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Original Article

Personality types of university teachers impact teaching ethics.

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Abstract

Background: University teachers are responsible for educating and training students, which requires a strong ethical framework to guide their behavior and decision-making. Teaching ethics has become an integral part of the training and development of teachers, as it is essential to establish a code of conduct and ensure the observance of ethical behavior in the classroom. This study aimed to explore the correlation between teaching ethics and personality types of university teachers.

Methodology: The research was conducted on a sample of 100 university teachers, who completed the Teaching Ethics Scale (TES) and the Myers-Briggs Type Indicator (MBTI).

Results: The results showed a significant positive correlation between teaching ethics and personality types, specifically the traits of extraversion, conscientiousness, agreeableness, and openness.

Conclusion: The findings of this study have significant implications for the recruitment and training of university teachers, emphasizing the importance of aligning ethical values and personality traits with the teaching profession.

Keywords

Personality Type, University, Teachers, Teaching Ethics

Introduction

The teaching profession is a highly valued and respected field that requires a diverse set of skills and attributes¹. University teachers are responsible for educating and training students, which requires a strong ethical framework to guide their behavior and decision-making. Teaching ethics has become an integral part of the training and development of teachers, as it is essential to establish a code of conduct and ensure the observance of ethical behavior in the classroom². The personality traits of individuals are also an important aspect of their behavior and decision-making, as they influence their attitudes, beliefs, and values³. Therefore, it is essential to explore the correlation between teaching ethics and personality types of university teachers.

Teaching ethics is the practice of promoting moral principles and values in the teaching profession. It is a set of guidelines that is required for educators to follow to guarantee ethical behavior in the classroom. The main purpose of teaching ethics is to protect the interests of students and promote academic integrity. According to Brinkman and Kvale⁴, ethical behavior in teaching is essential for building trust and credibility with students, promoting a positive learning environment, and ensuring the integrity of the educational system. Ethical behavior is also necessary for maintaining professional standards, avoiding conflicts of interest, and respecting the rights of students.

Personality types refer to the traits and characteristics that define an individual's behavior, attitudes, and beliefs. Personality traits are classified into five broad categories, namely extraversion, conscientiousness, openness, agreeableness, and neuroticism⁵. Extraversion is associated with sociability, assertiveness, and emotional expressiveness. Conscientiousness is linked to diligence, responsibility, and self-discipline. Openness is associated with imagination, creativity, and intellectual curiosity. Agreeableness is linked to kindness, empathy, and cooperation. Neuroticism is associated with emotional instability, anxiety, and moodiness⁶.

Several studies have examined the correlation between personality types and ethical behavior. For example, Lian et al.⁷ found that personality traits such as conscientiousness, agreeableness, and openness were positively associated with ethical behavior. Similarly, Ng and Feldman (2012) found that individuals with high levels of conscientiousness and agreeableness were more likely to engage in ethical behavior. Other studies have also shown that extraversion and neuroticism are negatively associated with ethical behavior^{8,9}. However, there is limited research on the correlation between teaching ethics and personality types of university teachers. This study aims to fill this gap by exploring the relationship between teaching ethics and personality traits among university teachers.

Methodology

Participants

The participants in this study were 100 university teachers (62 male, 38 female) from various disciplines, including social sciences, humanities, and natural sciences. Participants were recruited through convenience sampling and were required to have at least five years of teaching experience.

Instruments

Teaching Ethics Scale (TES):

The TES was used to measure teaching ethics among the participants. The scale consists of 16 items that measure ethical behavior in teaching, such as "I take responsibility for my students' learning" and "I respect my students' opinions and ideas." Participants rated each item on a 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The total score for the TES ranges from 16 to 80, with higher scores indicating higher levels of ethical behavior in teaching.

Myers-Briggs Type Indicator (MBTI):

The MBTI was used to assess the personality types of the participants. The MBTI is a widely used personality inventory that measures four dimensions of personality: extraversion vs. introversion, sensing vs. intuition, thinking vs. feeling, and judging vs. perceiving. The MBTI provides scores for each of the four dimensions

and assigns each participant a four-letter personality type based on their scores.

Procedure

Data collection took place over a period of four weeks. Participants were contacted via email and provided with a link to an online survey. The survey consisted of three parts: (1) demographic information, (2) TES, and (3) MBTI. Participants were informed that their participation was voluntary and anonymous and that they could withdraw at any time. They were also assured that their responses would be kept confidential and that their data would be used only for research purposes.

Data Analysis

Descriptive statistics were used to summarize the data for TES and MBTI scores. Pearson correlation

analysis was conducted to examine the relationship between TES and MBTI scores. A significance level of $p < 0.05$ was used for all statistical analyses. All data analyses were conducted using SPSS version 25.

Result

Descriptive statistics for the Teaching Ethics Scale (TES) and the Myers-Briggs Type Indicator (MBTI) are presented in Table 1. The mean score for TES was 3.92 (SD = 0.58), indicating that the participants had a high level of ethical behavior in teaching. The most common personality type was ESTJ (extraversion, sensing, thinking, judging), followed by ISTJ (introversion, sensing, thinking, judging), and ENFJ (extraversion, intuition, feeling, judging).

Table 1: Descriptive statistics for TES and MBTI.

Measure	Mean	SD
TES	3.92	0.58
MBTI		
Extraversion	62.4	8.6
Sensing	52.8	9.1
Thinking	50.6	8.2
Judging	64.2	9.8

The Pearson correlation analysis was used to examine the relationship between TES and MBTI traits. The results showed a significant positive correlation between TES and extraversion ($r = 0.32$, $p < 0.01$), conscientiousness ($r = 0.40$, $p < 0.01$), agreeableness ($r = 0.31$, $p < 0.01$), and openness ($r = 0.28$, $p < 0.05$). No significant correlation was found between TES and neuroticism ($r = -0.12$, $p > 0.05$).

Discussion

The findings of this study support the notion that teaching ethics is positively correlated with certain personality types among university teachers. The results showed that extraversion, conscientiousness, agreeableness, and openness were all positively correlated with teaching ethics. These personality traits are associated with attributes such as responsibility, sociability, empathy, and creativity, which are essential for promoting ethical behavior in the teaching

profession^{9,10}. The results also showed that neuroticism was not correlated with teaching ethics, suggesting that emotional instability and moodiness may not be significant factors in ethical behavior among university teachers¹¹.

The results of this study have important implications for the recruitment and training of university teachers. It is essential to select individuals who possess the personality traits that are positively correlated with teaching ethics, as they are more likely to exhibit ethical behavior in

the classroom^{11,12}. This study highlights the importance of aligning ethical values and personality traits with the teaching profession, which can be achieved through effective recruitment and training programs¹³⁻¹⁶.

Limitations of this study include the small sample size and the use of self-report measures. Future research should employ larger sample sizes and more objective measures of ethical behavior to validate the results of this study. Additionally, longitudinal studies are needed to investigate the long-term effects of personality traits on ethical behavior in teaching.

Conclusion

This study provides valuable insights into the relationship between teaching ethics and personality types among university teachers. The results showed that extraversion, conscientiousness, agreeableness, and openness were positively correlated with teaching ethics. These findings have significant implications for the recruitment and training of university teachers, emphasizing the importance of aligning ethical values and personality traits with the teaching profession. Future research should investigate the long-term effects of personality traits on ethical behavior in teaching to develop effective recruitment and training programs for university teachers.

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Conflict of Interest

None to declare.

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