



BIG FIVE PERSONALITY TYPES AS PREDICTORS OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS.

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ABSTRACT

Lack of job satisfaction among teachers in Nigeria is a major problem giving many stakeholders in education great concern. The right personality traits and attributes needed for teachers to be effective on their jobs seem to be missing among the available ones. The study therefore investigated personality types as predictors of job satisfaction among secondary school teachers in Ondo State, Nigeria. The descriptive research design of survey type was adopted for the study. Two hundred (200) secondary school teachers comprising of 62 males and 138 females participated in the study. The adopted instruments for this study are Big Five Inventory and Job Satisfaction Scales. Five hypotheses were formulated and tested at 0.05 level of significance. Descriptive and inferential statistics were used for the analysis of data collected. The results showed that extraversion, agreeableness, and conscientiousness significantly influenced job satisfaction among secondary school teachers. However, openness to experience and neuroticism were not significant predictors of job satisfaction among secondary school teachers. It was concluded that extraversion, agreeableness and conscientiousness personality types were major factors predicting the job satisfaction of



secondary school teachers. Based on the findings of the study, it was recommended that school administrators should consider applicants with extraversion, agreeableness and conscientiousness personality types for teaching appointment whenever recruitment is done.

Keywords: Job satisfaction, personality, conscientiousness, openness to experience, agreeableness.

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INTRODUCTION

Teachers at all levels of education perform significant roles in achieving the objectives of education in any society. However, if these teachers are not satisfied with their jobs, they may display lack of job commitment, and students' academic success in schools may be hampered. If workers are dissatisfied with their jobs, the overall advancement of the organization could be disrupted. Robbins and Judges (2008) described job satisfaction as a positive feeling an individual has towards his or her job resulting from the individual's evaluation of the job's characteristics. Davis and Newstrom (2006) defined job satisfaction as the pleasant or unpleasant feeling and emotions workers have towards their works. It is a pleasant emotion resulting from the evaluation of the experiences an employee has in discharging his or her responsibilities in the workplace. However, unmet expectations result in job dissatisfaction among workers (Mathis & Jackson, 2000).

According to Quarstein, McAfee and Glassman (1992), two major factors influencing job satisfaction include situational characteristics and situational occurrences. Examples of situational characteristics are salary, supervisory practices, working environment, and promotion. However, situational occurrences can be grouped into either positive or negative. The positive situational occurrences include extra vacation time, rewards and awards, and so on, while the negative situational occurrences include faulty equipment. Satisfaction or dissatisfaction among workers may be the determinants of any organization's achievements or failure. Hence, it is important that job satisfaction and some variables influencing it are examined among secondary school teachers. In Nigeria, the secondary education is very important because it is the only link between primary and tertiary education. Teachers in secondary schools are expected to be highly industrious in preparing the young students for future education. If these teachers are not appropriately and adequately rewarded for the good services they render, their level of satisfaction might decrease, affecting their level of job performance.

Bavendam (2000) posited that teachers' job satisfaction is very crucial in the educational sector because their attitude to work could positively or negatively influence students' learning process. Satisfied teachers could perform excellently in the classrooms and improve on his quality of teaching, while job dissatisfied teachers would find it difficult to perform very well in and outside the school environment. Teachers that are very satisfied with their jobs are usually very hard working, confident and courageous in discharging their duties and responsibilities, and they demonstrate greater commitment to the teaching learning process.



Efforts to improve job performance of teachers and academic performance of students in schools may be in vain if job satisfaction of teachers is not given the adequate attention it deserves. If workers are highly motivated in their places of work, they will be effective and efficient in service delivery to their employers and customers (Mbua, 2003). The implication of this to teaching and learning environment is that if teachers are well motivated and they are satisfied with the teaching job, students' learning and academic performance will be enhanced. However, students' academic achievements could be disrupted if teachers are not well motivated and they are dissatisfied with their teaching jobs. Indeed, if teachers' job satisfaction is not given the attention it deserves, efforts of all stakeholders and policy makers to provide quality education may be in vain.

It is sad to note that the teaching profession is facing problems related to teachers in Nigeria. Many public secondary school teachers are dissatisfied with the teaching profession (Aroge, 2016; Dabo 2016). The complaints of teachers include poor working conditions, harsh working environment, poor motivation, poor salary, and unpleasant conditions of service. Factors influencing teachers' job satisfaction extensively examined by researchers include reward, recognition, work conditions, supervision, and salary (Okonkwo & Obineli, 2011; Wanjau, 2011).

Statement of the problem

Job satisfaction among employees is a major factor influencing effectiveness and productivity of employees in any organization including the teaching profession. If most workers in an organization experience high level of job satisfaction, the organization would record more success than its counterparts whose most of its workers are dissatisfied with their jobs. Such dissatisfied workers are always less productive and are more inclined to engage in negative organizational behaviours such as absenteeism, lack of job commitment, disrespect, laziness, stealing, unfaithfulness, gross misconduct and deliberate act of disrupting school programmes amongst others. These kinds of negative behaviors are not uncommon among secondary school teachers in Nigeria. Some of the teachers are usually found displaying quite a number of unpleasant work behaviours such as coming late to work, habitual absence from work, ineptitude, uncared attitude to assigned works, running of private businesses, buying and selling in the school premises and so on. The obvious negative attitude of these teachers to work seems to indicate that they are not satisfied with their job.

One major problem facing the education sector in Nigeria, especially the public sector is how to satisfy the needs of workers and enhance teachers' effectiveness and productivity. Over the years, the education sector in Nigeria seems to be battling with ineffectiveness, inefficiency, low productivity and poor quality in the teaching and learning process. These may be due to poor job satisfaction among teachers in secondary schools. Over the last decade, there have been a great number of industrial disputes in the education sector which showed that teachers are not satisfied with their jobs. The high rate of secondary school dropouts, poor students' academic performance in external examinations and the seemingly dwindling standard of education in recent times in Nigeria have generated a lot of concern and controversy among stakeholders. This condition has oftentimes been attributed to low job satisfaction among teachers. Despite many studies on the influence of motivation, work conditions, salary on job satisfaction among teachers in addition to government and individual efforts to address this challenge, low level of job satisfaction is still being reported



among secondary school teachers. It is high time researchers studied the impact of some important psychological factors on job satisfaction. Only few studies had examined the predictive influence of personality types on teachers' job satisfaction, especially in Ondo State, Nigeria. This study, therefore examined personality types as predictors of job satisfaction among teachers in Ondo State, Nigeria.

Objectives of the study

The objectives of the study are to:

1. Examine the effect of openness to experience on secondary school teachers' job satisfaction
2. Examine the effect of neuroticism on secondary school teachers' job satisfaction
3. Find out the influence of extraversion on secondary school teachers' job satisfaction
4. Determine the effect of agreeableness on secondary school teachers' job satisfaction
5. Assess the influence of conscientiousness on secondary school teachers' job satisfaction.

Research Hypotheses

The following hypotheses were generated to guide the study.

1. Openness to experience will not significantly predict job satisfaction among secondary school teachers.
2. Neuroticism will not significantly predict job satisfaction among secondary school teachers.
3. Extraversion will not predict job satisfaction among secondary school teachers.
4. Agreeableness will not predict job satisfaction among secondary school teachers.
5. Conscientiousness will not significantly predict job satisfaction among secondary school teachers.

REVIEW OF RELATED LITERATURE

Theoretical framework

The study is based on dispositional theory of job satisfaction developed by Straw and Ross (1985). The approach affirmed the close relationship between job satisfaction and personality. According to Straw and Ross (1985), the job dispositional theory involves measuring personality characteristics which can help explain individual attitudes and behaviours. This theory suggests that individuals have inherent dispositions that cause them to have tendencies toward a certain level of job satisfaction not minding the type or nature of the job. Straw and Ross (1985) claimed that job attitude may reflect a biologically based trait that predisposes individuals to see people, things, and situations in their lives either negative or positive. Judge, Heller, and Mount (2002) emphasized the tripartite effect of personality on job satisfaction. They affirmed that the intellectual component of personality influenced individual's mood at work and the behavioural component operates through job performance. Judge, Locke and Durham (1997) introduced core self-evaluation (CSE) theory of personality. This composes of four bi-polar personality traits (self-esteem, generalized self-efficacy, emotional stability, and locus of control). According to Cleare and Oriakhi (2013), the theory holds that individuals with positives CSE are likely to be satisfied with their jobs because they do not focus on negative factors or experiences. Conversely, individuals with negative CSE are more likely to be dissatisfied because



they are highly sensitive to bad experiences and perceive the workplace more negatively (Brunborg, 2008). Thereafter, a 5-factor model of personality which can be used to describe the most salient aspects of personality emerged. This model is often known as the Big Five and has been generalized across measures, culture, and sources of rating. The Big Five are openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. These five major domains have been found to contain all known personality traits. Therefore, the present study examined how each of these personality domains predicted job satisfaction among secondary school teachers.

Personality and personality types

McShane and Von Glinow (2008) described personality as pattern of behaviour of an individual that is, relative stability and consistent internal states which explain the individual's behavioural tendencies. Mount, Lies and Johnson (2006) posited that one of the major non-cognitive domains of humans in the field of psychology is the personality traits that influence several outcomes linked with progress in the workplace and success in life. Personality influences behaviour through motivational processes and this would in turn impact on the success of the individual. Personality also affects choices individuals make about career, tasks and activities to engage in, the magnitude of efforts to be exerted on the tasks and the period of time during which the task will be carried out.

Personality types have been grouped in different ways. The most popular grouping of personality seems to be the one done by Costa and McCrae (1992) that is known as the Big Five. The goal-oriented behaviour and decision making of a person are influenced by personality types (Jalilvand, 2000). The Big Five dimensions of personality involves five traits that are relatively independent and provide purposeful information about differences in individuals, and their responses in the organizational demands (Kumar & Bakhshi, 2010). Agreeableness, Neuroticism, Extraversion, Openness to Experience, and Conscientiousness are the traits of five factor model. These five dimensions of personality provide a purposeful basis for the study of individual differences in mankind. Agreeableness refers to traits of politeness, graciousness, good-natured, fellow feeling, love and caring. Neuroticism includes people who are self-possessed, annoyed, stressed, unsociable and dejected. Openness to experience refers to the extent to which a person is willing to make adjustment in line with new ideas and innovations. Individuals with openness to experience personality traits are curious, innovative, adaptable, flexible, and creative. Extroversion refers to the social adaptability of a person. People with extraversion personality are gregarious, warmhearted, sociable, outgoing, and assertive. Conscientiousness refers to the extent to which individual pushes toward personal goals. It is the tendency to show self-discipline, act dutifully and the desire to achieve and make progress irrespective of the challenges faced.

Empirical studies

Several researchers (Ranasinghe & Hemantha, 2016; Kappagoda, 2013; Jabari, Boroujerdi, Ghaeini, Naghshbandi, & Karimi, 2013; Zhai et al. 2013; Mhlanga, 2012; Wanjau, 2011; Furnham, Eracleous & Premuzic, 2009) have revealed the relationship between job satisfaction and personality types. Many previous research works have demonstrated that job satisfaction positively correlated with agreeableness, conscientiousness, and extraversion while job satisfaction negatively correlated with neuroticism personality



trait. Openness to experience did not have much influence on job satisfaction. Judge, Heller, and Mount (2002) reported a significant positive relationships among conscientiousness, agreeableness, extraversion, neuroticism and job satisfaction.

Negative relationship between neuroticism and job satisfaction had been reported by researchers (Pandey and Karitha, 2015; Mhlanga, 2012; Patrick, 2010; Matzler and Renzl, 2007; Bowling, Beehr, & Lepisto 2006). In a study carried out by Kappagoda (2013), it was revealed that neuroticism is inversely related to job satisfaction. Tesdimir, Asghar and Saeed (2012) found negative correlation between neuroticism personality trait and job satisfaction. Workers whose scores were high in neuroticism were less satisfied with the actual work carried out by them, their comates and their salaries. Similarly, Butcher and Roberson (1995) found neuroticism to be the strongest negative correlate of job satisfaction among workers. However, Judge, Heller & Mount (2002) found neuroticism personality trait as the most potent and consistent correlate of job satisfaction.

Literature has reported significant positive relationship between extraversion and job satisfaction (Furnham & Zacherl, 1986). Individuals who had high scores in extraversion personality type dimension also had high scores in all the dimensions of job satisfaction (Kappagoda, 2013; Zhai et al., 2013; Patrick, 2010; Ali, 2008; Judge, Heller, & Mount, 2002). Extraverts are susceptible to experience pleasant emotions (Costa & McCrae, 1992) which in turn leads to job satisfaction. Rhodes and Hammer (2000) affirmed that agreeableness was a good and effective predictor of job satisfaction. They found that job satisfaction increased when agreeableness personality increased in supervisor and the subordinate. Jabari et al. (2013) studied the relationship between Big-Five Personality Traits and job satisfaction. The results showed that agreeableness positively and significantly correlated with job satisfaction. Kappagoda (2013), Patrick (2010) and Rhodes and Hammer (2000) discovered that agreeableness personality was a significant factor predicting job satisfaction of employees.

Najaf (2007) and Neubert (2004) reported that openness to experience was not a valid factor predicting job satisfaction. Also, Pandey and kavitha (2015) found no significant relationship between Openness to Experience and job satisfaction. However, Ali (2008) reported a significant positive relationship between job satisfaction and Openness to Experience among teachers. Naz, Rehman, and Saqib (2013) examined the relationship between the level of job satisfaction and types of personality among employees of banks and found that openness to experience positively and significantly correlated with job satisfaction. Ijaz and Khan (2015) and Mhlanga (2012) and Tesdimir, Asghar and Saeed (2010) found positive and significant relationship between openness to experience and job satisfaction. Ranasinghe and Hemantha (2016) reported the same findings.

Various researchers (Saeed, et al., 2010; Furnham, Eracleous & Chamorro-Premuzic, 2009; Ali, 2008) reported significant correlations between conscientiousness and job satisfaction. However, Najaf (2007) and Patrick (2010) reported that there was no significant relationship between conscientiousness and job satisfaction. The reviewed literature revealed the relationships between personality types and job satisfaction. However, most of these studies were not done in Nigeria. They were carried out in Europe, America and Asia. Studies on relative relationship between personality types and job satisfaction among Nigerian teachers



are very germane considering the importance of teachers in the teaching profession. Hence, the need for the present study.

METHODOLOGY

This study adopted a descriptive research design using the survey type. The major reason was to find out the role of personality types on job satisfaction. The design enabled the researcher to collect data for the purpose of analysis, interpretation and generalization. The population for this study comprised of all secondary school teachers in Ondo North senatorial district, Ondo State, Nigeria. The sample for the study consisted of ten secondary schools, two hundred (200) Senior Secondary School teachers, comprising of 62 males and 138 females who were selected through stratified random sampling technique.

Two instruments were used for this study: The Big Five personality Inventory developed by John and Srivastava, (1999) and Job Satisfaction Survey developed by Spector (1994) were adapted for this study. The Big Five Inventory (BFI) is a 44-item inventory that was developed to measure the Big Five personality domains of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Respondents indicate their level of agreement with each of the items using a 4-point Likert scale from strongly agree, agree, disagree to strongly disagree in which a value was assigned to each response from 1, 2, 3, to 4 respectively. The test retest reliability coefficient for Big Five Inventory (BFI) average was .80 (range .71 - .88). The job satisfaction Survey (JSS) developed by Spector (1994) was adapted for this study. The original scale contains 36 items. The researchers extracted 20 relevant items from the original scale using a four point likert type ranging from strongly disagreed = 1, disagreed = 2, agreed = 3 to strongly agreed = 4. The test retest reliability coefficient of 0.71 was obtained for the Job Satisfaction Survey.

The researchers first visited the randomly selected schools to familiarize them about the research and solicited the permission of the principals. Thereafter, the researchers sought the consent of the teachers to participate in the study. After getting them informed and obtained their consent, the researchers personally distributed and collected the completed scales administered to the teachers. Participant were adequately informed of the adherence to confidentiality and the need to be precise and truthful in filling the questionnaires. The researchers cautiously explained the importance of the questionnaire to the respondents to avoid invalid responses. Adequate time was given to the teachers to complete the questionnaire. The administration of the instrument was done for three weeks and administered questionnaires were collected back from the respondents by the researchers. Data were analysed using simple regression statistical tool for each hypothesis at 0.05 level of significance. The statistical tool was used to establish the contribution of each independent variable to the job satisfaction of teachers.



RESULTS

Hypothesis 1: Openness to experience will not significantly predict job satisfaction among secondary school teachers.

Table 1: Summary of Simple Regression showing the influence of Openness to Experience on job satisfaction

Model	Sum of Square	df	Mean Square	F	F-crit.	R	R ²	Adjusted R ²
Regression	19.503	1	19.503	.468	3.38	.058	.003	.001
Residual	5752.069	198	41.682					
Total	5771.571	199						

Table 1 shows the R-value, R-square value and the adjusted R square. The R square coefficient ($R^2=.003$) indicates that the predictor variable openness to experience accounted for .3%. The R-square value reveals how much variance is in the dependent variable as explained by the independent variable in the analysis. The adjusted R-square value of .001 indicated that .1% of the variance was accounted for in the model. From Table 1, openness to experience did not significantly predict job satisfaction ($F_{(1, 198)} = .468$ $p>0.05$). Therefore, hypothesis one was not rejected. This implies that openness to experience has no predictive power of job satisfaction among the teachers.

Hypothesis 2: Neuroticism will not significantly predict job satisfaction among secondary school teachers.

Table 2: Summary of Simple Regression showing the influence of Neuroticism on job satisfaction

Model	Sum of Square	df	Mean Square	F	F-crit.	R	R ²	Adjusted R ²
Regression	52.796	1	52.796	1.274	3.83	.098	.009	.002
Residual	5718.776	198	41.440					
Total	5771.571	199						

Table 2, shows the R-value, R-square value and the adjusted R square. The R square coefficient ($R^2=.009$) indicates that the predictor variable neuroticism accounted for .9%. The adjusted R-square value of 0.002 indicates that .02% of the variance was accounted for in the model. From Table 2, Neuroticism did not significantly predict job satisfaction ($F_{(1, 198)} = 1.274$ $p>0.05$). Therefore, hypothesis two was not rejected. This implies that Neuroticism did not predict job satisfaction among the teachers.



Hypothesis 3: Extraversion will not predict job satisfaction among secondary school teachers.

Table 3: Summary of Simple Regression showing the influence of Extraversion on job satisfaction

Model	Sum of Square	df	Mean Square	F	F-crit.	R	R ²	Adjusted R ²
Regression	587.251	1	587.251	15.632	3.83	.319	.102	.095
Residual	5184.320	198	37.568					
Total	5771.571	199						

Table 3, shows the R-value, R-square value and the adjusted R square. The R square coefficient ($R^2=.102$) indicates that the predictor variable extraversion accounted for 10.2%. The adjusted R-square value of .095 indicated that 9.5% of the variance was accounted for in the model. From Table 3, extraversion significantly predict job satisfaction ($F_{(1, 198)} = 15.632p<0.05$). Therefore, hypothesis three was rejected. This implies that extraversion provide high level of job satisfaction among the teachers.

Hypothesis 4: Agreeableness will not predict job satisfaction among secondary school teachers.

In testing hypothesis four, regression analysis was used to investigate the influence of Agreeableness on job satisfaction among secondary school teachers.

Table 4: Summary of Simple Regression showing the influence of Agreeableness on job satisfaction

Model	Sum of Square	df	Mean Square	F	F-crit.	R	R ²	Adjusted R ²
Regression	448.555	1	448.555	11.629	3.83	.279	.078	.071
Residual	5323.016	198	38.573					
Total	5771.571	199						

Table 4, shows the R-value, R-square value and the adjusted R square. The R square coefficient (.078) indicates that the predictor variable Agreeableness accounted for 7.8%. The adjusted R-square value of .071 indicated that 7.1% of the variance was accounted for in the model. From Table 4, Agreeableness significantly predicted job satisfaction ($F_{(1, 198)} = 11.628 p<0.05$). Therefore, hypothesis four was rejected. This implies that agreeableness provide high level of job satisfaction among the teachers.

Hypothesis 5: Conscientiousness will not significantly predict job satisfaction among secondary school teachers.

In testing hypothesis five, regression analysis was used to investigate the influence of Conscientiousness on job satisfaction among secondary school teachers.



Table 5: Summary of Simple Regression showing the influence of Conscientiousness on job satisfaction

Model	Sum of Square	df	Mean Square	F	F-crit.	R	R ²	Adjusted R ²
Regression	1078.358	1	1078.358	31.708	3.83	.432	.187	.181
Residual	4693.214	198	34.009					
Total	5771.571	199						

Table 5, shows the R-value, R-square value and the adjusted R square. The R-square (.187) of 18.7% tells how much variance in the dependent variable as explained by the independent variable in the analysis. The adjusted R-square value of 0.181 which indicated that 18.1% of the variance was accounted for in the model. From Table 5, Conscientiousness significantly predict job satisfaction ($F_{(1, 198)} = 31.708$ $p < 0.05$). Therefore, hypothesis five was rejected. This implies that Conscientiousness provide high level of job satisfaction among the teachers.

DISCUSSION

The outcome of this study showed that openness to experience did not predict job satisfaction of teachers in secondary schools. This implies that secondary school teachers with openness personality trait had low level of job satisfaction. This finding agreed with Neubert (2004), and Judge et al. (2002) who found a negligible or no significant relationship between openness to experience and job satisfaction. However, Ali (2008), Ijaz and Khan (2005) and Mhlanga (2012) and Naz et al (2013) reported a significant positive relationship between openness to experience and job satisfaction which contradicted the outcome of this study.

Further, findings of this study showed that neuroticism did not significantly predict teachers' job satisfaction in secondary schools. This implies that teachers with neuroticism personality had low level of job satisfaction in secondary schools. This finding corroborated the studies of Pandey and Karitha (2015), Mhlanga (2012), Patrick (2010) and Matzler and Renzl (2007) that did not find the predictive influence of neuroticism on job satisfaction of teachers. Teachers that demonstrated high level of neuroticism are usually very anxious, depressed, impulsive, and vulnerable and not contented thereby making them to be less happy with their jobs. This could be responsible for the non-significant predictive influence of neuroticism on job satisfaction found in this study.

In addition, findings of the study revealed that extraversion significantly predicted high level of job satisfaction among secondary school teachers. This implies that teachers that were extraverted had high level of job satisfaction in secondary schools. The result is in line with the findings of Kappagoda (2013), Zhai et al (2013); Patrick (2010); Ali (2008) and Judge, Heller, and Mount (2002). They all found extraversion to be a significant factor predicting job satisfaction among employees. The characteristics of positive emotions, warmth, gregariousness, excitement-seeking usually demonstrated by extraverted teachers could be responsible for the high level of job satisfaction found among them.



Similarly, agreeableness personality type was found to significantly predict job satisfaction among secondary school teachers. This implies that teachers that were agreeable among their colleagues had high level of job satisfaction in secondary schools. The result confirmed the findings of Kappagoda (2013), Patrick (2010) and Rhodes and Hammer (2000). They stated that agreeableness was a significant predictor of job satisfaction among employees. The higher the teachers were on the agreeable personality scales the more likely they were satisfied with their job.

Finally, the finding of the study revealed that conscientiousness significantly predicted on satisfaction among secondary school teachers. This implies that teachers that display conscientiousness have high level of job satisfaction in secondary schools. The result supports the findings of Kappagoda (2013), Tesdimir, Ashga and Saeed (2012), Mhlang (2012) and Judge, Heller, & Mount, (2002). Their studies revealed that conscientiousness significantly predicted job satisfaction among employees. Hence, the higher teachers were on the conscientiousness scales the more likely they were satisfied with their job. The result is in conformity with the findings of Judge and Ilies's (2002) research which indicated that conscientious individuals exhibited a higher level of motivation and job satisfaction.

CONCLUSION

Based on the findings of this study, it was concluded that agreeableness, extraversion, and conscientiousness were predictors of job satisfaction among secondary school teachers in Akoko South West Local Government Area of Ondo State, Nigeria. However, openness to experience and extraversion were not good predictors of job satisfaction among the teachers.

Recommendations

Based on the conclusions of this study, the following were recommended;

1. Government should put into consideration personality characteristics of applicants during any teachers' recruitment exercise. Candidates who possess agreeableness and extraversion and conscientiousness personality traits should have better advantage in the recruitment exercise over their counterparts with openness to experience and neuroticism personality traits.
2. Teachers already on the job should be exposed to appropriate psychological training, workshops and seminars all of which will help them develop appropriate personality characteristics that would in turn enhance their effectiveness in schools. These programmes should be anchored by counselling psychologists employed by the state governments.



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