

# Adolescents' Personality Traits in Context of Teachers' Ethics and Responsibility

*Prof. Dinesh Kumar*

## **ABSTRACT**

*The present study was conducted on 200 male adolescent respondents. The purpose was to examine the role of teacher - ethics and responsibility on the development of personality traits amongst adolescents belonging to different inter schools of Patna town. Teacher's ethics refers to possession of ethical and moral values and principles which includes a sense of right and wrong, treating others with respect, being objective, patient and compassionate. Responsibility refers to a number of behavioural syndromes such as finishing a task in time, meeting people on appointed time, going somewhere according to fix schedule, attending meeting in time etc. A responsible teacher adopts every possible ways for developing the minds and personality traits including character of children for purpose two groups of female children (N=60 each group) were selected using a questionnaire based on questions relating to teachers ethics, responsibility etc. One group of students belonging to more ethical and more responsibility group of teacher and other group of student belonging to less ethical and less responsible groups of teachers. Both the groups of adolescent administered Singh's Differential Personality Scale and data were obtained as per manual. The obtained data were analysed using chi-square. The findings revealed that adolescent respondents belonging to more ethical and high responsibility group excelled over their counterpart groups of students belonging to less ethical and less responsible groups of students. Thus, it was concluded that ethics and responsibility are conducive to growth and development of personal traits.*

## **Introduction:**

The present study embodies several components such as teacher's ethics, teacher's responsibility, self-concept, decisiveness, emotional stability, friendliness, ego-strength, curiosity and dominance, which need elaboration. Ethics is a word for proper human behaviour, which includes behaviour in the classroom. Classroom ethics are a subset of the realm of what defines ethical behaviour. For adolescents, learning how to act properly in the classroom teaches them how to act properly as adults. Defining proper ethical behaviour is difficult in a complex society, but it starts at a young age.

Ethics refers to possession of ethical and moral values and principles which include a sense

of right or wrong, treating others with respect, being objective, patient and compassionate. The code created by a committee constituted under the Chairmanship of Prof. A. K. Sharma, former Director, National Council of Educational Research and Training has also stressed upon maintaining healthy relationship between teachers and students. The code which will be implemented in collaboration with the associations and federations of school teachers will also look into the students rights, discipline among them and organize talent exposure programmers. NCTE has also asked the teachers to study the United Nations declaration on child rights to which India is a signatory. The

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**Prof. and Head, P.G. Centre of Psychology, College of Commerce, Arts & Science, Patna**

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attributes of class room ethics one are attendance, honesty and decorum. Attendance is more than just showing up for class. It is showing up for class well prepared by doing homework beforehand. Furthermore, if a student cannot make it to class, it is up to the students to make up lost work. Attendance also includes the student informing the teacher beforehand of an anticipated absence, or to inform the teacher why he was absent. The next expectation is honesty. Various thoughts fit into this category. The first is the expectation that students will not cheat on exams. The second is avoiding plagiarism, which is copying another author's words or thoughts as your own, without attribution to the original author. Honesty includes not writing someone else's reports for a fee and not submitting papers for one class that were written in previous classes. Decorum is the proper and professional behavior in the classroom. This includes not talking when the teacher is talking, not passing notes and not falling asleep in class. Decorum also includes showing respect for others, and doing your share of the work in group projects. Another aspect of decorum is not using cell phones in class. Further one set of ethical standards is taught in the classroom, but different sets of principles are glamorized by society. This sets up a duality of messages for a young person to receive, which leads to inner conflict. For classroom ethics to be effective, society at large must adhere to what is taught in the classroom.

The next component is personality traits such as responsibility, self-concept, decisiveness, emotional stability, friendliness, ego-strength, curiosity and dominance. Responsibility is defined in terms of a number of behavioural syndromes such as finishing a task in time, meeting people on appointed time, going somewhere according to fixed schedule, attending meeting in time, etc. Self-concept is concept about oneself. Decisiveness is trait refers to person's ability to take quick decision in controversial issues, to decide priorities and attend accordingly, to take clear cut stand over the given issues, etc. Emotional

Stability refers to a trait of person having well control over his emotion, talks confidently with others, considers ailments in his/her proper perspective, and faces comments and criticisms realistically. Friendliness refers to traits of a Persons possessing such trait develop deeper acquaintance with people, often help other in time of trouble and show proper love and affection to even juniors and unknowns. Ego Strength refers to a trait of persons tending to concentrate and attending to different activities at a time, having feelings of adequacy and vitality, adequate control over impulses and tending to show high coordination between thoughts and actions. Curiosity refers to a tendency to explore the details of objects or things which are relatively new, to reach the destination in time, to know the contents of talks of others or reaction of others toward oneself, etc. Dominance refers to a trait of persons having to dictate over others for their duty, to be the leader of the group, to settle controversy between rivals, tend to undertake the supervision of a difficult and complex task.

#### **Review of Related Literature:**

Singh Amrita (2010) investigated the antecedent factors of adjustment and reporting that higher degree of emotional stability and decisiveness are conducive to adjustment. Kumari, P (2009) reported that decisiveness and alienation are significantly correlating she found a significant correlation of alienation even with self concept and ego strength. Kumari, Poonam (2010) examined the association of RI with emotional stability and responsibility and reported that lower degree of emotional stability and responsibility exhibited higher degree of RI. Kumari, B. (2012) compared the children of working and non working mothers in terms of emotional stability, decisiveness self-concept, ego strength and irresponsibility. She reported that working and non working dimensions significantly influence the personality traits under study. Kusum Kumari (2012) examined the role of ego strength, self-concept, emotional stability,

decisiveness and responsibility on adjustment of respondents and reported that adjustment is a function of personality traits under study. Kumar, Priyanka (2011) examined the influence of working nonworking dimensions on personality traits of children of Patna and reported that working dimension is concussive to the growth of personality traits under study. Kumari, Sangeeta (2012) examined the role of personality traits on academic achievement and reported that personality traits like ego strength, anxiety, self-concept emotional stability decisiveness, responsibility etc. all are concussive to academic achievements of children. The conflicting results of studies mentioned here undertake the responsibilities of conduction of the present study.

### **Objectives:**

1. One objective was to examine the role of teachers' ethics on the development of personality traits of adolescent respondents. The purpose was to compare the children belonging to high and low ethics group of teachers in terms of personality traits namely self-concept, decisiveness, emotional stability, friendliness, ego-strength, curiosity and dominance.

2. Next objective was to examine the role of teachers' responsibility on the development of personality traits of adolescent respondents. The purpose was to compare the adolescent belonging to high and low responsibility group of teachers in terms of personality traits namely self-concept, decisiveness, emotional stability, friendliness, ego-strength, curiosity and dominance.

### **Method of Study:**

**Sample :** The present study was conducted on 100 male adolescent respondents belonging to high ethics and high responsibility groups of teachers and 100 male respondents belonging to low ethics and low responsibility groups of teachers. The adolescent respondents were selected from inter schools, Patna using incidental cum purposive sampling technique. The respondents were matched other then the conditions required.

### **Tools Used:**

1. A PDS was used to get the necessary information about the respondents.
2. Differential Personality Inventory by Singh A. K. and Singh, A. K. was used to measure the personality traits of the children.

### **Procedure of Scale Administration for data Collection:**

The teachers of the respondents were contacted and administered Teachers Ethics Self Prepared Questionnaire and Teachers Responsibility Questionnaire prepared by and they are grouping into high and low groups in terms of ethics and responsibility. There after 200 male adolescent respondents were selected using PDS such that equal number of male respondents be selected (N = 100 to each group) of high and low groups in respect to teachers ethics and responsibility groups respectively. Thereafter the selected respondents were administered SDPI as per convenience of the researcher and respondents. The data were obtained as per manuals direction. The obtained data were subjected to 2-test as given below

### **Results and Interpretations:**

#### **(i) Influence of Teachers Ethics on the Growth of Personal Traits amongst Adolescents :**

An attempt was made to examine the impact of teacher's ethics on the development of personality traits of their student respondents. Using Teachers Ethics Questionnaire, teachers were grouped into high and low ethics groups as well as responsibility groups respectively using median as cuts respectively. The student respondents of both high and low Teacher's Ethics groups were administered SDPI and scoring was made as per manual. Using median respondents were group into high and low groups on each dimension of personality under study. The obtained scores were analyses using chi-square as given below:

**Table -1**

Chi-square showing the influence of teacher's ethics on the development of personality traits of the adolescent respondents.

Personality Traits	Gr.	Teachers Ethics		c <sup>2</sup>	df	p
		High (N = 100)	Low (N = 100)			
Self-concept	H	69% (N=69)	35% (N=35)	23.35	1	<.01
	L	31% (N=31)	65% (N=65)			
Decisiveness	H	64% (N=64)	32% (N=32)	20.69	1	<.01
	L	36% (N=36)	68% (N=68)			
Emotional Stability	H	67% (N=67)	32% (N=32)	24.75	1	<.01
	L	33% (N=33)	68% (N=68)			
Friendliness	H	70% (N=70)	34% (N=34)	26.18	1	<.01
	L	30% (N=30)	66% (N=66)			
Ego-strength	H	69% (N=69)	32% (N=32)	27.65	1	<.01
	L	31% (N=31)	68% (N=68)			
Curiosity	H	71% (N=71)	33% (N=33)	29.17	1	<.01
	L	29% (N=29)	67% (N=67)			
Dominance	H	66% (N=66)	33% (N=33)	22.00	1	<.01
	L	34% (N=34)	67% (N=67)			

The results displayed by results table - 01 clearly revealed the significant influence of teacher ethics on development of personality traits of the adolescent respondents. It was found that male adolescents respondents belonging to high teacher's ethics groups excelled over their counterpart respondents belonging to low teacher's ethics groups in terms of the growth of personality traits under study. The chi-square was found significant in all the cases [Self-concept :  $\chi^2 = 23.35$ ,  $df = 1$ ,  $P < .01$ ; Decisiveness :  $\chi^2 = 20.69$ ,  $df = 1$ ,  $P < .01$ ; Emotional stability :  $\chi^2 = 24.75$ ,  $df = 1$ ,  $P < .01$ ; Friendliness :  $\chi^2 = 26.18$ ,  $df = 1$ ,  $P < .01$ ; Ego-strength :  $\chi^2 = 27.65$ ,  $df = 1$ ,  $P < .01$ ; Curiosity :  $\chi^2 = 29.17$ ,  $df = 1$ ,  $P < .01$ ; and Dominance :  $\chi^2 = 22.00$ ,  $df = 1$ ,  $P < .01$ ].

Further, It is clear from the table that 69% (N = 69), 64% (N = 64); 67% (N = 67); 70% (N

= 70), 69% (N = 69), 71% (N = 71) and 66% (N = 66) male respondents belonging to high teacher ethics groups showed comparatively higher level of personality of traits, such as self-concepts, decisiveness, emotional stability, friendliness, ego-strength, curiosity and dominance respectively. The dominance of respondents of high teachers ethics groups might be interpreted on the ground that teachers ethics develops better level of self-control, high level of interests enthusiasm, level of aspiration, better control on emotions, better control on self, strength to tolerate anxiety and tension leading to higher level of self-concept, high level of curiosity, higher degree of emotional stability, higher level of ego-strength, wider areas of friendliness and higher degree of dominance as compared to their counterpart male adolescent respondents belonging to low teacher ethics groups.

**(ii) Influence of teacher's responsibility on the growth of personal traits amongst adolescent traits of the respondents:**

An attempt was made to compare to respondents belonging to high and low responsibility teachers groups. The groups of respondents were administered SDPI and scoring was made as per the guide lines of the manual of SDPI. The obtained score was subjected to median value. Those

respondents achieving the score at and below the median value were placed into low groups in terms of personality traits under study. On the other hand respondents achieving scores higher than the median value were placed into high groups. Thereafter the respondents were compared in terms of their personality traits using chi-square as given below:

**Table - 2**

Chi-square showing the influence of teacher's responsibility on the development of personality traits of the adolescent respondents.

Personality Traits	Groups	Teachers Responsibility		c <sup>2</sup>	df	P
		High (N = 100)	Low (N = 100)			
Self-Concept	H	66% (N=66)	29% (N=29)	27.66	1	<.01
	L	34% (N=34)	71% (N=71)			
Decisiveness	H	68% (N=68)	35% (N=35)	22.00	1	<.01
	L	32% (N=32)	65% (N=65)			
Emotional Stability	H	70% (N=70)	31% (N=31)	30.73	1	<.01
	L	30% (N=30)	69% (N=69)			
Friendliness	H	69% (N=69)	33% (N=33)	32.6	1	<.01
	L	31% (N=31)	67% (N=67)			
Strength	H	68% (N=68)	34% (N=34)	33.96	1	<.01
	L	32% (N=32)	66% (N=66)			
Curiosity	H	72% (N=72)	33% (N=33)	30.73	1	<.01
	L	28% (N=28)	67% (N=67)			
Dominance	H	68% (N=68)	30% (N=30)	29.17	1	<.01
	L	32% (N=32)	70% (N=70)			

The results displayed by Table-02, it is clear that male respondents showed dominance over children respondents of low teachers responsibility group. It is clear that 66% (N = 66), 68% (N = 69), 70% (N = 70), 69% (N = 69), 68% (N = 68), 72% (N = 72) and 68% (N = 68) of respondents belonging to high teachers responsibility groups belong to high groups of personality traits namely self



concept, decisiveness emotional stability, friendliness, ego-strength, curiosity and dominance. The chi-square found significant [self-concept :  $\chi^2 = 27.66$ ;  $df = 1$ ,  $P < .01$ ; Decisiveness :  $\chi^2 = 22.00$ ,  $df = 1$ ,  $P < .01$ ; Emotional stability :  $\chi^2 = 30.73$ ,  $df = 1$ ,  $P < .01$ ; friendliness :  $\chi^2 = 26.18$ ,  $df = 1$ ,  $p < .01$ ; Ego-strength :  $\chi^2 = 23.73$ ,  $df = 1$ ,  $P < .01$ ; Curiosity :  $\chi^2 = 30.73$ ,  $df = 1$ ,  $P < .01$  and dominance. The interpretation remained same as mentioned in results table - 01.

The findings are very much consistent with the findings of Kumari, P (2009), Singh, Amrita (2010), Kumari, Poonam (2010), Kumari, Priyanka (2011), Kumari, Kusum (2012), Kumari, Basundhara (2012).

### Conclusions:

Adolescent respondents belonging to high teacher's ethics group excelled over their counterparts in terms of personality traits under study. Adolescent respondents belonging to high teacher's responsibility group dominated over their counterpart's respondents in terms of personality traits under study.

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