การศึกษาบุคลิกภาพของครูสอนภาษาอังกฤษชาวไทยที่มีผลต่อปฏิสัมพันธ์ของนักเรียนในห้องเรียน

A Study of Thai English Teachers Personality Influencing Students Interaction in The Classroom.

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บทคัดย่อ
งานวิจัยมีวัตถุประสงค์ เพื่อศึกษาบุคลิกภาพของครูชาวไทยที่
สอนภาษาอังกฤษ ในจังหวัด สุราษฎร์ธานีและผลกระทบของบุคลิกภาพ
ของครูต่อปฏิสัมพันธ์ของนักเรียนในชั้นเรียน โดยใช้การวิจัยแบบผสม
ผสาน ระหว่างการวิจัยเชิงปริมาณและเชิงคุณภาพ กลุ่มตัวอย่างคือ
ครูสอนภาษาอังกฤษชาวไทย จากโรงเรียนเอกชน และโรงเรียนรัฐบาล
ในจังหวัดสุราษฎร์ธานี ในระดับชั้นประถมศึกษาปีที่ 1 ถึง มัธยมศึกษา
ปีที่ 6 จำนวน 100 คน เครื่องมือที่ใช้ในงานวิจัยคือ แบบวัดบุคลิกภาพ
5 รูปแบบ โดยในส่วนของการวิจัยเชิงปริมาณได้ใช้ แบบวัดบุคลิกภาพ
5 คุณลักษณะ จำนวน 44 ข้อ ในการเก็บข้อมูล ผลการวิจัยพบว่า
ครูสอนภาษาอังกฤษชาวไทยส่วนใหญ่มีบุคลิกภาพแบบประนีประนอม
โดยมีจำนวน 44 คน จากตัวอย่าง 100 คน ในขณะที่บุคลิกภาพแบบ
เปิดรับประสบการณ์มีเพียง 3 คน จากตัวอย่าง 100 คน จากนั้นใช้
รูปแบบการวิจัยเชิงคุณภาพ เพื่อศึกษาอิทธิพลของบุคลิกภาพของครู
ที่มีต่อปฏิสัมพันธ์กับผู้เรียนในห้องเรียน มีเก็บข้อมูลจากการสังเกตการ
เรียนการสอนในชั้นเรียน การบันทึกวีดีโอการเรียนการสอนในชั้นเรียน
และการสัมภาษณ์ครูผู้สอน โดยทำการศึกษาจากครูผู้สอนจำนวน 5 คน
ที่ผ่านเกณฑ์คัดเลือกที่กำหนดไว้ ผลการวิจัยชี้ให้เห็นว่า บุคลิกภาพของ
ครูที่แสดงออกทางพฤติกรรมในขณะทำการสอนนั้นส่งผลต่อปฏิสัมพันธ์
ของนักเรียนในห้องเรียน

คำสำคัญ: บุคลิกภาพของครู
การสอนภาษาอังกฤษ
ปฏิสัมพันธ์ของนักเรียนในห้องเรียน

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Abstract

The purpose of this study aimed to investigate the personality of Thai English teachers in Surat Thani Province and its influences on students' interaction in the classroom. This study was an explanatory sequential mixed-methods research design using quantitative and qualitative methods in a single research, from collecting quantitative data to using of the first phase results to build on to the qualitative phase. The participants in the quantitative phase were 100 Thai English teachers who taught English from Prathom-suksa 1 to Matthayomsuksa 6 in private and government schools in Surat Thani Province. The five informants in the qualitative phase were selected from the participants according to the criteria. The 44 items of the Big Five Inventory were used in the first phase of gathering data. The findings show that the Agreeableness personality is the most common personality in 44 of the 100 samples while only 3 teachers are the Openness to Experience. Moreover, an interesting outcome from the empirical evidence points to the fact that teachers' behavior which derives from their personality. At the same time, teaching has an influence on students to interact in classrooms.

Keyword: Teachers' Personality
           Teaching English
           Students Interaction in The Classroom

Background of the Study

Teachers are critical people in regard to student's learning because they are designers of the learning process. Thus, how foreign language teachers act and how successfully they connect with their students' in the classroom will impact learning, motivation, language acquisition, and development of the students (Jurczak & Jurczak, 2015). Students also tend to mimic whatever the teachers do during class and follow their actions and character (Borg, 2006). This instructional relationship dramatically impacts students' learning outcomes. Sehgal and Kaur (1955) pointed out that learning in the classroom is an emotional experience, and the younger the learner, the truer this statement is.

As reported in the study of Perlman and Pearson (2012), primary and secondary teachers have different personality styles in teaching. The secondary teachers tend to be more autonomous in allowing students a voice, letting them attend to what they are doing while giving objective comments about performance. In contrast, primary teachers are more likely to articulate expectations and be significantly more controlling. These choices in style impact a teacher in the teaching process and also influences their personality. Both primary and secondary school children are still in developmental stages where they share strong reliance and bonds with their teachers. In comparison' university lecturers have developed different teaching styles and personas that have evolved from being in an environment with independent young adult learners.

Currently, in Thailand, English teaching is focused more on English proficiency. The aim to teach a more Global English by using English as a common language to communicate with others whose first language is not English and using English in texts intended for an international audience. In fact, English should be taught for practical use rather than taking tests

for the scores (Kanoksilapatham, 2016).

Educators have conducted a lot of research to find effective methods hat can help students succeed in learning English, especially in communication skills. Some educators focus on an affective aspect of the English teacher (e.g., Kyriakides, et al., 2009; Hattie, 2003; Rowe, 2003). To be successful in language learning, one needs to create an opportunity for students to practice how to use the language they learn. Therefore, it is important to create a class that encourages discussion, has good interaction, and enables students to communicate in English in the classroom.

According to Hattie (2003), teachers who had more positive behavioral characteristics had a more signifcant impact on their students' outcome, while Higgins (2011) also found that a trusting relationship between teacher and students had a greater impact on their students' outcome. Brackett, et al., (2011) added weight to this by stating that a classroom with a warm

and open feel helps support the stability of the students, so they feel more connected to the teacher, which in turn leads them toward better behavior and aptitude.

Moreover, Moussa (2013) mentioned a link between academic achievement and student behavior in public schools in New York, that a teacher's classroom management, and the subsequent student behavior, is a significant determinant of learning achievement. Given these points, the impact of the teacher on student's achievement arises during the learning process in the classroom, and the interaction between teacher and students in English classrooms is important because it is the stage at which students are gathering English knowledge and practicing what they learn.

Thus, an English teacher needs to create open learning environments that allow students to interact more freely and feel safe to use English to communicate in a classroom. To

accomplish this goal, there are several educators have conducted numerous research studies on English teaching development in such areas as curriculum development, teaching and learning environment, and motivation and attitude in teaching and learning English. In particular, Yasseen (2010) studied the effective ways a teacher's teaching method would help influence the students to improve their English skills and their likeliness to communicate freely in English.

Masruddin and Pratiwi's research (2016) supported Yasseen (2010) and they pointed out that a teacher's personality influences students' attitude toward learning English. Generally speaking, a teacher's influence on students mainly arises within the teaching and learning processes in the classroom. Some questions about how a teacher's personality influences students remain not fully answered. To better answer these questions, there is a need to have a further study to see how a teacher's personality influences students' interaction in the classroom and to evaluate how the teacher-student interaction in the classroom impacts students' English proficiency.

This research studies on Thai English teachers in the primary and secondary levels of both private and government schools in Surat Thani Province. The study employed the 44 items of the Big Five Inventory as an instrument to determine the types of the personality of these teachers.

Purposes of the Study

1. To examine the personality of Thai English teachers in Surat Thani Province.

2. To explore how a Thai English teacher's personality influences students' interaction in the classroom.

Research Methodology
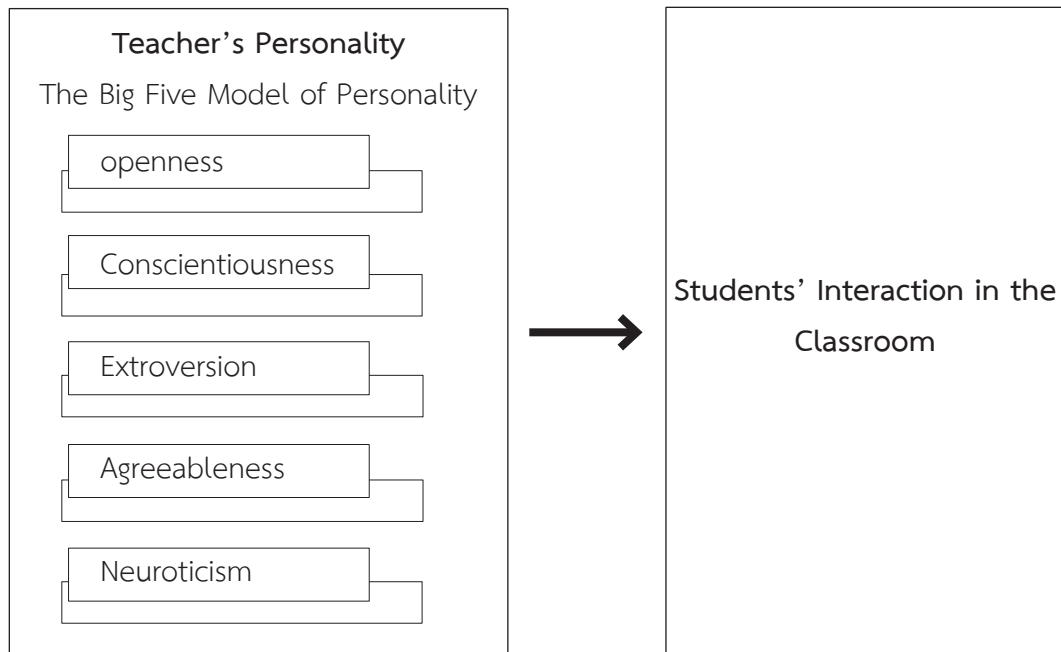
Conceptual Framework

Figure 1 The Big Five Model of Personality
Source: Modified from John et al. (2008, p.148)

This study will examine the influential role of a Thai English language teacher's personality on their students' interaction in the classroom. The conceptual framework is based on John, Naumann, and Soto's (2008) Big Five Model of Personality, which consists of a model of personality traits with five broad factors that represent the differences in human personality of empirically derived domains (Gosling, Rentfrow, & Swann, 2003).
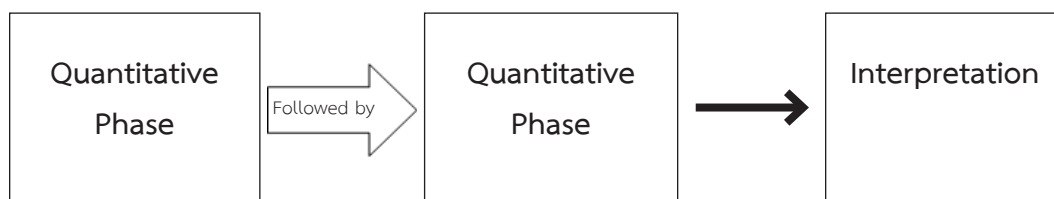
Research Design

Figure 2 Research Framework

Source: Modified from Creswell (2014, p.12)

For this study, an explanatory sequential mixed-methods research design, which is a mix between the use of quantitative and qualitative research methods, was used. The explanatory design was presented in two phases, beginning with the quantitative research procedure, and then using the results of the first phase to build on the qualitative phase (Creswell, 2014). In this study, survey data on Thai English teachers' personalities was distributed and obtained from participants in the first phase. A study through classroom observations and semi-structured teacher interviews were then conducted to explain futher how teachers' personality influences students' interaction in classrooms.

Quantitative Research Instrument

The research instrument for collecting the data in this survey was the Big Five Inventory (BFI). The Big Five Inventory, developed by John, et al. (1991), contains 44 items that measure an individual on the Big Five Factors of personality. The BFI uses a five-point Likert Scale format as follows: agree strongly (5), agree a little (4), neither agree nor disagree (3), disagree a little (2), and disagree strongly (1). The inventory has been used frequently in research on human personality, (Hakimi, Hejazi, & Lavasani, 2011,

Morgan, & De Bruin, 2010, Mulyanegara, Tsarenko, & Anderson, 2009). The five categories of personality traits are: Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism. Each factor links to a personality aspect. I obtained the permission to use the Big Five Inventory from Oliver P. John even though it is available on open source domain from Berkeley Personality Lab (www.ocf.berkeley.edu/~johnlab/bfi.php).

For the quantitative design, the Big Five Inventory questionnaire was distributed among seventeen schools in Surat Thani Province. There are 14 government schools and three private schools.

Table 1 School Demographics

Location	Schools	Teachers	Return
Government Schools Koh Samui			
P.1-P.6	4	11	6
P.1-M.3	2	8	8
K.1-M.3	1	3	3
M.1-M.6	2	14	13
total	**9**	**36**	**30**
Main land			
P.1-M.3	2	6	6
M.1-M.6	3	35	24
total	**5**	**41**	**30**
Private school Koh Samui			
K.1-M.3	1	6	6
total	**1**	**6**	**6**
Main land			
K.1-M.6	2	48	47
total	**2**	**48**	**47**

Table 2 Participants' Demographic Data

		Count
Gender	Male	12
	Female	87
Education	Bachelor's degree	78
	Master's degree	22
	Doctorate degree	0
Experience in Teaching	Less than 5 years of teaching	42
	6-10 years of teaching	22
	11-15 years of teaching	15
	Over 15 years of teaching	21
Level of Teaching	Primary 1-3	23
	Primary 4-6	23
	Secondary 1-3	36
	High school	18

Quantitative Data Analysis

During the data analysis process, individual raw scores were converted into standard form, which would provide a more meaningful description of the individual scores within the distribution. The t scores in psychological testing is a tecnical term that is always positive with a mean of 50. The Z score was first calculated using the formula of $Z=(x-\bar{x})÷S.D$ to help convert the score into the t score: $T=(Zx10)+50$. (Appendix A)

The data was then presented using descriptive statistics in quantitative numeric tables. The personality traits of Thai English language teachers in Surat Thani were thereupon shown in tabular and chart forms in Appendix B. The data from the first phase of the research helped narrow down suitable informants according to the criteria for the second phase of the study.

Quantitative Findings

Table 3 The participants' highest score in each type of personality

Types / Teachers	Openness	Conscientiousness	Extroversion	Agreeableness	Neuroticism
100	3	26	22	44	5

The results show that the Agreeableness personality is the primary personality type of Thai English teachers in Surat Thani Province with 44 teachers. From the basis of the Big Five Model, people with Agreeableness are sympathetic listeners and helpful. They like to work in a team, tend to cooperate more than compete, dislike and avoid conflict (Fenderson, 2011).

Qualitative Research Instrument

The first instrument was an observation to record the personalities of the teacher, especially the high score factors that occurred in the classroom, and the interaction of students on teacher's personality styles was also recorded. Secondly, journal writing on field notes and a reflection were taken. The field notes recorded the descriptive information of the events, activities, people, and what happened at the site; reflective notes were about my thoughts and insights that came up during the observation.

Qualitative Data Analysis

Following the collection of the observation notes, all transcripts were read once over and listed down into

code words that were categorized into similar groups/themes. All redundant terms were taken out. An examination of the codes used most frequently by informants was then conducted.

For the semi-structured interviews, all audio recordings were transcribed and repeatedly checked to ensure the complete accuracy of the transcription written. All personal information was anonymized to secure the identity of informants. Following this procedure, an identification of any similarities and differences throughout the collected data was highlighted on a hard copy of the transcript. The data were then categorized and placed into groups of similar themes to further identify any emerging commonalities. Lastly, the interview was translated into the English language for data analysis.

Qualitative Findings

The second part is a qualitative analysis of how each type of Thai English teacher's personality influence students' interaction in the classroom. Teaching observation, reflective notes, and video of teaching, including the data from the semi-structured interviews with the teachers, were used to obtain the data. Teaching observations and reflection notes had conducted to collect the data for each of the five informants, approximately 50 minutes in each period. The study in the qualitative phase might not have a variety of data, according to the issue on obtaining permission for classroom observation. The data collection process of the five informants had access only from two Catholic schools in Surat Thani. The informants who were selected are those who had higher scores in the individual categories from each factor of the BFI survey. They all had more than five years of experience in teaching English in their current schools and freely volunteered to be observed, interviewed, and recorded on video. The context for class observation was private schools in Surat

Thani Province. The semi-structured interviews were conducted in Thai language, and then the data was translated into English, coding, and categorizing, then were organized into different themes, and the final finding interpreted as follows:

1. Openness to Experience: Teacher A

Teacher A's teaching method has reflected on the openness to experience personality type, with her imagination, intellectual, aesthetic, and inner feelings, the students in her class full of energy and enthusiasm to study English. She is happy and enjoys her career as an English teacher.

2. Conscientiousness: Teacher B

Teacher B has the highest score on Conscientiousness personality with self-disciplined and works in an organized manner. She has paid too much attention to details sometimes and causes anxiety for students. The students are more relaxed after she gave more encouraging words. Although, teacher B is the conscientiousness type. However, she also has

adopted her openness to experience personality traits to promote students' interaction in the classroom. She has invented some songs and created more activities in her teaching. The students have enjoyed the song and more active in learning.

3. Extroversion: Teacher C

Teacher C is the Extroversion, which is friendly, confident, and willing to take on new tasks. She is enthusiastic, cheerful, enjoy being with the students, and speak concisely. The class is excited and the students are attentive to listen to the teacher. They are willing to continue to study, although the period of teaching has ended. Teacher C also has a high score on Conscientiousness and Agreeableness. She has organized the lesson well, working in disciplined, flexible, and kind. The students have interacted well in her class. They feel free to share their opinion and eager to learn.

4. Agreeable: Teacher D

Teacher D has a high score on

agreeableness personality. She has a tendency to acceptance of others, compassion, willing to forgive and forget other mistakes. She has appreciated whatever students share in the classroom. However, some students are also tensed in her class because she has taken her duty seriously. She has more focused on the rule and English proficiency.

5. Neuroticism: Teacher E

Teacher E has a high score on neuroticism personality. She is an easily anxious, emotional swing, and often reminds the students to sit straight and behave well. However, she speaks politely and is flexible because she also has a high score on agreeableness personality.

Results and discussion

The results showed that the Thai English language teachers in Surat Thani Province have traces of all these five personalities. However, each person exhibited different main personality dimensions. The most common personality trait shown in English teachers in Surat Thani is Agreeableness. The second largest group is Conscientiousness, closely followed by Openness and Experience. The fourth is Extroversion personality, with the smallest group as Neuroticism. The quantitative results also narrowed down five teachers who were qualified to participate in the qualitative phase.

For the qualitative findings, all five informants love being English teachers, despite not having graduated with a degree in education. Most of the informants' first jobs were not in the formal teaching arena. Two of them had previously worked as receptionists in hotels, while another worked in an airport. Although two of the informants had started in a teaching career, they did not work in a formal schooling sector. One had taught in a non-formal education department, whereas the other worked in an international school as part of the foreign faculty.

As English teachers during their

formal teaching career, they have experienced difficulty in managing challenges in the classroom. They have struggled with learning how to impart their knowledge to the students, as well as ways to handle difficult situations in class. They strived to professionally develop through regularly studying how to improve their teaching skills to better help students to learn English. They might not have started with a formal teaching career but they are passionate about teaching and are in love with their career. They are proud to be English teachers. They might have some difficulties but they never give up nor want to teach other subjects.

The five teachers agreed that their personalities played an influential role in the students' interaction in the classroom. This goes to show that personality is an important factor in determining the teacher's actions and their different ways of teaching. Each personality translated towards different styles of teaching in the classroom. All five teachers accepted that the behavior of a teacher can affect the interaction of students in the classroom. As a result, with this knowledge in mind, these teachers are now trying to create an atmosphere that promotes positive interaction in the classroom. These teachers were able to distinguish their personal feelings and refrain from letting them get in the way of their teaching in the classroom. All five teachers have committed themselves to the roles and duties of being teachers and they have accepted the huge responsibility of passing on knowledge to students. They all hold the desire for students to gain as much knowledge as possible. This is the heart and ethics of being a teacher.

Consequently, the study found that a Thai English language teacher's personality can greatly influence students' interaction in the classroom. Personality plays an impact on the decision-making and behavior of the teacher. It also conveyed that a teaching

process is based on the personality of a teacher. Therefore, an English teacher's personality does influence students' interaction in the classroom.

Conclusion

Based on the Big Five Model of personality, people fall into all of these five personality traits; Openness to experience, Conscientiousness, Extroversion, Agreeableness, and Neuroticism. The study shows that teachers adapt their behavior to encourage the student to interaction in classrooms. Therefore, the personality of an English teacher influences students' interaction in the classroom. It also conveys that the teaching process is based on the personality of a teacher. As the consequence that the personality has an impact on an individual's behavior and also influenced decision making. Therefore, an English teacher's personality influences student interaction in the classroom.

Researchers who are interested in the interaction of students in class-rooms should explore more about other factors that influence students' learning in the classroom apart from the teacher's personality. Since there are, also other factors that influence student's interaction in classrooms, which are teacher's communication skill, behaviorism, and the environment in the classroom, the classroom atmosphere, students' readiness, and also students' personality.

Educational leaders should focus on installing and encouraging teachers to love their profession. For the pre-service English teacher training process should enhance the virtue and ethics of being a teacher, which is the teacher's identity. This study found that there is another important factor impacting on teacher's decision-making that is the identity of a teacher. A teacher's identity empowers a teacher to do all things for their students. This identity influences a teacher to channel their personality to communicate with students in the classroom.

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