Teacher personality traits and its impacts on learning

Ned Wales
Bond University, Ned_Wales@bond.edu.au

Follow this and additional works at: http://epublications.bond.edu.au/pgse_posters

Part of the Higher Education Commons, Personality and Social Contexts Commons, and the School Psychology Commons

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 4.0 License.

Recommended Citation
One of the fundamental questions in the field of education is what makes an effective teacher? A personality that is flawless and beyond reproach is not reasonable, nor the notion that the teacher is responsible for the failure of a pupil to learn, however the attitude of teachers can make the difference between failure and success within the profession (Sprinthall & Sprinthall, 1987).

Question
What makes an appropriate psychological profile to be an effective teacher?

Teacher behaviour can be as important as student behaviour in the dialectic of teaching and learning. Students liking their teaching has been proven to be part of creating a positive teaching and learning environment. Research shows that when students like the teacher, they enjoy being at school and more dedicated to the learning that is offered as they feel valued by a mentor or teacher (Erlauer, 2003). Is it possible to identify a personality profile that makes a good teacher?

Answer
The Learning Styles Inventory explores two main areas, “perceiving and processing.” According to Kobl the perceiving is based on our preferred means of acquiring new information that may range from Concrete Experience to Abstract Conceptualization (1981). On the other hand, processing refers to how we make sense of things, ranging from Active Experimentation to Reflective Observation. These different preferences in learning styles may also be influenced by the educator’s bias to teach in a certain way and not take into account the variety of learning styles (Kobl, 1981).

References