. Basrie Mogadam and et al. (2003) by doing a research titled as "Studying the Relationship between the Type of Personality and Health in the Students of Gonabad Islamic Azad University" indicated that the type of personality is one the important factors to predict the health Azimzade Parsi and et al. (2011) by doing a research titled as "Studying the Relationship between the Components of Personality Five Factor Model with the Happiness in the Students" indicated that happiness has a positive and significant relationship with the responsibility, but it has a negative and significant relationship with the neuroticism. Muhammadzade and et al (2005) by doing a research titled as "the Effect of Faith on the Students' Personality of Medical Science Faculty in Ardabil" indicated that 74% students with the strong faith are normal in terms of personality. Maltbie (1995) by doing a research titled as "Studying the Relationship between the Elements of Personality with the Religious Components in America by Eysenck Questionnaire" came to this result that there's a significant negative relationship between psychosis and religious components. Muhan and Shioran (1986) by doing a research titled as "the Relationship between Altruistic Behavior of the Teenagers and their values" and by Alport and Eysenck Questionnaires for 200 male and female students with the mean age 16 years old, found out that altruism has a great correlation with the age and social and theoretical values.

Klinsie and Dalinjer (1993) by doing a research titled as "Studying the Relationship among the Personality Dimensions of Ideological and Interpersonal Identity" came to this result that there's a significant relationship between five great factors of personality (Neuritis, Extroversion, Openness to Experience, Agreeableness, Conscientiousness) and ideological and interpersonal identity status. This research is trying to study about the relationship between the teachers' personality characteristics and formation of second grade students in high school in Raz Jargalan and answer to this question that if there's a significant relationship between the teachers' personality characteristics and formation of second grade students in high school in Raz Jargalan and tries to answer to following hypotheses:

- 1- There's a significant relationship between introvert personality of teachers and formation of second grade students in high school in Raz Jargalan.
- 2- There's a significant relationship between neuroticism of teachers and formation of second grade students in high school in Raz Jargalan.

- 3- There's a significant relationship between neurotic of the teachers and identity formation of the high school grade students in Raz Jargalan

RESEARCH METHOD

Population of the study is consisted of all high school second grade students in Raz Jargalan, including 143 ones. The sample size is 117 students, according to Morgan table (1972) and is selected by the simple random sampling method. Two questionnaires have been used to collect the data. The tools used in this research are sample selection form including remove and add criteria, personal characteristics questionnaire including personal information and social support questionnaire and questionnaire of Eysneck personality type including three types of personality, introvert one against the extrovert one, neuroticism against the emotional stability, and psychosis against the impulse control. It's been used Marcia standardized questionnaire to study about the students' identity that has been already confirmed for the professors and the experts. Reliability of that was calculated 78.0 and 80.0 by Cronbach's alpha coefficient method for personality questionnaire of teachers and students' identity. It's been used Marcia standardized questionnaire to study about the students' identity that is set based on Likert Scale. Also it's been used Pearson Correlation Coefficient to test the hypotheses. The results obtained from analyzing the factors show that among 90 initial materials, 27 ones had the highest loading. Cronbach's alpha coefficient is reported $\alpha=0.76\%$ and reliability coefficient is $r=0.84\%$. This test has been studied for the last time in Education Faculty of Ferdousi University and its reliability was calculated 80% Cronbach's alpha. This test was developed by Marcia for the first time and it has been revised twice. The presenting form is the revised one (the last revision). The results show 78.0 reliability coefficients that it is an acceptable reliability.

The research method is descriptive. After collecting the questionnaires and scoring, the data were analyzed by SPSS-10. It's been used the Pearson Correlation Coefficient for the main hypothesis of the research, t Test for comparison of the independent average and the significant t Test, Tukey Tests and LSD for the minor hypotheses.

4- FINDINGS

Minor Hypotheses Test

The first minor hypothesis of this research is "there's a significant relationship between introvert personality of the teachers and identity formation of the high school grade students in Raz Jargalan".

To test this hypothesis, Pearson Test is used in table 1-1 that has been confirmed with correlation coefficient equal (0.341) and significance level ($P<0.01$). In the other words, it can be said that there's a significant relationship between introvert personality of the teachers and identity formation of the high school grade students in Raz Jargalan.

Table 1-1: Pearson Correlation Test between the Teachers' Introvert Personality and Formation of Identity

Result of Test	Error Rate	P value	Correlation Coefficient	Variables
Confirmation of Hypothesis	0.01	0.000	341%	introvert personality Identity

The Second Minor Hypotheses Test

The second minor hypothesis of this research is “there’s a significant relationship between extrovert personality of the teachers and identity formation of the high school grade students in Raz Jargalan”.

To test this hypothesis, Pearson Test is used in table 2-1 that has been confirmed with correlation coefficient equal (0.94) and significance level (P<0.01). In the other words, it can be said that there’s a significant relationship between extrovert personality of the teachers and identity formation of the high school grade students in Raz Jargalan.

Table 2-1: Pearson Correlation Test between the Teachers' Extrovert Personality and Formation of Identity

Result of Test	Error Rate	P value	Correlation Coefficient	Variables
Confirmation of Hypothesis	0.01	0.000	94%	extrovert personality Identity

The Third Minor Hypotheses Test

The third minor hypothesis of this research is “there’s a significant relationship between neurotic of the teachers and identity formation of the high school grade students in Raz Jargalan”.

To test this hypothesis, Pearson Test is used in table 3-1 that has been confirmed with correlation coefficient equal (0.96) and significance level (P<0.01). In the other words, it can be said that there’s a significant relationship between neurotic of the teachers and identity formation of the high school grade students in Raz Jargalan.

Table 3-1: Pearson Correlation Test between the Teachers' Neurotic and Formation of Identity

Result of Test	Error Rate	P value	Correlation Coefficient	Variables
Confirmation of Hypothesis	0.01	0.000	96%	Neurotic Identity

5- CONCLUSION

As it’s mentioned in the result part, the main hypothesis of the research is confirmed and there’s a significant relationship between the teachers’ personality characteristics and the identity formation of the high school second grade students in Raz Jargalan. The results of this study are the same with Kelenie and Dalinjer’s researches (1993). They figured out that there’s a relationship between the great five factors of the personality (Neuritis, Extroversion, Openness to Experience, Agreeableness, Conscientiousness) with the identity formation.

By the way, we got to the more results in this research. It’s been concluded that there’s a significant relationship between neurotic of the teachers and identity formation of the high school grade students in Raz Jargalan. These result

are the same with Baiz and Kandler’s researches (1992), Waterman and Bruzunskie’s (1992), and Adamz’ (1992) based on the effect of abstract thinking and Adamz’ ideas about high union among the members of the group and social situations and its effect on the identity.

Erikson believes that self-esteem is obtained when a person can create a harmony between image that he/she considers as his/her inner consistency and stability with the image that the other ones consider as his/ her consistency and stability. Even the results show that there’s a relationship between this identity status and the self-esteem.

Generally, it can be concluded based on the results that:

- 1- There’s a significant relationship between introvert personality of teachers and formation of second grade students in high school in Raz Jargalan.
- 2- There’s a significant relationship between neuroticism of teachers and formation of second grade students in high school in Raz Jargalan.
- 3- There’s a significant relationship between neurotic of the teachers and identity formation of the high school grade students in Raz Jargalan

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